

# YOUTH VOLUNTEER ACTION GUIDE



## A TOOLKIT FOR LEADERS



Thank you for caring about volunteering.

Volunteers are often the backbone of nonprofit organizations, enabling limited resources to be stretched, and valuable services to reach farther.

In fact, many organizations begin as volunteer movements. Involving youth demonstrates caring and commitment to young people and to the community. It teaches the importance of giving and strengthens the value systems that will guide their lives.

As a leader, your efforts make a considerable difference.

*“If we don't get out there today and get a feel for what we will be facing tomorrow and learn how to grasp and apply the resources that our communities have to offer, then we are going to hit a dead end.*

*We have to reach into our communities and accomplish goals today so that we can form a better tomorrow.*

*The future is in our hands.”*

**~ Darnna Banks**

Student Volunteer



**Nonprofit Center**

OF MILWAUKEE, INC.



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#### **Nonprofit Center Mission**

The Nonprofit Center of Milwaukee promotes the interests and effectiveness of the nonprofit sector through strengthening organizational capacity, expanding volunteerism and encouraging collaboration.

#### **About the Volunteer Center**

The Volunteer Center promotes, supports, and increases effective volunteerism in the greater Milwaukee area. The Center is a resource associate of the Points of Light Foundation and a participating United Way of Greater Milwaukee program. We:

- Serve over 300 Nonprofit Center member agencies
- Connect thousands of volunteers to these agencies
- List 1,000 volunteer opportunities on the website [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org)
- Coordinate volunteer events such as Give Us 4 Day, mobilizing 800 volunteers, and The Giving Tree, providing over 13,000 Christmas gifts annually for people in need.

#### **For More Information**

Visit [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org)

Call **(414) 273-7887**

Email [opportunities@volunteermilwaukee.org](mailto:opportunities@volunteermilwaukee.org)

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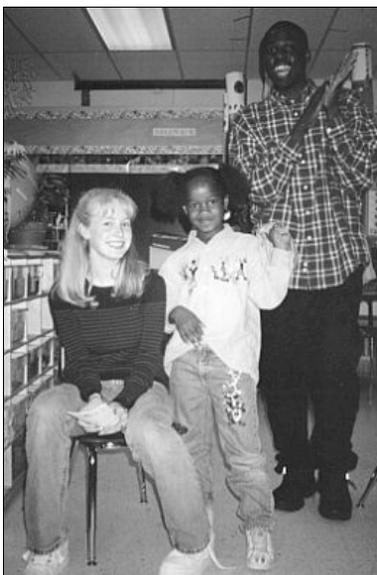
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# Empower Youth Through Volunteerism

*“If you look closely you will see that almost anything that really matters to us, anything that embodies our deepest commitment to the way human life should be lived and cared for depends on some – often many – forms of volunteerism.”*

~Margaret Mead



## Why Should Youth Volunteer?

For many, volunteering is something we do simply because we want to help. We feel that we shouldn't think "what's in it for me?" However, clearly something motivates us to give our time. It could be a sense of fulfillment from helping someone else or forgetting our own problems for an hour; the motive is as individual as the volunteer.

Over the last decade there has been a huge push to encourage the nation's young people to volunteer. From government-created organizations such as AmeriCorps to the implementation of service learning in many schools, youth volunteerism has gained great importance. This has not come about just because we should all help others. Much research has been conducted, and findings consistently show that youth volunteering benefits far more than agencies and those being served.

First, there is a long-term pay off. Volunteering early in life fosters commitment to the community. According to an Independent Sector/Youth Service America study:

- In every income and age group, adults who volunteered as youth give and volunteer more than those who did not.
- Adults who volunteered as youth are twice as likely to continue to volunteer.
- Those who volunteered as youth and whose parents volunteered become the most generous adults in giving their time.
- Ninety-three percent of teens volunteered when asked.

There is a huge population willing to be engaged and once they are, it is likely they will retain a life-long service ethic.

Second, it improves the community. When youth volunteer they become contributors and problem-solvers, rather than falling into more negative roles. And as the trend toward youth volunteering grows and is carried on through adulthood, volunteering could become a norm. The result would be true community, where

## Why Should Youth Volunteer? Continued

individuals share a common caring for each other and prosper together regardless of age.

Third, volunteering can dramatically improve the lives of young people. Specifically, it enhances developmental growth, promotes positive lifestyle choices, teaches life skills and nurtures caring values. The National Assessment of Experiential Education found that volunteering enhances children's psychological, social and intellectual development and boosts self-confidence, self-esteem and moral reasoning. When youth see that they can make a difference, motivation increases and a more positive attitude toward others is developed.

A Search Institute study shows that youth who volunteered for just one hour a week were almost 50% less likely to be involved in some risky behaviors. Also volunteering often requires youth to learn and apply new material, and provides a work-type experience where skills such as task completion, reliability, appropriate appearance and getting along with others are modeled. Thus volunteering holds weight on a resume. In addition, volunteering provides an arena for youth to live out the values that they are taught (such as caring and compassion, even towards strangers), but may not otherwise have the opportunity to apply.

So we see that the outcomes of a positive youth volunteer experience can be far greater than initially expected. It is time that we embrace these multiple benefits and advertise to our youth that volunteering can improve their situation as well as help others. After all, voluntary does not have to mean that we work completely selflessly. It ideally would mean however, that once we learn how to be of service, we choose to make it a life-long value. Perhaps it is not the *why* that is important, so much as the *when*.

Because youth volunteering can have such a great effect, we have developed this guide to help youth leaders address the next question of *how* to get started.

## **When Youth Volunteer, Everyone Benefits**

Engaging young volunteers is an investment in the future. An Independent Sector/Youth Service America study shows that in every adult income and age group, those who volunteered as youth donate and volunteer more than those who did not. In fact, youth who volunteer are twice as likely to continue volunteering as adults.

Youth volunteerism promotes positive lifestyle choices, enhances psychological, intellectual and social development, boosts self-confidence and self-esteem, nurtures caring values and provides real life experience helping others.

Ninety-three percent of teens say they would volunteer if someone asked them. Be that someone – ask!

### **Youth Who Volunteer:**

- Are more likely to do well in school, graduate, vote and be philanthropic
- Are 50% less likely to engage in destructive behavior, abuse drugs, alcohol or cigarettes if they volunteer one hour a week
- Put their talents and skills to good use
- Try new things, learn about the world and meet new people
- Add substance to their college applications and resume
- Explore career options and learn new skills while gaining work experience
- Have fun!

### **Agencies That Utilize Youth:**

- Extend their services and increase the impact of their resources
- Free the staff for specialized tasks and maximize the amount of work accomplished
- Educate more people about their cause
- Find renewed energy and enthusiasm from young volunteers who are open to new ideas and learn quickly
- Find their clients enjoy being with young volunteers

### **The Community:**

- Improves as it “grows” volunteers who will help in the future
- Has real needs addressed and met
- Utilizes the energy and talents of its youth
- Changes the image of youth as they are seen as productive, active community members
- Fosters a greater sense of community as adults partner with youth
- Gains concerned and proactive citizens

## **Facts on Volunteerism**

### **Wisconsin Ranks Number Ten in Volunteerism**

A recent study conducted by the Points of Light Foundation and Purdue University shows that 35.8% of the people in Wisconsin age 16 and over are volunteers. We are number ten on the list, behind Utah (number one at 46.8%), Iowa, Nebraska, Minnesota, Montana, South Dakota, Arkansas, Wyoming, and Idaho.

### **The Number of Volunteers and the Volunteer Rate is Rising**

The annual report of the Bureau of Labor Statistics\* shows that about 64.5 million people in the U.S. volunteer, that is about 29% of the population. Each volunteer gives an average of 52 hours per year in volunteer activities. Nearly 24% of men and 31% of women are volunteering. Teens have a high rate of volunteerism at 29.4%, perhaps reflecting the emphasis of service learning activities. People age 35-44 are most likely to volunteer at 34%.

*\*Bureau of Labor Statistics measures individuals 16 or older who volunteer with organizations such as schools, nonprofits and houses of worship. (www.bls.gov/cps/)*

### **Youth Volunteers Become Adult Volunteers**

According to an Independent Sector/Youth Service America study, those who volunteer as youth are twice as likely to continue as adults, and in every income and age grouping, those who volunteer as youth give and volunteer more than those who did not. Over 93% of teens who were asked did volunteer, but among teens who were not asked, only 24% volunteered.

(www.independentsector.org/programs/research/teenvolun1.pdf)

### **People Volunteer for a Variety of Reasons**

Some want to meet new people, others want to give back to the community, believe in a cause or want job experience. Most people volunteer because someone asked them.

### **Anyone Can Volunteer**

People can volunteer for just a few hours or once a week. You can volunteer from home making phone calls, go to a nonprofit organization to assist clients or help at the local school. The community relies on the skills of every individual, whether it's raking leaves for an older adult, typing letters, tutoring children or serving on a committee.

### **The Volunteer Center of Greater Milwaukee Connects People with Opportunities to Serve**

The Volunteer Center website lists one thousand possible volunteer opportunities. Visit [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org).

## Why Youth Volunteer

Below is a list of reasons that Milwaukee youth, ages 9-21, gave for volunteering in their communities.

Some reasons may be the same as your own, while others may give you new ideas.

### ***I am volunteering because I want to:***

- Help others
- Fill my time constructively
- Be the change my community needs
- Gain experience
- Work with animals
- Meet other people like me in my community
- Show my support of a cause
- Share or learn a new skill
- Feel useful
- Test myself
- Explore career options
- Be around younger children
- Develop leadership skills
- Learn about the world around me
- Work with friends to achieve a common goal
- Earn service learning credits
- Give meaning to life and make a difference
- Meet different types of people
- Have the satisfaction of accomplishing something
- Build a resume
- Learn how to respect teachers
- Have fun!

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# About the Action Guide

## Purpose

To increase effective and meaningful youth volunteerism by providing step by step tools for youth leaders that:

- Increase awareness of the opportunities for youth volunteerism
- Motivate and empower youth to address the needs of others and their communities
- Provide ideas, guidelines and templates for volunteer activities
- Develop self-awareness and reflection skills

## Goals

Participants will be able to:

- Define volunteerism
- Show awareness of and engagement in the community
- Identify community issues and their causes
- Identify community organizations that respond to the issue
- See themselves as part of the solution
- Take effective volunteer action
- See volunteering as a meaningful experience

## Rationale

Volunteering engages youth in a way that provides many opportunities for growth while building a better community and instilling a lifelong service ethic.

This toolkit provides a framework for youth workers to engage their group in *effective* and *meaningful* volunteerism. It draws on concepts of positive youth development – young people capably and actively involved in their own social, emotional, intellectual and physical development. This practice is widely used by youth leaders to maintain interest, motivation and learning.

Suggested activities utilize a range of skills, encourage youth empowerment and put a strong emphasis on reflection. There are many benefits to this type of approach, but it requires some time and effort to involve your group in the process.

*“I believe that youngsters are the most important capital a country has. They are the ones who can really make a difference if we listen to them and we trust them... They will become the leaders of tomorrow.”*

**~Mariela Chyrirkins  
IAVE Conference 2002**



## Elements of the Action Guide

### Video/DVD

A variety of youth groups are shown volunteering in a number of settings. Use this tool to introduce volunteering as an act that youth can enjoy or with the activities on pages 44-62 to spark deeper thinking.

### Activities

These are designed to engage youth in understanding, planning and carrying out each step of the volunteer project, and to harness the growth and learning potential that is available. Activities are grouped toward the back of the guide, with the area of relevance noted by the "Use For" section at the top of each sheet. Note that some may be used for more than one step in a project.

Activities are flexible, so adapt them to meet the time requirements, skill level, and areas of interest/study of the group. If a group has been in school all day, written work may not keep them engaged; substitute drawing or skit-creating activities to add interest. See page 71 for tips on modifying activities.

Many activities require a flip chart or transparencies. A chalkboard works, but permanent records will provide a useful reference for follow-up activities and projects.

### Fast Tracks

To engage youth in volunteer activities that maximize learning on little time, refer to the "**Fast Track**" sections in this guide.

### Hidden Curriculum

People who care about youth want to take every opportunity to help them develop the many kinds of skills needed to succeed in school, work, and life. Truly effective organizations often engage youth in activities that deliberately teach multiple lessons.

The ideas in this guide are provided with this "hidden curriculum" in mind. For example, students may keep a journal and start sessions by reading excerpts aloud. Habits of reading and writing are developed, even though the participant's focus is on the volunteer activity.

### Flexibility

This guide may be used in a variety of settings with youth who have a wide span of abilities, experience and available time. Therefore each section includes a range of materials; choose those that are best suited to the group's needs. Material is not categorized by age as maturity and skill levels also have a great impact on ability.

