

MODULE #5: Community Service

Objectives

- Participants will learn how to develop an action plan for their projects.
- Participants will learn how to organize their tasks so that each committee is assigned certain tasks required to complete their project
- Participants will examine the role and impact of youth on community
- Participants will be enlightened about politics and educational system and its impact on the community
- Participants will learn about resource identification

Context



Martin Luther King, JR. said, "Everybody can be great... because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love." Individuals, families and communities can benefit tremendously from community service. There are many different ways one can engage in community service activities in our community.

Handouts & Resources Needed:

Handout 5.1: Community Service Project Guidelines

Handout 5.1A: Project Samples

Handout 5.2: Action Plan

Sheet of paper- one for each participant

Pens/pencils

Post cards

Journals

Activity #1: Project Development Workshop (45 min)

Procedure:

- Icebreaker
- This activity can be done as one project if the group is smaller than 6 students. Otherwise, divide students into two groups.
- Explain to participants that developing a project requires planning so that it can come out as best as possible. Review project guidelines with group (Handout 5.1).
 - Participants will tell what needs to be done and when it needs to be done.
 - The key to an action plan is to start with the goal and work backward.
- Present the following goal: I want to eat an apple. The last step is eating the apple.

- Select a recorder for the group who will write each step of the plan on newsprint.
- Participants in the group will create the action plan.
- Assign participants steps of the action plan to the committees (project samples found on Handout 5.1A).
- Debriefing

Activity #2: Project Action Plan (20 min)

Procedure:

- Icebreaker
- Provide and review Handout 5.2: Action Plan so that they have an understanding of what is expected of them in developing and implementing their projects for community change. Explain that ASPIRA believes that youth have the potential to contribute to their communities if they acquire the skills needed.
- Debriefing

Activity #3: Final Project Presentations (time varies)

Procedure:

- Icebreaker
- By this time students should have completed their final projects. Use these remaining class sessions to finish any lessons and to begin organizing final project presentations.
- Remind the students that the presentations should use multimedia techniques such as PowerPoint in order to demonstrate their newly acquired technology skills.
- Pick a project that will bring about a positive change in your community and implement it. This project should reflect a culmination of skills and knowledge concerning the process of leadership. It specifically involves the application of critical thinking, problem solving, the initiation of change, organizational skills, group work, and project planning and implementation. A 5 page paper should be submitted at the end of the project by each group.
- Debriefing

Activity #4: Evaluation

Students should be asked to complete the evaluation for this unit.

Handouts:

4.1 Evaluation Form-Student

4.2 Evaluation Form-Facilitator

Handout 5.1

Community Service Project Guidelines

Preparation

- This project requires that the class be divided into groups of 5 or 6 students. If groups have usually been assigned randomly, this would be a nice opportunity to allow students to pick their own groups. This project will last for two weeks of class time and requires that the groups meet at least five times outside of class time. Notes must be kept of all meetings and decisions throughout every phase of the project. A five page paper will be submitted at the end of the project.

Brainstorming

- The purpose of this project is to make a positive change in your community. As a group, conduct a brainstorming session for at least one entire class period. The brainstorming stage of a project is simply a generation of ideas. No evaluation of any suggestions should occur. Be as creative as possible. Even the craziest and most ambitious ideas can be adjusted for an appropriate and realistic project. The purpose of this project is to benefit the community in some way. You will be asked to explain, in depth, how your project fulfills this requirement and why you think it is an important change.

Choosing your project

- The next step is to narrow down the ideas you have developed through brainstorming. When you have narrowed down the choices, your group should decide on a process that is fair and effective in coming to a decision about which project you will choose. Decide whether you will vote—acknowledging that majority wins—or discuss the issue until there is consensus, or agreement, among all members. Whatever you choose, remember that a successful group chooses a topic that is interesting to all members. Once the decision is made, everyone in the group will be responsible for working wholeheartedly toward the completion of this project. One idea to ensure this is to have all group members sign a contract that promises attendance at all meetings, and so on.

Project planning

- The first step in project planning should be to make a list of all the things that need to be done before the project even begins. Order those steps according to what needs to be done first. Outline the schedule that your group will follow throughout the completion of the project and be sure to stick to your deadlines. Appropriate approval should be obtained during this stage. Ask the questions Who, What, Where, When, Why, and How. Planning is perhaps the most important step of your project - don't overlook it!

Project Implementation

- Now it's time for you to carry out your plan! Stay flexible and be ready to make necessary adjustments. Recruit help if you need it. If you are committed, prepared, and have access to available resources- everything should go smoothly. Just in case, appoint someone as the troubleshooter to avoid problems before you run into them. Good luck!

Evaluation

- We can't forget evaluation! Reflect on the success of the project and group process in a personal essay and a group write-up. You will be evaluated by your facilitator and your peers.

Project Samples

Tier I – COMMUNITY BUILDERS

1. ***ASPIRA YES! Garden Mosaics***(**ASPIRA Youth Excited about Service through Garden Mosaics**)
 - a. **SERVICE LEARNING GOALS and OBJECTIVES**

2. ***ASPIRA YES! – HIP HOP-Community*** (**ASPIRA Youth Excited about Service through Health Initiatives that Protect Health Options that Promote Community**)
 - a. **SERVICE LEARNING GOALS and OBJECTIVES**
 - **Encourage use of healthy lifestyle choices**
 - **Encourage use of health, including reproductive and mental health services**
 - **Promote traffic safety**

Tier II – COMMUNITY PLANNERS

1. ***ASPIRA YES! – P2P PSA's*** (**ASPIRA Youth Excited about Service through Peer-to-Peer Public Service Announcements**)
 - a. **SERVICE LEARNING GOALS and OBJECTIVES**
 - **Reduce risk behaviors that may result in car crashes and fatalities**
 - **Reduce risk behaviors that may result in sexually transmitted infections (including HIV/AIDS) and teen pregnancy**
 - **Reduce risk behaviors that may result in substance abuse**

2. ***APIRA YES! – CARA-UP***: (**ASPIRA Youth Excited about Service through Community Action based on Research & Advocacy Uplifts the People**)
 - a. **SERVICE LEARNING GOALS and OBJECTIVES**
 - **Cultivate an ethic of service**
 - **Increase civic engagement**
 - **Promote commitment to academic achievement**

Handout 5.