## **Elements of the Action Guide** Continued

### **Youth Empowerment**

Research shows that youth are most successfully engaged when they are given leadership roles and assigned challenging tasks. These factors increase interest, heighten learning, strengthen personal development and teach social and work related skills. While teaching may be regarded as the adults' responsibility, youth can help each other learn and grow. They are full of fresh ideas, perspectives and energy and often greatly influence one another.

### **Reflection**

Volunteering, service learning, and community service can all facilitate learning through experience. However, reflection is vital for processing experiences into learning. A study by The National Assessment of Experiential Education found that 75% of students in experiential learning programs learned more than they did in traditional settings. The study notes that programs allowing students to reflect on their experiences offered the most intellectual enhancement.

### **Continuous Reflection**

Continuous reflection allows participants to integrate what is being learned at every stage of the volunteer project. Although the reflection exercises are placed near the end of the guide, review them prior to beginning a project so that they may be used from start to finish. Activities such as journaling should be implemented early in the process.

### **Continuous Recognition**

The rewards of volunteering are naturally intrinsic, but rewards and recognition can also be powerful motivators. Recognition communicates that something valuable is taking place. Youth are sometimes discouraged or unaware of their abilities. Noting the group's progress and learning throughout the project will help them stay motivated and create a sense of achievement. Decide how to celebrate each other's accomplishments: create a certificate, make dinner together, or simply discuss the fulfillment experienced through volunteering.

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## How to Use This Resource

This action guide provides the framework for conducting an effective and meaningful volunteer project. It examines the meaning and impact of youth volunteerism; provides comprehensive tools for selecting, developing, and implementing a service project; and incorporates reflection and evaluation to help youth get the most from their volunteer experience.

Each section contains guidelines and activities that cater to a variety of situations and learning methods. The resources at the end of this guide include information on service learning, family volunteering, service days, and awards/recognition programs.

Use this guide to turn intentions into action, to empower youth, and to serve the community. It's time to take action!

### To start volunteering

Use the section titled "Empower Youth Through Volunteerism" (pages 1-5) in conjunction with the DVD to familiarize youth with the concept of volunteering and get them engaged.

### If you have a short time frame

To engage youth in volunteer activities that maximize learning on little time, refer to the "**Fast Track**" sections in this guide.

### If you have volunteer experience

Work through **Step 1** to find an activity that is right for the group and then use **Step 2** to plan and implement it. Planning tools are grouped by relevance to volunteering with an agency, utilizing ready-made projects or creating self-designed projects.

If the volunteer activity is pre-determined, use the fast tracks and activities to ensure that it is well thought out. For the most impact, review and implement some of the reflection activities in **Step 3** before beginning this process.

### If you lead service learning

Read the "Tips and Resources" service learning section (page 68) and then utilize the action guide as it pertains to your curriculum. An example lesson plan is included.

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## **Language: Terms Used in Volunteering**

In the context of this guide, *volunteering* and *service* are the broad terms for the act of doing something for others. *Project* or *service project* are used to indicate something longer or more involved than filling a ready-made position at an agency. *Community* is emphasized but *community service* often means mandated service and so is avoided. *Agency* is another term for any nonprofit organization.

### **Definitions**

(from various standard dictionaries)

#### **Community**

"A social group sharing common characteristics or interests" —  
"A social group of any size whose members reside in a specific locality, share government and have a common cultural or historic heritage."

#### **Service**

"An act of helpful activity."

#### **To be of service**

"To be ready to help or be useful."

#### **Volunteer**

"A person who performs a service of his or her own free will." — "To offer oneself for some service or undertaking." — "To give, bestow or perform without being asked."

#### **Service learning**

"The incorporation of community service within an educational system, especially as a graduation requirement."

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# Planning and Action

## Step One: Explore the Choices

*"What you get by  
achieving your goals  
is not as important  
as what you become by  
achieving your goals."*

**~ Johann Wolfgang  
von Goethe**



The success of the volunteer experience will depend on selecting an appropriate activity. Don't just do what's been done before or take the first idea. Set aside some group sessions and involve everyone in the decision-making. The selection process can provide an important learning experience.

Time is an important aspect when choosing a volunteer activity. Some opportunities require an ongoing commitment while others are one-time events. Self-made projects require more planning time. How much time can the group dedicate? The "Time Commitment Guide" on page 16 will help identify an appropriate activity.

There are other important considerations. Youth are most focused and motivated when their interests and abilities are being incorporated. Examine what issues are relevant to them, as well as to the community. Who or what do they want to help? Who or what needs their help? What can they do to help? This will provide a foundation for engaging in effective and rewarding volunteering.

Use the resources in this chapter to establish the needs of your group and make a good selection. Step 2 will then guide the planning of a specific volunteer activity or project.

Opportunities with local organizations are listed on the Volunteer Center of Greater Milwaukee website: [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org). For Volunteer Centers in other areas visit the Points of Light Foundation website: [www.pointsoflight.org](http://www.pointsoflight.org).

## **FAST TRACK: SELECTING A PROJECT**

The following questions will help you decide what volunteer work suits your youth group best. Spend time answering these questions as a group or individually, and then sharing. You may supplement these questions with related activities on pages 44-62. Leaders should also review “Considerations for the Leader” on page 13.

### **Community Needs**

- What are the needs in the community?
- What causes or issues matter most to me?
- What organizations in my community address these issues?

### **Personal Interests**

- Would I like to learn how to tackle a new issue?
- What types of things am I good at doing?
- Can my skills from a hobby or recreational activity benefit others?
- What would I most like to learn by volunteering?
- What don't I want to do as a volunteer?
- What kind of people do I want to work with?

### **Time Considerations**

- Do I want an ongoing, short-term, or one-time assignment?
- How much time do I really have to commit?

## **Considerations for the Leader**

### **Community**

Taking local action often provides a deep learning experience. Participants can see the need and the change they are trying to affect. They build awareness of the issues around them, even though they may not be in the news. Some may choose to step outside their usual comfort zone and into a different environment such as a nursing home or homeless shelter, in order to help someone else. This can be a valuable character building experience. If a project does not require direct service, many of the activities on pages 44-62 will maximize learning.

### **Assets**

Helping youth to identify and utilize their assets will help them see how they can contribute to volunteer projects and improve communities, both now and in the future. The tendency not to do this is reflected by the way outside resources are often used to address community needs and problems. Social services visit the elderly, skilled laborers are picked from the phone book, and outside consultants are paid to evaluate problems.

These are valuable options, but solutions may also be present within the community. An electrician might live blocks from the person with a wiring problem. Residents may lessen the need for social services by visiting an elderly neighbor once a week. Youth could alleviate holiday boredom and the temptation to fall into risky behaviors by organizing and taking part in a summer basketball tournament. When people take ownership of what they can do and the needs of those around them, it builds relationships, pride and caring. This in turn creates stronger, healthier communities. Encourage the development of this perspective by having youth recognize and use their assets to be of service. (See "Activity: Asset Interviews" on page 49.)

### **Scope**

Youth may want to help in ways that are not practical. Do not dismiss their ideas, but rather allow other youth to point out oversights. If necessary, prompt them to re-consider the logistics and brainstorm more practical options around the issue. There may be organizations with related missions that could use help.

For example, one youth group member wanted to go to Indonesia and help tsunami victims. When questioned how he might fund the trip, he started thinking seriously about what it would take. The next 20 minutes were interspersed with his questions: Will I be alone? How long will I be gone? Is it dangerous? He considered the logistics of his suggestion, and concluded on his own to scratch that idea. However, the resulting discussion included long-term effects of the tsunami, organizations involved in the relief effort, and how the youth group could contribute.

Allowing participants to go through these learning processes will better equip them to successfully address issues in the future.

## **Considerations for the Leader** Continued

### **Misperceptions and Stereotypes**

We all live with stereotypes of other people. One of the benefits of volunteering is to learn about people we would not normally encounter in our daily routines. Encourage the group to talk about their understanding of the community, the organization or the people who will be served. Bring in a speaker to share information. Work to dispel any misperceptions held in the group.

### **Common Pitfalls**

It is easy to extinguish the youth's enthusiasm by making choices for them or influencing their decision-making. As adults we often feel we need to speed up a process or that we know best. However, really listening, creating a genuine youth-adult partnership and letting youth have ownership, has proven to be the most effective way to maintain youth interest and involvement.

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### **Choosing a Focus**

There are many different ways to volunteer. Work through these steps together in order to select a project that's a good fit for the group. Detailed activities for each step are included in the activities section.

#### **Do participants have volunteer experience?**

Encourage those who have volunteered in the past to share their experiences. Then brainstorm any potential volunteer activities. Write ideas on a board or flip chart so participants can see the range of possibilities. This will help those new to volunteering become more familiar with the possibilities and begin visualizing their own project. See the related activities on pages 44-62.

#### **What do they like to do?**

Keeping youth engaged can be challenging. A project that incorporates their interests and skills will help them stay on task and build self-esteem. Highlight that each person has gifts and abilities that can be used to help others and create change. Find out what is interesting or important to your group, whether it is drawing, dancing, animals, cars, or shopping, then be creative! Age can set some limitations, but there are ways to incorporate many themes into volunteering. See "Activity: Identifying Volunteer Activity Themes," page 51.

#### **What needs are there in the community?**

It is important that the act of volunteering address a real need. What do participants see in their neighborhoods or schools that they would like to change? Do they know people who need help? Has anything in the local news caught their attention? To help in your selection, review the activities designed for Step 1.

## **Choosing a Focus** Continued

### **How can the group's interests be used to help?**

If your group is artistically inclined, they might create seasonal cards for clients of a local agency, or a brochure for an organization in the community. If cars are popular, volunteering mechanical services may be unrealistic but participants could organize a car wash day that serves clients of a local agency who lack money. Or, promote the car wash project in the community, charge \$5, and donate the funds to an organization that provides transportation services to the elderly or those with disabilities. (See "Project Ideas," page 18.)

### **What common issue would the group like to focus on?**

Consider the assets and needs that have been discussed and decide which issue the project should address. Decisions can be made in a variety of ways, from taking a majority rules vote, using a pairwise ranking system, tallying the pros and cons of each idea, or allowing participants to present why they favor a particular issue. Other decision-making tools, such as reaching consensus may also be options.

Visit <http://web2.concordia.ca/Quality/tools/18pairwise.pdf> for more information on the pairwise system.

### **What will the group do to address the chosen issue?**

If volunteering is a new concept, begin with short-term, simple projects. Encourage youth to think of a range of activities, from one-day events to those that are ongoing. Have some other ideas on hand to use if necessary. Are there any local community projects that address the issue?

## Time Commitment Guide

Below is a basic guide to the level of commitment required for different types of activity. While it will help with identifying an appropriate activity, remember that all groups vary in their ability, maturity, and engagement.

For example, an experienced group may need less time to organize and implement a project. However, youth with dedication and focus may be equally able, even if they lack experience. Be aware of which type of activity holds the most appeal for the group.

**Short-term projects** are one-time, ready-made events, ideal for first exposure

- Volunteer at an agency and serve food to clients, accompany them on an outing or other activities
- Special events such as bicycle races, walkathons and festivals
- Special Olympics
- Register voters

**Intermediate projects** require some planning and/or repeated service

- Neighborhood clean ups
- "Adopt-a" programs
- Drives
- Fundraisers
- Self-designed projects resulting in a one-time event, like:
  - Cleaning/repairing/painting a facility
  - Creating Christmas cards for agency clients

**Long-term projects** require detailed planning and/or extended repeated service

- Agency volunteer positions requiring monthly or weekly attendance
- Self-designed projects resulting in a sustained program
  - Growing, harvesting, donating produce
  - Creating a tutoring program

## Finding Issues That Affect Youth

When it comes to choosing projects, there are no set rules. Be creative, use your judgment and remember that there are no “small” projects. The following suggestions will help find a starting point.

**Watch the news.** Your local stations will give you an idea of what’s happening in your community.

**Read the newspaper.** You don't have to read cover-to-cover, just skim through and read what interests you. You might be surprised at how much is going on around you.

**Talk to others.** People like to share their opinions. Ask teachers, parents, friends, and local officials what they think about an issue.

**Surf the Internet.** There are many youth-g geared websites, as well as volunteer sites. Try using the Google search engine to begin.

**Get out there.** A great way to learn is through first-hand experience. If you want to know more about how some teens become homeless, volunteer at the local soup kitchen or shelter.

**Read books.** Check school and local libraries. Bookstores often have lots of information, as well as second-hand sections.

**Ask someone who knows.** When you want to learn about an issue fast, make a call, or send an email. Most websites have “contact us” pages.

**Read magazines.** Some teen magazines have articles about real issues that affect youth, and how to cope with them.

**Ask other volunteers.** Maybe you know someone who already visits senior citizens or who mentors other youth. Ask them why they do it and how they got started. Their answers may inspire you.

**Visit [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org)**

Here you can find volunteer opportunities ranging from hunger and homelessness to clean ups and event staffing.

## Project Ideas

This list shows a variety of ways to volunteer for a particular issue or cause. Some involve working in conjunction with an organization, but many can be done independently. Use one as a starting point for a project or to generate your own ideas.

### Hungry/Homeless

- Cook and/or serve a meal at a local shelter.
- Collect and donate clothing and/or food.
- Clean and repair neglected areas of a shelter.
- Make winter care packages with necessities such as mittens, socks, long underwear; or health and beauty packages with toothbrushes, combs, soap, deodorant, lip balm, hair ties.
- Make children's or teen's packages with appropriate items and deliver them to family shelters, a home for teen runaways or foster care programs.
- Pack and distribute food at a local food bank.
- Plant a vegetable garden and donate the produce to a food bank or shelter.

### Special Needs

- Volunteer at a Special Olympics event.
- Create a buddy system for those with special needs in your school.
- Raise money for Braille or large print books, for the visually impaired.
- Read books or the newspaper to the visually impaired.
- Bring toys to the children's ward of a hospital.

### Senior Citizens

- Winterize homes: rake leaves, clear gutters, wash windows and insulate them.
- Shovel walkways and driveways.
- Obtain and install smoke detectors and locks.
- Deliver meals to those who cannot leave their homes.
- Pick up groceries or toiletries for or with elderly residents.
- Adopt a "grandfriend," write letters and visit them.
- Read to or write letters for an elderly person.
- Coordinate with a local nursing home or senior center and:
  - Make holiday cards or decorations for clients.
  - Sing holiday songs.
  - Perform a concert, dance or play.
  - Teach computer skills to older adults (or younger kids).

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### ***A Note on Indirect Volunteer Service***

Some of these suggestions involve indirect service, such as fundraisers, drives, and advocacy projects. While equally valuable, this type of volunteer work does not call for contact with those being served, which can limit the meaning and learning for volunteers.

If you choose an indirect approach, use it as a starting point for your project. Build in other aspects that will encourage learning and develop an understanding of the deeper issues. For example, rather than simply adopting an acre of rainforest, research what it is, why it is threatened, why it should be saved, and the impact closer to home. Create fact sheets or a display, hold a fundraiser that involves educating others, and use the money for adopting the land. Writing to a government official is the same premise. Have participants research the issue and think about what else they can do to actively make a difference.

If possible, plan subsequent activities that involve interaction between the volunteers and those affected by the cause or issue.

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## **Project Ideas** Continued

### **School/Youth or Recreation Center**

- Give a facelift by cleaning counters and walls, painting, picking up trash, and fixing fences and playgrounds.
- Remove or paint a mural over graffiti.
- Organize and present a drug awareness or bike safety event. Invite local law enforcement to be key speakers.
- Tutor younger students or those that want help learning English. The local elementary principal or school counselor may be able to provide some pointers.
- Organize a toy/canned goods/clothing drive in conjunction with a dance and donate the proceeds.
- Organize a book drive for a local school or library.
- Write, direct, and star in a play for younger kids. The play could illustrate a positive message about staying in school or how to deal with negative peer pressure.
- Organize a "Value Diversity" event to educate parents, teachers, and people in your community about local cultures. Put on skits, musical performances, and set up food booths from various countries represented in your area.

### **The Environment**

- Clean up a park, river or beach.
- Adopt a highway or beach.
- Adopt an acre of rainforest.
- Organize a campaign that promotes biking, walking and carpooling, in order to cut down on air pollution and depletion of natural resources.

### **Neighborhood Improvement**

- Organize a block, park or vacant lot clean up.
- Plant flowers in public areas.
- Help residents paint and repair their homes.
- Help residents with yard clean up and planting.
- Campaign for additional street lighting in poorly lit areas.
- Campaign and fundraise for new playground equipment in a local park.

### **Politics and Government**

- Volunteer to help people register to vote.
- Volunteer at the polling booths on Election Day.
- Write letters to people in local government voicing concerns and suggesting possible solutions to a local issue.

## Creating a Successful Project

Once the focus has been determined, the project will need some planning. It is important to consider the following factors at this stage. Allowing discussions to be youth driven will maintain their ownership of the project and keep them engaged; however the leader should guide this process and ensure that all points are effectively addressed.

**Appropriate Projects-** Some activities put volunteers in potentially challenging circumstances. Homeless shelters may serve clients with a mental illness; children's programs may require interaction with victims of abuse or neglect. Get direction from the agency and make sure volunteers are aware, prepared, willing, and able. Choose appropriately and provide proper orientation/training.

**Time-** Is it possible to achieve the goal in the time that you have?

**Experience-** Do the youth understand what they are undertaking?

**Ability-** Do they possess the necessary skills?

**Group Size-** Is the number of participants appropriate for the activity?

**Organizing and Planning-** How much does the project require? How will the youth be engaged?

**Funding-** How much cost might there be? Is fundraising a part of the plan?

**Meals-** Will the activity overlap a mealtime? How will the youth be fed?

**Consent-** It is advisable to get the consent of a parent or guardian.

**Insurance and Waivers-** Does the group have insurance? What does it cover? Should waivers be created? See page 72 for additional information. A sample waiver form is on page 73.

**First Aid and Emergencies-** Is there a first aid kit available? Are there emergency procedures to be aware of?

# Step Two: Get Involved!

This chapter is divided into three sections: **agency projects**, **popular project models**, and **self-designed projects**. Choose the most relevant section and follow the steps to determine the specifics of the group's volunteer activity.

Whichever type of volunteering the group chooses, encourage learning and increased awareness around the issues or causes being addressed. Leaders should utilize some reflection activities from the next chapter, both before and after volunteering, to provide a more meaningful context.

## Three Service Models

You have already determined important factors such as

- Community needs
- Causes the group cares about
- Skills of the group
- Time available

Now it's time to implement a project around them. Three typical service models are listed below.

- A. Agency projects** (page 23) If you want a project that is ready-made and involves working with others, identify a local organization and call them, or visit [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org) or your local volunteer center for more ideas.
- B. Popular project models** (page 25) If you want to work independently as a group, but have some predetermined structure, then choose to adopt a beach, or do a clean up or a drive.
- C. Self-designed projects** (page 30) If you want to plan your own project, start with committed leadership, time to invest and a cause. Then the next steps are:
  - **Educate** – about the service topic, its causes, effects and solutions.
  - **Assess** – identify your goals and how they can be reached.
  - **Plan** - your actions and assign tasks.
  - **Act** – Go to it!

## **FAST TRACK: GREAT PROJECTS WITH LITTLE PLANNING**

“Adopt-A” projects, beautification projects, and item drives are rewarding activities that don’t require much planning. They can be ongoing or one-time events. Refer to the “Popular Project Models” section (page 25) of this chapter for ideas.

To help get the most out of your group’s experience, also review “Considerations for the Leader” and “Time Commitment Guide” in Step 1.

## **FAST TRACK: PLANNING A SELF-DESIGNED PROJECT**

Choosing volunteer work that suits the group will greatly influence the success of a project. Use the “Fast Track: Selecting a Project” on page 12 to establish this and then continue with planning. Supplement these points with related activities on pages 44-62 and the project ideas on pages 18 and 19.

### **Educate**

**Be inclusive.** Get input from local residents and organizations about what the community needs. Invite them to assist with the project.

**Research.** Find out causes, affects and solutions that impact the service topic.

### **Assess**

**Define your goals.** Before planning project details, discuss each person’s preferences and what they would like to achieve and then set some group goals. Having a focus will help keep the project on track. Use “Activity: Purpose Statement,” on page 54.

**Use your assets.** Every person has unique characteristics and skills that will further the project. Consider how these can be incorporated.

**Be hands-on.** A project that requires direct service in the community often provides a more meaningful experience than doing office work. See “A Note on Indirect Volunteer Service,” page 19.

### **Plan**

**Be realistic.** Consider factors like time, transportation, materials and money. Taking on too much will make it hard to complete the project.

**Plan your actions.** Discuss the steps you need to take to reach your goal and assign a deadline for each. See “Drive Planning Sheet,” page 28.

**Assign tasks** to teams or individuals. Match participant’s strengths with the jobs that need to be done. Some possible subcommittees:

- Publicity
- Fundraising
- Project partners
- Logistics

### **Act**

**Go to it!** Put your plan into action.

## A. Agency Projects

### Tips for Finding a Volunteer Opportunity

Finding the right opportunity can take some time and patience. Follow these guidelines to search effectively.

- **Contact** a Volunteer Center. If there is not one in your area, call a local nonprofit, community center, religious center, or YMCA/YWCA. Communicate the interests of your group.
- **Be flexible.** You may not find your ideal right away. Keep an open mind—you might discover new opportunities that interest you.
- **Call** the volunteer coordinators at the agencies or organizations where you were referred. Find out what they do, when volunteers are needed and what your group could do. See “What to Ask” on the next page.
- **Compare** the volunteer options within your group. What are the organizations’ missions? What type of work is involved? Is there something your group will learn?
- **Discuss** your availability and transportation options. Decide which agency best suits the group, and plan to volunteer there.
- **Keep in touch** and be persistent. Volunteer coordinators are often busy, so don't assume they don't want you if they don't call back right away. Keep calling to let them know your group is still interested - it takes time!
- **Find a Fit.** If you were referred to an agency that does not fit your group’s needs, let the agency know. Don’t give up; you are bound to find something that your group really enjoys.

## What to Ask an Agency to Ensure a Good Fit

Asking questions prior to taking a volunteer position will benefit all those involved. While the experience should be rewarding for the volunteer, it should also provide the agency with a quality service. Ask the organization these questions:

**What's your mission?** Most agencies and organizations have a mission statement that sums up who or what they serve, how they serve, and what they want to achieve.

**Where and when?** Where is the job site and what times are volunteers needed? Accessibility and scheduling are important considerations when finding the right opportunity.

**What does the volunteer job involve?** Just like any other job, you need to know what is expected of you and your group.

**Is there an age limitation?** If so, can the younger group members still volunteer if they are chaperoned by an older youth or adult?

**Is it suitable for a group?** Check that the size of your group is appropriate. If your group is too large, could half of you volunteer at a different time for the same job?

**Are there any special requirements?** Find out if there are any requirements like type of dress, having a car, special skills, previous experience, etc.

**Are there orientations or trainings to attend?** Ask about them before you decide to get involved and be willing to learn what is needed. These meetings will help you do the best job possible. Informed volunteers are the best volunteers.

**Are there any risks involved?** Does the job involve heavy lifting or moving? Will you be around construction or working in cold conditions? See page 72 for information on safety, insurance and liability waivers.

## Follow Through

**Once you have found a fit,** consider how to be the best volunteer! Follow through with the points below and do "Activity: A Good Volunteer" on page 48.

- **Attend** orientation meetings and trainings. Ask about them before you decide to get involved and be willing to learn what is needed. These meetings will help you do the best job possible. Informed volunteers are the best volunteers.
- **Be responsible.** Show up on time, dress appropriately and follow all rules and guidelines. People will be depending on you.
- **Have fun!** Expect to get personal enjoyment and satisfaction from your volunteer experiences.

## B. Popular Project Models

If volunteering at an agency is not for you, but designing a whole project seems like too much, then consider what can be done to help out in your neighborhood. Is there a park, beach, or river in your area? Could part of the neighborhood use some attention? Is there an organization like a food pantry, women's shelter, or children's facility (school, center, home for runaways) that needs food or supplies?

"Adopt-A" programs, beautification projects, and item drives allow groups to help the community without extensive planning. These projects may be one-time or ongoing. Browse the rest of this section for ideas.

### "Adopt-A" Projects

If you are looking for an ongoing project that allows you to work independently but is already structured, consider an "adopt-a" project.

**Adopting a Lake Michigan beach** requires 5 visits over the course of a year, and involves clean up and water testing, making it an ideal science or environmental project. For details visit:

[www.lakemichigan.org/adopt/participate.asp](http://www.lakemichigan.org/adopt/participate.asp)

Phone: Chicago 312-939-0838 Michigan 616-850-0745

**Adopt-A-Highway programs** require 3 visits a year between April and November. Participants must be at least 11 years old or in 6th grade. The Department of Transportation provides most of the materials as well as safety instructions and signage.

[www.dot.wisconsin.gov/localgov/aid/adopt-a-highway.htm](http://www.dot.wisconsin.gov/localgov/aid/adopt-a-highway.htm)

Phone: 1-800-242-2514

**Park programs** are coordinated by various agencies including the Park People and Keep Greater Milwaukee Beautiful.

[www.theparkpeople-milwaukee.org](http://www.theparkpeople-milwaukee.org) Phone: 414-273-7275

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

For more information on **river clean-ups**, contact

Friends of Milwaukee Rivers:

[www.mkeriverkeeper.org](http://www.mkeriverkeeper.org) Phone: 414-287-0207

Milwaukee River Basin Partnership

[basineducation.uwex.edu/milwaukee](http://basineducation.uwex.edu/milwaukee)

If there is no such organization in your area, use ideas from these programs to create your own "Adopt-A" program, and care for an area of the community that needs attention. See "Activity: Community Investigating," page 52.

## Clean-Up and Beautification Projects

You don't have to adopt an area in order to clean it up! These types of projects make great one time volunteer activities with results that youth can instantly see.

- Engage youth in the "Activity: Community Investigating," page 52.
- Have youth draw pictures of how they would like the area to look after the project and use them to determine the improvements they will make. This is particularly helpful for younger children and arts related groups.
- Take before, during and after pictures and create a display of the group's work. Have community members and youth volunteers write their thoughts and feelings about the project. See "Activity: Scrap Booking" on page 62.
- If there are areas that could be planted, contact local nurseries and supermarkets, as well as individuals in the community to donate plants. Make sure they are appropriate for outdoor planting.
- Have a guest speak with youth about their project. Environmental groups may be willing to speak about the importance of maintaining clean rivers, beaches and parks. If youth will be planting, ask a nursery employee or garden enthusiast to talk about plants and maintaining a garden. Perhaps a community figure could talk about community involvement, and the part youth play by doing clean-ups.
- Ask hardware stores and supermarkets to donate thick gloves for youth to wear while clearing litter and glass. Some programs provide supplies for participants.

The way an area looks can directly affect its crime level, how the residents feel, and how it is maintained. Make this an ongoing project; re-visit and maintain the area and invite the residents to join the effort. Youth can then see their long-term impact and build their identity as a part of the community.

## How To Organize a Drive

Many organizations need supplies such as clothes for people who are homeless, school items for children or canned goods for food banks. Decide what cause you are interested in and which organization you will help. Then take the following steps.

### **1. Form a committee.**

Recruit people to help organize and co-ordinate the drive. This will help the project be more effective.

### **2. Plan the drive from start to finish.**

Talk to the agency to ensure that the drive meets their needs and appropriate items are collected. Consider groups of people who are potential donors and how they can be engaged. Have a committee meeting to determine strategy, task division and a timeline. Remember to address logistics like transportation needs and any costs.

### **3. Assess progress once the drive has started.**

Are there more or fewer items than anticipated at this point?

Is there enough publicity?

What are the challenges and how are they being addressed?

What is going well and why?

How will completion of the drive be celebrated?

How will others be thanked for their involvement?

### **4. Share the success.**

Compile information about what was achieved. How many of what items were collected? Were the recipients happy? Share this with those who helped and put posters at the former collection sites for donors to see.

### **NOTE: Collections**

It is important to talk to the agency about items to be collected. Some foods, toys (toy guns), and reading materials may not be accepted. There may be other requirements like clothing sizes or the need for gifts to remain unwrapped.

## Drive Planning Sheet

Committee members' names and numbers:

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Items are being collected for:

- Hungry    Homeless/Runaways    Disaster Victims  
 Adults    Children    Babies    Males    Females    Other:

Items will be donated to (agency name):

Items being collected are:

- Books    Canned goods    Clothing    Personal care products  
 Toys    School/Arts Supplies    Other:

Specifications (size, age range, etc.):

Collection sites:

Number of collection receptacles needed:

Get receptacles from:

Date to pick up from collection sites:

Date to drop off at agency:

Publicize drive using:

- Fliers    Posters    Email version of flier    Website    Phone calls  
 Press release (Websites, school magazine, etc)    Other (describe)

Groups to target as donors:

Groups to inform by email/phone:

Information to be communicated (where, when, why, etc.):

How will fliers / posters be made?

**HANDOUT** —

## Drive Planning Sheet Continued

Locations to post/distribute publicity materials:

Number needed:

Local publications and websites (school papers, church newsletters) to give releases to:

Who else might help, either by having a collection box in their location or by publicizing the drive?

Next meeting date:

Agenda items:

**To ensure that a project is successful, assign tasks and create a timeline. Distribute tasks to individuals or form subcommittees. Some suggestions:**

Fliers/posters written/designed by  
Name:

Completion Date:

Fliers/posters copied/printed by  
Name:

Completion Date:

Fliers/posters distributed by  
Name:

Completion Date:

Collection locations determined by  
Name:

Completion Date:

Collection receptacles placed at sites by  
Name:

Completion Date:

Collections pick up by  
Name:

Completion Date:

Collection drop off to agency by  
Name:

Completion Date:

Contact information to give to sites  
Name:

Phone Number:

Email:

**Some groups to consider for collection sites and publicity** include schools, churches, libraries, recreation/youth centers, stores, community organizations, relatives' places of employment, friends, etc.

## C. Self-Designed Projects

There is a vast range of possibilities, from simpler, one-time painting projects to complex garden projects supplying produce to low-income residents. The group should already have a cause or issue that they would like to focus on (See Step 1). Think about the possibilities, and then use this outline to set some parameters and plan a project that is meaningful for all those involved. The referenced activities will allow youth to be really engaged in developing a project that serves the community.

### 1. Educate

- Learn about the community being served
- Research the causes and effects of the issue being addressed
- Research possible solutions
- Are there other groups and organizations already taking action?
- What are they doing and what's changing as a result?
- Utilize "Activity: Community Investigating," page 52.

### 2. Assess

- What impact do you want to have?
- Can the causes be addressed, as well as the effects?
- What can be done to achieve your goals?
- Be realistic! Keep your purpose manageable.
- What do you need: time, funds, supplies, transportation, publicity, etc.
- What do you have: transportation, computer access, meeting space, contacts, skills/experience, etc.
- Use "Activity: Purpose Statement," page 54, and "Activity: Asset Interviews," page 49.

### 3. Plan

- Decide when and where
- Determine what actions need to take place
- Create a timeline
- Assign tasks
- Form partnerships
- Publicize and promote
- Create a planning sheet like the one on page 28.

## **C. Self-Designed Projects** Continued

### **4. Act**

For the actual activity, have:

- Any necessary supplies ready
- Enough time allotted to complete the project
- A schedule that allows for pre and post reflection, quiet time, lunch, breaks, etc.
- Team leaders, if appropriate, to answer questions and give direction.
- Assurance that all participants understand roles and responsibilities.

### **5. Evaluate**

- Did the project impact the community? How? What changed?
- What were the reactions of those served?
- Were there obstacles in planning or execution?
- How were they overcome?
- What worked well?
- What would you do differently?
- See pages 39-42 for further resources

### **6. Reflect**

- What did volunteers learn about themselves, others, volunteering?
- Have they changed as a result? How?
- Where can they go from here?
- See pages 36-38 for further resources and related activities on pages 44-62.

### **7. Celebrate**

- Recognize the group's accomplishments with a meal, movie or certificate.

## Involving Others With the Service Project

Many service projects involve more than one group. This increases the resources on hand, allowing a greater impact to be achieved. Other organizations, groups, or individuals may collaborate on a new project, provide donations, or give valuable guidance and support. Even if others will not be involved, consider the following as places to publicize your project.

### Community Members

If the project will serve a certain community, confirm with them what they need and give them the option of being involved. This will avoid working on assumptions, and allow people to be part of the action rather than the target of it.

### Local Organizations

These can be nonprofit agencies, community centers, advocacy and outreach groups, faith groups, civic and fraternal organizations like police or fire departments, and schools, among others. Research organizations in the community and discuss their roles with the group. This will acquaint participants with the types of services and programs available as potential resources. It will also provide some insight into the issues that are being addressed in the community. Go to the Volunteer Center of Greater Milwaukee website, [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org) for Milwaukee County listings.

### National Organizations

Larger organizations may not be as involved, but there may be a local branch in the area that would help. Most have informative websites that can be a great resource for learning about issues and volunteer opportunities. Some also have information about funding and grants that are available for volunteer projects.

### Local Businesses

More and more companies are recognizing the value of community involvement, and may be willing to donate food, supplies, manpower, and/or funds for your service project. If you do approach a business in your area, be flexible and be prepared. For example, although a bank may be at its limit for monetary contributions for the year, it may be willing to coordinate a company-wide drive to collect pencils, books, and paper for an English as a second language tutoring program. Offer the opportunity to sponsor your project and display the business logo on promotional materials or at the event. If your organization is a 501c3, let businesses know that any contribution will be tax deductible. Keep records of donors and send a thank you letter on letterhead including the value of the donation; this will act as their receipt. Larger businesses may also be interested, but are sometimes harder to engage.

### Friends and Family

There are many ways that other individuals may be a helpful resource. They might help organize, provide transportation or simply share their own volunteer experiences.

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### *Tips for Involving Others*

- **Recruit groups.**  
Ask your sports team, coach, class or teacher to commit some time. Enlist members of youth groups and service clubs from your school or place of worship.
  - **Involve friends and family.**  
Explain to them how they can help.
  - **Publicize.**  
Put up signs in the neighborhood to get people interested. Ask if you can post them in stores, cafes, and libraries.
  - **Advertise.**  
Place an announcement in your school paper or newsletter.
  - **Post sign-up sheets.**  
Get permission to put them in common areas at school or your local community center.
  - **Communicate the benefits:**  
Making friends, helping others while having fun, working together, service credit, college applications, etc. See table, "When Youth Volunteer, Everyone Benefits," page 3.
-

# Step Three: Reflect, Evaluate & Celebrate

The volunteer experience positively affects youth. It helps them develop a stronger sense of:

- Self-awareness
- Their relationships with others
- Their relationship with the community

Reflection, evaluation, and celebration will enhance this process.

**A. Reflection enables youth to get the most out of their volunteer experience.**

Reflection connects learning with the service experience and nourishes personal growth. Youth realize, for instance, that a project wasn't just about shoveling a driveway, it was also about sharing one's overall abilities with others. Reflection is an opportunity for youth to gain understanding about others without stereotyping. It examines how it feels to volunteer, what it means, and assists youth in determining what future volunteer roles might be.

**B. Evaluation empowers youth and lets them plan for effective volunteerism in the future.**

Evaluation looks at the impact of the project itself, assesses what has been done, and examines whether goals have been met and what may be done differently next time.

**C. Celebration reinforces positive feelings about volunteering.**

Celebration is an important way to acknowledge the group's accomplishments. It lets participants know that they have done something worthwhile and deserving of recognition.

## **FAST TRACK: REFLECT AND EVALUATE**

Even on little time, learning can be enhanced through personal reflection. It will help participants understand how they felt during the experience and what they have learned as a result. To enhance reflection, ask questions like these throughout the process of your volunteer project:

- 1. What is going to happen?** Examine expectations before the activity; this provides a starting point for youth to measure their learning.
- 2. What happened?** Discuss objectively and without interpretation, what youth did, saw and felt.
- 3. So what?** Ask how youth feel about their experience. Discuss what has been learned or has changed as a result.
- 4. Now what?** Discuss how this learning and understanding can be channeled into continued action.

“Activity: Group Journaling” on page 61 applies this model in more detail.

The same questions can be used to evaluate the success of the project itself. Simply shift the focus from personal feelings to more practical aspects of the volunteer activity.

## **A. Reflect**

Youth are exposed to new concepts, ventures, people, and perspectives—but unless these experiences are processed through reflection, there is little chance that deep learning will take place.

To harness the learning potential of the service project, incorporate reflection from start to finish. All participants should contribute to this process. Reflection integrates experiences, places the experiences solidly in the memory, and prompts youth to examine, recognize, and apply their learning.

Reflection can occur through discussion, as written feedback, or during quiet personal time. Be creative and tailor activities to fit the group. Drawing, writing, drama, art, photography, multimedia, interviews, and youth-led discussion can be incorporated.

Participants can help plan the types of activities and the topics for personal reflection. Example questions and formats are offered in this Action Guide, as well as ideas for more in-depth activities.

### ***A Note on “Opening Up”***

Reflection is a personal activity, and may sometimes be difficult. For example, some may find volunteering at a homeless shelter a challenging experience. Having to share their experiences may deter youth from being candid with themselves.

Be sensitive and include reflection exercises where sharing is done by choice. Leaders may contribute some of their own insights and discomfort to help the group feel more comfortable with their own vulnerabilities.

Reflection will only be useful if it is insightful and honest. In order to create a non-judgmental atmosphere, clarify that responses are not graded or criticized. This process is about the youth learning more about themselves.

## **Opportunities for Reflection**

### **Introductory Reflection**

It is valuable for participants to examine their concept of, attitudes about, and prior experiences with volunteering. This puts the project in context and provides a reference to measure growth and learning. This is also a good time to address any concerns or misconceptions. Ask youth why volunteering is important and how they feel about doing it.

### **Preparatory Reflection**

Reflecting before the volunteer activity focuses participants' awareness on what they are undertaking. It reminds them to be conscious of both themselves and of those being served, and prepares them to learn during the experience. Questions may include:

- What is the task I am going to undertake?
- Is the activity a new role for me?
- What are my expectations about the people being served and the volunteer project?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

### **Continuous Reflection**

The more value youth see in their actions, the more engaged they will be. Frequent self-assessment allows youth to develop new understandings of and approaches to their work, their world, and themselves. This can be as simple as taking five minutes at the end of each group session to discuss:

- How do I feel about the project?
- What was uncomfortable or surprising?
- What has been accomplished?
- What am I learning as a result?

### **Post-Activity Reflection**

Reflection on the volunteer experience helps participants incorporate their learning, see new ways to apply it, and understand how volunteering can continue to be a part of their lives. Questions and activities follow.

## Post-Activity Reflection Questions

Use these questions for discussion and written reflection, or incorporate them into the formats on the next page for a more creative and tailored activity.

### Expectations:

How did I feel about volunteering?

What did I think it would be like?

- Fun/Boring?
- Easy/Difficult?

What did I think about the recipients of our service?

What did I hope to learn?

### Results:

How do I feel about what I did?

Was it different than I expected?

Was it fun, interesting, boring?

What was challenging?

How did I deal with it?

What would I change if I could do this again?

What did I learn?

How can I apply what I've learned to other situations?

### Personal Growth:

What did I learn about myself?

Is this what I expected to learn?

Did anyone help me?

Do I have any new/changed attitudes or values?

What new things did I learn to do?

### Social Growth:

Who did I interact with?

What did I learn about others?

Did I have to communicate in a way I am not used to?

How did that feel?

How can I apply what I've learned to other situations?

Have I confronted any of my stereotypes?

### Workplace Preparation:

What does it take to be a good volunteer?

Is any of this the same as being a good employee?

Did I learn any new skills?

What attitudes and values did I change or develop regarding future employment?

### Citizenship:

What did I learn about our community?

What did I learn about the work of agencies in our community?

Do I feel differently about my community now?

How did we help other people and/or agencies?

Did we help our community?

How does that feel?

## **Post-Activity Reflection Methods**

The following ideas can be used to reflect on the specifics of a project, or the project as a whole. Choose a few relevant questions, either your own or from the table on page 37, and combine with one of the formats below to create a themed exercise.

### **Speaking**

**(to each other, other youth, staff, parents, etc.)**

Group discussion

One on one conversation

Oral reports to the group

Presentation of learning

Workshop style presentation

Training sessions for other youth

Poetry composition and reading/slam

### **Writing**

Journaling daily, weekly, or during group meetings  
(see activities on pages 59 and 61)

Poetry

Newspaper or magazine articles

Editorials

Design volunteer recruitment materials

Create fact sheets (see activity on page 55)

Examples of new legislation

### **Multimedia**

Take photos, slides, or video

Create narrative to accompany other media

Paint or draw

Create collages or scrapbooks (see activity on page 62)

Dramatic performances

Interpretive dance

Put on puppet shows for younger youth

Create sculpture

Create evaluation materials

Conduct project or self-evaluations

Design awards and awards program

## **B. Evaluate**

Evaluation is a valuable tool for assessing what occurred, why it occurred, and what may be changed next time. Documenting and evaluating the group's activities will create a testament for those who participated and benefited, and will provide direction for future projects. Sharing this information with other groups and leaders may encourage them to get involved with volunteering.

While reflection tends to be feelings-oriented, evaluation deals with more practical aspects, such as the overall impact of a volunteer activity.

Both youth and leaders should evaluate the project and develop ways to apply this information. The suggestions in this chapter can help your group evaluate their volunteer experience.

### **Questions that Empower Youth**

These questions assess how the group worked together to coordinate the volunteer activity. They are useful for the leader who wants to empower youth and harness the full developmental impact of a volunteer project. Both youth and their leaders should participate.

- How deeply were youth involved in the decision-making process?
- Did youth feel that adults were their superiors or their team partners?
- Were youth and adults all able to work together as a team during the process?
- If not, why?
- How could this be changed?

## Questions to Aid in Self-Evaluation

Self-evaluation is key to individual improvement. Developed by Texan teacher trainer Mame Porter, these simple questions have been effectively used by volunteer managers. When applied correctly, participants assess their involvement, suggest ways to improve, and explore ways the leader might help.

Evaluation will only be useful if it is insightful and honest: youth must face weaknesses in order to improve. Clarify that responses will not be graded or criticized and create a non-judgmental atmosphere. Feeling trusted and comfortable with the job of evaluating themselves will encourage youth to own the process. If the questions will be asked in a group setting, allowing written responses may be more conducive to honest evaluation.

### 1) What do you like about what you did?

Evaluating positives first creates a trusting and safe atmosphere. Inviting participants to identify pride in their work and skills will build self-esteem.

### 2) If you had the opportunity to do this again, what might you do differently?

Understanding that there will not be negative consequences allows youth to describe what went wrong, why and suggest a solution. The opportunity to trust one's own perceptions instead of being told someone else's is another important self-esteem development tool.

### 3) What help do you need from me?

Unasked for advice is often resisted; guiding participants to ask for specific help is more effective. Discussing this question gave one manager and her volunteers renewed interest in their jobs. She was eager to help them get the training and resources they needed, and they could see that they would get the help they were asking for. Answering this question builds the ability to ask for help, another element of self-esteem.

**Mame Porter's Three Questions** are a deceptively simple tool that can have great impact on the volunteer, the volunteer leader, and the quality of service. The leader is able to share expertise without seeming critical, and youth come away from evaluations proud of volunteering, able to reflect on what did and didn't work, and willing to ask for help.

This tool allows an honest performance review while building self-esteem, correcting mistakes and allowing all those involved to come away with positive ways to move forward.

## Volunteer Activity Evaluation Form

Name:

Age:

Date:

Volunteer Activity:

*Rate the following three statements from 1 to 5 and circle the number*

	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree
<i>Overall I had a good experience.</i>	1	2	3	4	5
<i>I achieved what I set out to do.</i>	1	2	3	4	5
<i>The activity was a success.</i>	1	2	3	4	5

What was most personally rewarding?

What was most personally challenging?

What were the most positive aspects overall?

What were the least positive aspects overall?

If you could do this again, what would you do differently?

# What Do You Think?

During this Volunteer Activity, Did You:

	Never	Sometimes	Always
<i>Get to do new things?</i>			
<i>Learn about yourself?</i>			
<i>Learn about others?</i>			
<i>Learn about community issues?</i>			
<i>Have fun?</i>			
<i>Feel prepared?</i>			
<i>Feel good about yourself?</i>			
<i>Feel you were doing something helpful?</i>			
<i>Have enough help from others?</i>			
<i>Help make decisions?</i>			
<i>Celebrate your successes?</i>			
<i>Feel like volunteering again in the future?</i>			

## C. Celebrate

It is important to consistently acknowledge participant's accomplishments. Continuously recognizing their efforts affirms that something worthwhile is being accomplished and boosts motivation, self-esteem and level of engagement.

Each project involves planning, preparation and then implementation of the service activity. After it is completed, evaluating and celebrating successes gives all participants a chance to fully understand and appreciate their experiences. Ensure that the recognition idea or celebratory event will appeal to the group by basing it on their likes and interests. Remember to recognize and thank any additional participants from outside the youth group. Celebration is a good way to conclude the experience, reinforcing the message that volunteering really achieves something positive and it's fun!

In addition to recognizing youth within the group, there are opportunities to honor them beyond the organization. Nominating them for service awards or recognition publications are other methods to recognize volunteer efforts. Here are some links to information on specific awards:

### **Kohl's Kids Who Care**

[www.kohlscorporation.com](http://www.kohlscorporation.com)

### **Daily Point of Light Award, Points of Light Foundation**

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

### **Yoshiyama Award for Exemplary Service to the Community**

(high school seniors): [www.hitachifoundation.org/yoshiyama](http://www.hitachifoundation.org/yoshiyama)

### **Angel Soft Angels in Action Award Program** (ages 8–18)

[www.angelsoft.com](http://www.angelsoft.com)

### **Harris Woffard Award, Youth Service America**

[www.ysa.org/awards/award\\_grant.cfm](http://www.ysa.org/awards/award_grant.cfm)

### **Prudential Spirit of Community Award**

[www.prudential.com](http://www.prudential.com)

### **Information on multiple awards, grants, etc.**

[www.fdncenter.org/pnd/rfp/cat\\_children.jhtml](http://www.fdncenter.org/pnd/rfp/cat_children.jhtml)

### **Volunteer Centers often have awards.**

Visit [www.volunteermilwaukee.org](http://www.volunteermilwaukee.org)

or [www.polf.org](http://www.polf.org) to find your local Center.

# ACTIVITIES —

## Activity: What is Volunteering?

**Use For:** Understanding Volunteering (Step 1)

**Time:** 1 hour

**Materials:** Flip chart, transparency or chalkboard

**Description:** Participants identify times when they have needed and given help and then create a role-play.

**Participant Objectives:**

- Become aware that they have all received or given help and that it is a daily occurrence.
- Realize that people may need help even when they don't ask for it.
- Identify ways that they care for their peers.
- Understand through discussion that this is the same principle as volunteering.
- Visualize themselves helping others outside of their peers.
- Make the act of volunteering less of an unknown.

**Procedure:** Distribute copies of the sheet titled "How We Help" (next page). Have the participants fill in their answers, then divide the youth into pairs and assign each pair #1, #2 or #3. Have the #1 pairs create a role-play around question 1 on the sheet, the #2 pairs around question 2, and the #3 pairs around question 3. Each pair must choose an answer to their assigned question as a base for role-play. Encourage the participants to show what each person was feeling in the chosen scenario. Allow five to ten minutes for preparation, and then have each pair act the role-play out for everyone. It is also possible to use discussion format rather than role-playing.

Reconvene and explain that the point of the exercise was to realize the ways that we help each other without thinking about it, and that we all have times of need. Facilitate a discussion about how this is the same principle as volunteering. Incorporate the following ideas:

- Did anyone have trouble thinking of examples? Helping someone could be holding a door, picking up a dropped item and returning it or listening to someone's problems.
- Is it sometimes hard to ask someone for help? If so, why do you think that is?
- Volunteering is the same principle as helping your peers, but applied to someone or something else.
- It seems easier to help your peers because that's whom you are around.
- Volunteering provides help to those who need it just as much, if not more.
- Who in the community might have similar needs? (Immigrants/refugees may need to be shown around, the elderly could be read to, younger children could be tutored or coached, etc.)

## ACTIVITY —



## Activity: Serving the Community Part 1

**Use For:** Introducing Volunteering (Step 1)

**Time:** 15 minutes

**Materials:** Pens, paper, flipchart / transparency

**Description:** Broadens participants' understanding of community.

**Participant Objectives:**

- Define community.
- List the communities where they participate.

**Procedure:** Ask the group what “community” means to them. Listen to some ideas, note them on the flipchart, and then either read or distribute the definitions on page 10. If there are differences, briefly discuss them.

Next have participants brainstorm all the communities to which they belong. This can be a verbal or a written exercise. If written, have individuals read their list to the group.

Everyone should contribute at least one idea. Use the following categories as prompts:

- School – clubs, sports
- Friends – sports, music groups, youth groups, clubs, hobbies, chat sites
- Family – activities, things they do together for fun, neighbors, church
- Create and keep a master list. This will be a useful reference when considering groups that could either benefit from or aid the project.

## Activity: Serving the Community Part 2

**Use For:** Introducing Volunteering (Step 1)

**Time:** 20 minutes

**Materials:** Included DVD, TV

**Description:** View the DVD and use it to build ideas for the group's volunteer activity.

**Participant Objectives:**

- Become familiar with concepts of community service and volunteering.
- See volunteering as fun, rewarding and valuable.
- Visualize themselves as volunteers.
- Examine issues that exist in their communities.
- Consider what actions they can take to address these issues.

**Procedure:** Consider the barriers to youth volunteering. Are they unenthusiastic? Are they nervous? Do they need ideas for how and where to volunteer? Use the DVD to help.

Ask participants questions relating to these areas (some examples are listed below). Do not get their answers; instead have them consider the questions while watching the DVD. This will help them to be thoughtfully engaged.

- What is a community?
- How are you involved with a community?
- What problems are you aware of in your communities?
- How can these problems be addressed?
- Who volunteers?
- Where are volunteers needed? Why?
- Have you ever volunteered? (See "Activity: What is Volunteering?" on page 44)
- What can you do to help?
- What can our group do as a project?
- What steps do we need to take?

After the DVD, repeat the questions and allow a discussion to develop around the group's feedback. Also encourage any questions, observations or concerns that individuals may have. Again create master lists that can be kept for planning and selection. Recording community problems or issues, groups that need volunteers, ways that volunteers can help will be especially useful.

Following are some questions and considerations for further discussion. Keep in mind that this exercise is an introduction to volunteering. See the Fast Track on page 12 and the information on pages 14-19 to help with choosing a specific project.

- Community is not just about geography; it's about the social interactions in your life. There are many different meanings of community.
- Did the DVD or discussion prompt any new ideas for types of community that youth are a part of? Add them to the list from Part One of this activity.
- Volunteers interact with their existing community, as well as creating new communities among those involved in the activity.
- When thinking of ways to take action, prompt students to think about both one-day events and those that happen over a period of time.
- Are there existing projects that address some of the issues you have discussed?

**ACTIVITY —**

## Activity: A Good Volunteer

**Use For:** Understanding Volunteering (Step 1)

**Time:** 20 minutes

**Materials:** Flip chart and markers or transparencies

**Description:** Participants identify the qualities of a good volunteer and compare them to those of a good friend or student, noting any similarities.

### Participant Objectives:

- Identify values that are important to them.
- Become aware that volunteering combines responsibility with caring.
- Make a decision to uphold this responsibility.
- Set standards for being a good volunteer.

### Procedure:

1. Explain that the point of the exercise is to determine what makes a good volunteer. Allowing one minute for each point, ask participants to jot down words that describe the qualities of:
  - A good friend
  - A good student (or employee, depending on age of participants)
  - A good volunteer
2. Write one person's answers to item three (a good volunteer) on the flipchart. If other participants had answers that were not mentioned, add those too. Facilitate a discussion of these points:
  - Did anyone have answers for items 1 and 2 that are the same as those on the flipchart?
  - If so, why do they think that is? Discuss the responsibilities of volunteering and how it compares to the work place or the classroom.
  - If you will be volunteering as a group, this is a good opportunity to reinforce the importance of focusing on the volunteer activity and those being served, not the friends they are volunteering with!
  - Does everyone agree that all these things are important in volunteering?
  - Do all the participants feel able to make a commitment to be the best volunteer they can be?
3. Have participants add to their list of what makes a good volunteer; they could also create personal mission statements around the qualities that they think are most important. Have them read it before taking part in the volunteer activity.

## Activity: Asset Interviews

**Use For:** Selection (Step 1)

**Time:** 30 minutes

**Materials:** Pen, interview questions for each participant (next page), flip chart and markers

**Description:** Participants interview each other, asking about skills and characteristics and report back to the group.

**Participant Objectives:**

- Identify personal skills and talents.
- Identify someone in the group who has a skill or talent they would like to learn.
- Become aware that everyone, including themselves, has personal attributes that can be used to help others.

**Procedure:** Have participants form pairs and give each person a copy of the interview questions (see following page). Partners will take turns interviewing each other and writing down the responses. Allow 5 minutes for each interview. Next, go around the room and have each person introduce their interviewee and report back their findings. Write down all the different hobbies and skills on the flipchart and arrange them so they can be seen simultaneously.

When everyone has reported back, have each participant name an attribute they would like to learn. Every group has a pool of skills and talents that can be shared and is valuable to others. Encourage participants to keep their sheets.

Identifying one's own assets can be hard; the following questions may help.

Do you:

- Understand and use computers and the Internet?
- Play a musical instrument?
- Speak a foreign language?
- Pay attention to details and finish work on time?
- Like meeting people and making new friends?
- Like getting your hands dirty (painting, yard-work, etc.)?
- Like fixing or creating things (handiwork, art, jewelry, mechanics, etc.)?

## ***Interview Questions***

Assets are useful or valuable qualities, which every person has. Sometimes our assets are not obvious and we have to take time to discover them. Answering these questions will help you realize your own assets.

1. What two gifts, talents or skills do you have that make you a valuable family member or friend?
2. What two skills do you have that will make you especially good at paid or volunteer work?
3. What talent do you have that others may not know about?
4. What are your two or three favorite hobbies? What do you love to do so much that you get lost in it for hours without getting bored?
5. What two skills make you a great team member?

# Activity: Identifying Volunteer Activity Themes

**Use For:** Selection (Step 1)

**Time:** 20 minutes

**Materials:** Flip chart or board, markers, pens/pencils, paper

**Description:** Participants brainstorm volunteer activities and the issue they address. They discuss where volunteers are utilized and why they are needed.

**Participant Objectives:**

- List groups that need volunteers.
- Identify those served.
- Determine what other areas of service exist.
- Have a broader perception of areas in which they can volunteer.

**Procedure:** Explain the aim of the exercise and divide participants into groups of 3-5 people. Give each group a piece of blank paper and pen. Ask participants to list volunteer activities and who or what each activity aims to help. Encourage them to think of a diverse range. Allow 5 minutes, then reconvene.

Have each group appoint a spokesperson to contribute their group's ideas. Call on each spokesperson and write their ideas on the flip chart as a master list. If you already have a list from a previous activity, you can add to it. You may find that most of the suggested voluntary acts revolve around helping people. Facilitate a discussion that adds to the student's ideas. Try to cover the areas below:

**Recipient of Service:**

**Served By:**

**People**

Programs that help homeless, physically or mentally challenged people, children or senior citizens; literacy and tutoring groups; book, toy and food drives

**Animals**

Humane Society, Audubon centers, wildlife groups, county zoos

**Environment**

River, park and block cleanups; Adopt a beach and highway programs

**The Arts**

Museums, theatres, symphonies and dance and music groups

**Fundraisers**

Bake sales, Bike for the Arts, Aids Walk

**Community Advocacy**

Campaigns, political letter writing, diversity events

## Activity: Community Investigating

**Use For:** Selection (Step 1)

**Description:** Participants go into the community, note needs and resources, and discuss ways that they can make a difference. Adapt this exercise based on the age of participants, number of chaperones available, and the safety of the neighborhood.

**Time:** 1 hour

**Materials:** paper, pens, clipboards, flipchart and markers

### Participant Objectives:

- Identify needs/problems in the neighborhood.
- Identify possible assets/resources.
- Demonstrate awareness of the causes of any problems.
- Discuss possible solutions, both immediate and long term.

**Procedure:** Divide participants into four groups, each with a clipboard, paper and pen. Have them draw 2 columns, one labeled “needs” and one “assets,” then assign each group a direction: north, south, east, or west. Explain that they will be going through the neighborhood and marking down anything they notice that is a problem, like garbage, broken windows, uncut lawns, or un-raked leaves, etc. Remind them to also think about what is missing, like lack of playgrounds, street lighting, garbage cans, etc.

They should also note potential assets, like churches, community organizations, safe playgrounds, etc. Have each group cover about 3 blocks and return within 15 minutes.

Reconvene, and have a member from each group put their findings into needs and assets columns on the flipchart. Facilitate a discussion covering:

- The number of needs compared to assets.
- The types of the problems and their causes.
- The changes they would like to see.
- What can be done to make these changes long term?
- How can the group help?
- How can they utilize the assets that are listed? For example, involve the local church in a block clean up or petition to start a playground. Find out what community-based organizations are doing and work together. They may be able to help with contacts for a project.

## Activity: Media Assessment

**Use For:** Selection (Step 1)

**Time:** Total time will vary depending on how research is conducted. Reporting and discussing findings: 1 – 2 hours.

**Materials:** Local papers and news broadcasts from the same week or month, flip chart.

**Description:** Youth analyze news coverage of local issues and discuss the causes, solutions and steps being taken to address them.

### Participant Objectives:

- Identify areas of need in their community and discuss causes and solutions.
- Identify programs that provide assistance in these areas.
- Think about solutions to issues of concern.

**Procedure:** Assign individuals different local newspapers or news broadcasts to review. Provide a selection of papers for variety. Each participant chooses a report that covers a community issue and writes down the topic, the causes, and the steps being taken to resolve it. Issues may include violence, depression, illiteracy, pollution, poverty, AIDS, and child abuse. If a report does not mention causes or solutions, participants should note this and suggest their own ideas. This can be done either at home or in a group setting.

Next, divide into groups of three. Each person summarizes their findings and then brainstorms additional solutions with the group. Spend 3-5 minutes on each issue. Keep time, give participants one minute warnings, and inform them when to move to the next person.

Put 3 columns on the flip chart and label them *topic*, *cause*, and *solution*. Reconvene and ask youth which reports were most interesting and record the appropriate information in each column. Include possible solutions as well as those actually being implemented. When everyone has participated or several topics are listed, facilitate a discussion about what has been learned.

Some participants may have been affected by issues such as poverty, hunger or violence, and may be uncomfortable discussing them. Please be attentive and sensitive to this possibility.

### Discussion Points:

- Are there other causes or solutions to add?
- Was it easy or hard to find articles relating to community issues?
- What types of issues were most commonly reported on?
- What types of issues get high profile coverage?
- Whose responsibility is it to address these issues?
- Determine who is working towards the solutions listed on the flip chart - government, local initiatives or private citizens. Mark with a G, L, or P and leave blank those that are unknown or not being implemented.
- Which of these groups seems to provide the most assistance?
- Why might the other groups seem less involved?
- If there are solutions that are not being implemented, why might that be?
- What can private citizens do to tackle the causes of community issues?
- What can you do as a group?

**ACTIVITY —**

## Activity: Purpose Statement

**Use for:** Selection (Step 1) and refer back to it in Evaluation and Reflection (Step 3)

**Time:** 60 minutes

**Materials:** Index cards, writing utensils, flip chart.

**Description:** Participants write a statement that sums up why they want to do a service project. They form progressively larger groups, combining and condensing their key points, until the group has an encompassing purpose statement.

### Participant Objectives:

- Identify why they value volunteering.
- Have a guiding statement that can be used to check progress towards their goals.

### Procedure:

For a more organic process, avoid the term “purpose statement” at the beginning of the activity so participants aren’t being guided by their outcome expectations for the project. Instead, call the activity “reflecting on the service ahead” or something similar.

Ask participants to consider silently why this service project is important to them. Distribute index cards and allow participants five minutes to write a one or two sentence statement summing up the impact they intend to have. For example: “I want to make the world a better place by working for equality in my community.”

Then divide the group into teams of four or five and give each one a new index card. Working from their personal statements, team members should write a maximum of two sentences on the “communal” impact they intend to have. Make it clear that the object is to work together, and allow 20 minutes for completion.

Afterwards, a spokesperson from each team reads their statement aloud. Facilitate a 10-15 minute discussion on any similarities that people notice and the impact that the group as a whole intends to have. Write notes on the flip chart as the discussion progresses. At the end of the conversation, write out a cohesive version.

Once you have a one or two sentence statement that the group agrees on, announce that the group has created their purpose statement and read it to the entire group. Have participants write down or repeat the statement.

## Activity: Creating Fact Sheets

**Use for:** Selection/Reflection (This activity can be an effective tool for Steps 1 or 3)

**Time:** 2-5 hours

**Materials:** Participants will need access to research materials such as newspapers, books, magazines, and the Internet.

**Description:** Participants research and create fact sheets around a specific issue. For an in depth lesson plan see page 69.

### Participant Objectives:

- Become aware of the pervasiveness of the issues and who they affect.
- Understand the causes.
- Explore the resources that are available.
- See how they can be a part of the solution.

### Procedure:

The leader may choose the topic of the group's volunteer activity, or allow the group to choose from a list like the one below:

- Racism
- Literacy
- Health
- Hunger
- Malnutrition
- Runaway Teens
- Homelessness
- Environment
- Poverty
- Loneliness/Isolation

Explain to participants what they will be doing and discuss why it is important to understand the causes and effects of an issue. Share the sample fact sheet on the next pages. Displaying the completed sheets will encourage participants to take pride in their work and allow others to learn about the issue.

Youth should include:

- Facts about the issue on national, state, and local levels
- Causes
- Effects (on peer group and local community, as well as on a large scale)
- Solutions – Actions being taken and what participants can do

**Resources:** Articles, books, music, movies, etc.



# Hunger Around the World

*“If even one parent in this world has to go to bed at night listening to the sound of his or her child whimpering for food it is a tragedy almost beyond bearing.”*

**-Nathan Aaseng**

Hunger is a worldwide problem. Even here in the richest nation, we have people going to bed at night with empty stomachs. Although there are many organizations dedicated to stopping and preventing hunger, they haven't been able to help everyone due to lack of resources and manpower. If everyone who actually gets enough (or more than enough) to eat would step up and help, we might be able to stop hunger throughout the world.

Definition of Hunger: shortage of food in the body, it slows down the body's activity and makes it weak.

## Causes of Hunger:

### 1. Undernourishment

-You don't eat enough food to sustain normal life (not enough calories/day)

### 2. Malnourishment

-A person lacks the amount of food and quality of food

-The body needs more than just calories, it needs 45 essential nutrients

-There are 700 million malnourished people in the world

### 3. Famine

-A famine is when a large number of people have lost the ability to get food to survive.

-They are triggered by disaster.

### 4. Starvation

-Starvation is an extreme form of malnourishment

-The body begins to devour vital proteins in a desperate attempt to get vital nutrients

### 5. Poverty

-People don't have enough money to buy food, or have the resources to grow food to eat

## Facts about Hunger:

- Every 3.6 seconds another person dies of starvation
- 700 million of the world's 5 billion people suffer from serious food shortage
- Each day roughly 40,000 children under age 5 die from hunger and the resulting diseases
- 2.8 billion people (more than half the world's population) live on less than \$2/day
- The richest 20% eat 11 times as much meat and 7 times as much fish as the poorest 20%
- 1 in four people in a soup kitchen line is a child
- Even mild under-nutrition experienced by young children during periods of growth may lead to reductions in physical growth and affect brain development

- 6 million children (under age 5) die every year as a result of hunger
- U.S. spends \$10 billion on foreign aid every year, while they spend \$33 billion on diet and weight products annually
- One out of every four children in New York State lives in poverty
- It is estimated that 10,536 people starve to death each day. That equals 1 person every 8.2 seconds.

**Hunger Organizations:**

- ◆ Free Food Restaurants
- ◆ Budget Restaurants
- ◆ Emergency Relief
- ◆ Home delivery service (Meals on Wheels)
- ◆ Shelters
- ◆ School Lunch Programs

**What Can You do to Help?:**

- ◆ Prepare meals for Meals on Wheels, which delivers food to different families.
- ◆ Visit your local Salvation Army and donate time arranging meals and setting tables for the free community meal.
- ◆ Donate foods for Food Drives which are held at churches, schools, grocery stores, etc.
- ◆ Save money to give to food charities (rice bowls, UNICEF, Red Cross).

**Some Countries Needing Food Aid:**

Country	Population	Size	Estimated Population Requiring Emergency food aid
Lesotho	2,177,062	30,355 sq. km	500,000
Malawi	10,548,250	118,480 sq. km.	3,200,000
Mozambique	19,371,057	801,590 sq. km.	500,000
Swaziland	1,104,343	17,363 sq. km.	150,000
Zambia	9,770,199	52,614 sq. km.	2,400,000
Zimbabwe	11,365,366	390,580 sq. km.	6,000,000

Areas with white dots symbolize where there is a high death rate due to starvation.



SAMPLE FACT SHEET  
PAGE TWO

**HANDOUT** —

## Activity: Media Research

**Use For:** Reflection — before or after volunteer activity (Steps 1 and 3)

**Time:** Ongoing

**Materials:** Newspaper or online articles, news clips, writing tools

**Description:** Participants read articles and watch reports that pertain to the volunteer activity. After the activity, they write about the experience and compare and contrast their personal observations with media coverage.

### Participant Objectives:

- Reflect on media representation of the topic.
- Become aware of the amount, or lack, of coverage given to an issue.
- Examine the accuracy of media coverage.
- Reflect on the reporting style and its conduciveness to finding solutions.

**Procedure:** Have youth read news articles or view reports that address issues related to the volunteer activity. The leader may either provide these resources or have youth do independent research. Discuss what the group learned from their research. This may be more objective if it is done before the volunteer activity takes place. After volunteering, ask youth to write about their experience compared to the articles. Sample areas to cover include:

- Does the article accurately describe the topic?
- Does it minimize/exaggerate/realistically communicate the issues?
- Does it convey that this is a topic that you could do something about?
- Does it mention possible solutions?
- What can be done to encourage accurate representation of community issues? (Letters to the editor commending good reporting, etc.)
- If it was hard to find relevant articles, discuss why that might be. What type of issues get media coverage and why?

## Activity: Journaling

**Use For:** Steps 1 and 3, any time before and after volunteering

**Time:** Varies

**Materials:** Writing materials and journal

### Description

Part One: Youth use journaling to record thoughts and feelings before and after volunteering.

Part Two: They compare their entries and discuss the differences.

### Participant Objectives

- Increase self-awareness through recorded reflection.
- Learn how expectations can differ from results.
- Identify ways in which volunteering has changed their perspective.
- Gain a better understanding of what volunteering means to them.

### Procedure, Part One

Hand out journals; providing something other than a school notebook will encourage youth to write. Depending on the group, the journaling itself can be carried out either in the individual's own time or in a group setting. Keep in mind that in order to be effective participants must be focused and centered. The environment should be quiet with no distractions.

Explain to participants that the point of the journaling is to be completely honest. Make it clear to that no one will have to share what has been written unless they want to. They should write whatever they truly think or feel and not worry about grammar, spelling, or punctuation. Journaling methods include free writing, writing letters and guided imagery.

Depending on the age of the participants, asking just a couple of very basic prompting questions may be helpful. Remind them that the entry can be as long or short as they choose. To prompt deeper thought, ask them to reflect in silence on these questions:

- How do you feel about the upcoming volunteer activity?
- What do you expect it to be like?
- What do you want to learn?
- What can you reflect on during this activity?
- Who is going to benefit?

As soon after the activity as possible, have participants write another entry, again describing how they feel and focusing on what they just did. If this is a class, it can be pre-set as a homework assignment. Encourage the group to write their entries that night. If this is not possible they can do it in the next group meeting. Again, create a focused atmosphere. If the activity is ongoing, have them keep an ongoing journal and check in with them periodically. If participants become less motivated during an ongoing process, remind them again that entries do not have to be long and can be in a variety of forms.

## **Activity: Journaling** Continued

### **Procedure, Part Two:**

The next time the group meets, ask if anyone would be willing to share excerpts from their journal. Start with entries that were made before the activity. Draw two columns on the flip chart and in the first write down any words that describe how participants were feeling or what they were expecting. Repeat the exercise using excerpts from after the activity, this time recording words in the second column. If youth are reluctant to share, have them call out single adjectives that they wrote, such as fun, nervous, surprised, welcomed, etc.

Look at the two columns and ask the group what they notice. Is there a difference in the two columns? Or are they both a mixture? Ask if anyone felt like their experience was different from what they expected. Facilitate a discussion about why this is. Include:

- What were you expecting?
- Is that what happened?
- If not, where do you think that expectation came from?
- What actually happened?
- Was it fun?
- Was it difficult? If so, how did you deal with it?
- What did you learn about yourself/about other people?
- What would you do differently next time?

For additional reflection questions and ideas see the section beginning on page 35.

## Activity: Group Journaling

**Use For:** Reflection (Step 3)

**Time:** Ongoing

**Materials:** Writing materials, journals

**Description:** Youth have structured time to record their experiences and learning in a journal.

**Participant Objectives:**

- Have meaningful reflection opportunities.
- Process their learning.
- Understand ways to apply what has been learned.

**Procedure**

Ideally, the leader will allow a ten to fifteen minute journaling period every time the group meets, preferably at the end of a session. Providing a structured and focused environment will insure quality, conscientious journaling.

Encourage participants to write whatever comes to mind, and not to worry about grammar, spelling, or punctuation. Emphasize that no one will have to share what has been written unless they want to. Be clear how much time will be given to writing and give five and two minute warnings. Allowing time for group discussion of points two and three below, will give youth the opportunity to learn from each others experiences as well as their own.

Using the “What? So What? Now What?” model on page 34, have youth record:

1. *What* they did, saw and felt, objectively and without interpretation.  
They should describe the facts and event(s) of the session or service experience.
2. *So What?* Their feelings, ideas, and what they learned through the experience.
3. *Now What?* Participants consider the broader implications of the session or service experience and think about how they can apply their learning.

### ***A Note on Journaling Activity Structure***

While the free form style of writing used in these activities allows participants to explore their individual experience, there are variations that can be used to guide a more structured response. These include providing specific questions, using debated issues such as mandated service as a focal point, and responding to passages or quotes.

Before beginning any journaling exercise, the leader should make it quite clear if the journal will be shared, who will read it and how it will be used.

## Activity: Scrap Booking

**Use For:** Reflection (Step 3)

**Time:** Ongoing

**Materials:** Camera, scrapbook or large sheets of construction paper, glue

**Description:** Participants will photograph the service project in all its stages and compile a scrapbook.

**Objectives:** Participants reflect on the process, activity and the outcomes of the experience.

**Procedure:** Assign the job of photographer to one or more volunteers. The project should be photographed from the earliest planning stage through to the creation of the scrapbook. Compile the photos in the book or on sheets as a collage, date them and have participants write captions describing what is taking place. Consider including relevant excerpts from youth's journals and having those served add their own thoughts or memories of the project.

# Tips and Resources

## Supervision

Although the volunteer project should be youth driven, supervision is important to make it function. To help the group stay on track the group leader can:

- Have a project plan; include activities and handouts to use, basic timeline, etc.
- Give instruction and stimulate productivity.
- Provide encouragement.
- Reinforce success.
- Recognize accomplishments.

Most middle and high school aged youth do not need constant supervision. Participants can evaluate their own progress using the Three Evaluation Questions on page 40.

Some groups may need more follow up and check in and some may resist participating. The leader should use his/her knowledge of the participants to re-direct attention back to the project, ease concerns and prompt involvement. Monitor and guide the group, and provide the necessary structure.

Assist youth in learning to assess options, make decisions, and solve problems. When planning an event ask questions that prompt them to look at several options and help them set criteria for selecting the best one.

Keeping youth on task can be challenging, especially when developing long projects. Be motivated to motivate! Seeing your genuine interest in their needs, input and concerns and an appreciation of their abilities, will help to create focus.

*"You make a living  
by what you get;  
You make a life  
by what you give."*  
~ **Winston Churchill**



## Maintaining Motivation

There is no such thing as a small volunteer project. The most fun and rewarding projects are often hard work. Keep on going, even when it gets tough. Here are some suggestions for staying on track if you feel like you are losing focus.

- If you are avoiding your project, be honest with yourself - then tell yourself, "Just do it!"
- Remember that helping others feels good—and think of the individuals you're helping.
- Think about how far you've come. What steps have you already taken with your project?
- Evaluate the project. What is going well? What is slowing you down? What could you do to change that? What would help you?
- Tell someone about it. Talk to your group leader, teacher or family member. Ask them "What should I do next?"
- Discuss it at your next meeting. Others in the group may be having a similar experience or have suggestions for moving forward.

Decide what your next step is and **make a commitment**. Take immediate action to get things moving again.

## Family Volunteering

Family volunteering is growing in popularity and many organizations are constructing volunteer programs that incorporate parents/guardians and their children. Families often have limited time to spend together and many look for ways to utilize this time creatively.

Generally, parents and children volunteer together for the same assignment but whole families, teams of older and younger siblings, or grandparents may also take part. In theory this makes youth volunteer activities easier to manage by providing additional adult supervision and guidance. However, it may minimize the child's ability to contribute independently because of the established parental relationship.

Consider involving families if:

- There are not enough adults to supervise the group
- Youth are very young or inexperienced
- Youth are very nervous about volunteering
- Parent/guardian is reluctant or nervous about youth volunteering
- Strengthening family bonds is important to the leader's mission

There are countless ways families can volunteer in their local community.

For more information regarding project ideas, contact your local Volunteer Center and visit the websites listed on page 74.

## A Message to Parents and Guardians

Today, many young people across the country are volunteering. Research shows that most teens feel it is important for people their age to get involved in the community. It also shows that as well as benefiting the community and those being served, **“Youth who volunteer just one hour a week are 50% less likely to abuse drugs, alcohol, cigarettes, or engage in destructive behavior”** and they **“Are more likely to do well in school, graduate, vote and be philanthropic.”**

You can support your child's efforts to strengthen the community and help further their development, by showing enthusiasm and support for their commitment. Here are a few ideas you might consider:

- Let your child know that you are proud of him or her for volunteering.
- Show interest by asking your child specific questions about:
  - What he or she will be doing
  - When and where the volunteer activity is taking place
  - How planning the volunteer project is going
  - After volunteering, how it went, how they felt and what was learned
- If there is an opportunity to be involved, volunteer with your child.
- Provide transportation for your child and his/her friends to volunteer sites.
- Share your own volunteer experiences with your child.

Volunteering offers youth many opportunities, from exploring job options to raising self-esteem and learning values like respect and patience. Many colleges and employers regard volunteering as an important part of a resume. What better way to help your child build a positive future, than by helping them to help others!

For more information contact your local Volunteer Center. For a listing visit [www.volunteerwisconsin.org](http://www.volunteerwisconsin.org).

Sources:

“Young Leaders: Who are the Millennials?” Independent Sector/Gallup

“Facts and Figures on Youth and Volunteering” Youth Service America

## **Annual Service Days**

### **Martin Luther King Day of Service**

*January*

[www.mlkday.org](http://www.mlkday.org)  
202-606-5000

### **National Youth Service Day**

*April*

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

### **National Volunteer Week**

*April*

[www.pointsoflight.org/programs/seasons/nvw/](http://www.pointsoflight.org/programs/seasons/nvw/)  
800-750-7653

### **Join Hands Day**

*May*

[www.joinhandsday.org](http://www.joinhandsday.org)  
877-687-1329

### **United Day of Service**

*September*

[www.championsofhope.org](http://www.championsofhope.org)  
202-416-3824

### **Make a Difference Day**

*October*

[www.usaweekend.com/diffday/](http://www.usaweekend.com/diffday/)  
800-656-8052

### **National Kids Care Week**

*October*

[www.kidscare.org](http://www.kidscare.org)  
203-656-8052

### **National Family Volunteer Day**

*November*

[www.pointsoflight.org/programs/seasons/nfvd/](http://www.pointsoflight.org/programs/seasons/nfvd/)  
800-750-7653

**For more information and resources on annual service days and seasonal activities, visit:**

[www.pointsoflight.org/programs/seasons/default.cfm](http://www.pointsoflight.org/programs/seasons/default.cfm)

## Service Learning

Service learning combines serving the community with curriculum learning objectives. It differs from regular volunteering because it requires learning objectives to be fulfilled and students often receive a credit or grade. It is important to recognize however, that the service drives the learning - it is not an extra.

Outlines for service learning include the elements that are found in this toolkit: student ownership, a genuine community need, school/community partnerships, preparation and reflection. Youth identify and address real needs in their communities by practicing what is being taught in the classroom. They experience the practical need for what they are learning.

This hands-on learning often improves academic performance, increases student engagement, reinforces the character building that is often expected to be a part of the schooling experience, and is effective for teaching those who do not respond well to traditional teaching methods.

All 50 states receive funding for service-learning programs from The Corporation for National and Community Service. Contact your state department of education for more information about policies and funding distribution. In Wisconsin visit the state Department of Public Instruction service learning home page for links to service learning standards and available funding: [www.dpi.state.wi.us/dpi/dlcl/bbfcsp/slhmpage.html](http://www.dpi.state.wi.us/dpi/dlcl/bbfcsp/slhmpage.html).

Because the principles of service learning mirror those of the Action Guide, the guide can be effectively used for service learning projects. Frequent class meetings provide a great opportunity to work through the activities in each step of the guide and really enhance the learning that is available.

It is not hard to combine activities with curriculum. For example, use activities focused on journaling or letter writing to incorporate service into communications or English studies. The activity on the next page is a lesson plan developed by an English teacher. For 101 examples of existing service learning courses offered in every type of class, including anthropology, math and political science, visit: [www.fiu.edu/~time4chg/Library/ideas.html](http://www.fiu.edu/~time4chg/Library/ideas.html).

## Activity: Service Learning English Assignment

Every day in the news, we are confronted with problems that face our society. Unfortunately, solutions to the problems are rarely talked about, and even less frequently acted upon. Often this leads us to think that the problem is too big, that we can't do anything about it.

For this research project we will break the problem down into workable pieces, identify possible solutions, and then actually go out and change the world.

Where to begin? First, a group of 3-6 investigators will need to understand a problem. In order to understand a problem, you will need to do research.

**Topics:** To begin your research, select a topic from the following list:

- Racism
- Literacy
- Health
- Hunger
- Malnutrition
- Run Away Teens
- Homelessness
- Environment
- Poverty
- Loneliness/Isolation

Browse the Internet to begin exploring information on your broad topic. As you explore, start to narrow down the specific focus that you'd like to take with your research. For example, the problems associated with world hunger are too large for any one person or group to solve; however, the problems of hunger in the local area can be broken into manageable pieces, where a difference can be made.

In order to build credibility, you will need to find information from a variety of sources (next page).

## Activity: Service Learning English Assignment Continued

**Sources:** Minimum source requirements are as follows:

3 Newspaper articles - 2 years old or newer, one from this year

2 Books—15 years old or newer

1 Website—maximum of 4 websites

2 Magazine articles—5 years old or newer

Be sure to find information regarding your chosen topic on multiple levels including:

- National/Global Information
- Regional Information
- Local Information
- Affect on children
- Affect on teens
- Affect on adults

**Solutions:** Once you have narrowed down an issue, you will need to research and develop three possible actions that will lead to a solution.

Two of the action plans must be developed using resources already available in the area. A program overview and contact information must be given.

One plan must be of your own creation.

Evaluate the three plans and choose one for follow-through. There is a minimum volunteer contact time of 5 hours per person in each group.

### Presentations

- Seven to 10 minutes; everyone must speak
- Present relevant data to substantiate your issue area Fact Sheet (appearance counts; see example on page 56)
- Evaluate your volunteer action:
  - Impact on community
  - Impact on you
  - Highlight the positive aspects
- Wish list—what more could you accomplish if...?
- Reflect on what you have learned

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*Service Learning English Assignment developed by Cathy Kubista, New Berlin (Wisconsin) West High School.*

## Tips for Adapting Activities

Every group varies in the time they can dedicate and the ways they engage their youth. Some may be able to do a very in depth project and others may need something simpler. If youth have been in school all day, an activity requiring a lot of writing may not keep them engaged; substitute drawing or skit-creating activities to add interest.

The following information provides ways to effectively adapt the Action Guide Activities to meet your specific needs.

### 1. Establish your goal and parameters

- What do you want to achieve by working through the activity?
- Who will participate? Consider the type, size and age of the group.
- How much time do you have? 1 hour? 1 day? 5 weekly half-hour sessions?
- Which activity (or parts of an activity), will achieve this goal with this group?
- What materials do you have/need? Flip chart, visual aids, etc.

### 2. If the suggested format doesn't fit, choose a suitable one

- **Role Plays:** Demonstrate either what the participant or someone else did/would do.
- **Case Studies:** Give actual examples to illustrate a topic; discuss as a group.
- **Jigsaw Learning:** Split participants into groups and give each one information on a different piece of the topic. Make new groups with one participant from each original group. Give discussion questions so that they can teach each other what they learned.
- **Foot Barometer:** Participants stand in different parts of the room to show agreement or disagreement with a statement. Make the room a continuum to indicate levels of agreement, anger, etc. Discuss positions.
- **Games:** Turn the information into a favorite board game or game show.
- **Simulation:** Recreate a situation so that participants will feel a specific emotion.

### 3. When presenting information, remember...

- People learn best by doing.
- People remember things better if they experience the information in two or three different ways (seeing and hearing).
- If the activity moves quickly, it is easier to pay attention.
- There are as many teachers in the room as there are activity participants. People can benefit from each other's experiences.
- If you want people to understand how something works use a diagram.
- When sensitizing people to a problem or point of view, use a role-play.

## Your Security

### Safety

- Work wisely - Choose a project within the group's capability.
- Know your surroundings - Talk to the agency about any guidelines they may have. Find out about parking and attend orientations.
- Prevent injury - Make the group aware of any risks and take steps to counter them; for example, if doing a clean up give instructions and tools for dealing with broken glass.
- Be prepared – Be aware of any special medical needs that group members, or those you are working with might have. Know how to respond to an emergency and have a first aid kit on hand.

### Your Group's Insurance

- Medical – Do participants have medical insurance?
- Auto – Personal policies may cover volunteers even if they are driving another car, but they don't usually cover larger vehicles. Check the coverage on drivers taking part in your project.
- Special events - an organization may be able to buy a policy limited exclusively to that event, which would cover all participants.
- Schools – Service learning may be covered by the same insurance as athletic events or field trips.

### Organization Being Served

- Volunteers Insurance Policy – Inquire if the agency provides any liability or medical coverage to volunteers. Some have a general liability policy or a special volunteer liability policy.

### Liability Waivers (Sample on next page)

- A permission slip is NOT a waiver.
- The activity and any risks must be clearly described for a waiver to be effective.
- Have participants read, sign and date waivers.
- A parent or legal guardian must sign for those under 18.
- The form must clearly state that signing waives the right to sue for injury.

These guidelines are not meant to serve as legal advice in this or any matter. Specific situations and questions may warrant legal counsel and these should be dealt with through the proper authorities in the organization.

When in doubt, it is always best to seek professional advice from your insurance provider and/or lawyer.

## Sample Waiver and Liability Release Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State and Zip Code \_\_\_\_\_

Phone: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_

Emergency Phone: \_\_\_\_\_

I hereby waive, release, indemnify and hold harmless

\_\_\_\_\_ (*insert your group's name*)  
from any and all liability claims, demands and causes of action, of whatever kind of nature (including any injury caused by negligence), which arise out of or relate to my participation in the volunteer activity beginning on \_\_\_\_\_ (*insert date*).

b) I agree not to sue any of the persons employed by the above-mentioned group for any of the claims or liabilities that I have waived or released herein.

c) \_\_\_\_\_ (*insert your group's name*)  
has my permission to use any photographs or videos taken for publicity purposes.

I HAVE READ THIS DOCUMENT, AND I UNDERSTAND ITS CONTENTS.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **IF VOLUNTEER IS UNDER AGE 18, PARENT OR GUARDIAN MUST SIGN HERE:**

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

**Please note:** This form is not intended to be legal advice; however, it may reduce your group's exposure to risk.

**HANDOUT** —

## **Volunteer Websites**

Following are some of the many organizations focused on volunteering, with some geared toward specific areas. Explore other efforts in your community by contacting the local volunteer center, association of nonprofit organizations, state government commission on volunteers, or public library.

### **Volunteer Center of Greater Milwaukee**

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

### **Volunteer Center Association of Wisconsin**

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

### **Points of Light Foundation and the Volunteer Center National Network**

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

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

[www.familymatters@pointsoflight.org](mailto:www.familymatters@pointsoflight.org)

[www.1-800-volunteer.org](http://www.1-800-volunteer.org)

### **Volunteering**

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

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

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

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

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

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

### **Family Volunteering**

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

[www.cns.gov](http://www.cns.gov)

[www.familymatters@pointsoflight.org](mailto:www.familymatters@pointsoflight.org)

[www.1-800-volunteer.org](http://www.1-800-volunteer.org)

### **Statistical Information, Reports & Articles**

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

### **Youth Leadership**

[www.search-institute.org](http://www.search-institute.org)

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Principles and Examples of Positive Youth Development,

4H Development Program, Iowa State University

[www.extension.iastate.edu/4H/YDPrinciplesExamplesPositive.pdf](http://www.extension.iastate.edu/4H/YDPrinciplesExamplesPositive.pdf)

America's Teenage Volunteers: *Civic Participation Begins Early in Life*

Independent Sector

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

Giving and Volunteering in the United States: Engaging Youth in Lifelong Service

*Findings and Recommendations for Encouraging a Tradition of Voluntary Action*

*Among America's Youth* (2001)

Independent Sector/Youth Service America

[www.independentsector.org/programs/research/engagingyouth.html](http://www.independentsector.org/programs/research/engagingyouth.html)

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International Baccalaureate Organization Programme Guide: *Creativity, Action, Service*, 2001

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Youth Development through Youth Engaged in Leadership and Learning (YELL)

John W. Gardner Center

<http://gardnercenter.stanford.edu>

Learning In Deed: *The Power of Service-Learning for American Schools*

A Report from the National Commission on Service Learning

[www.learningindeed.org/slcommission/report.html](http://www.learningindeed.org/slcommission/report.html)

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

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Bureau of Labor Statistics  
[www.bls.gov](http://www.bls.gov)

Angels in Action  
Sponsored by Angel Soft Tissues  
[www.angelsoft.com](http://www.angelsoft.com)

Project America: Action Guide to Community Service Online  
[www.project.org/guide](http://www.project.org/guide)

National Youth Leadership Council: Discover Service Learning Online  
[www.nylc.org](http://www.nylc.org)

Youth Volunteer Network Online  
[www.networkforgood.youthnoise.com/ta/toolkit3.asp#](http://www.networkforgood.youthnoise.com/ta/toolkit3.asp#)

Volunteer Power Crew: Dallas & North Texas Student Volunteer Program Online  
[www.volunteerpowercrew.org](http://www.volunteerpowercrew.org)

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Urban Underground

Volunteer Center of Greater Milwaukee Advisory Committee

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YMCA Black Achievers/Teen Achievers

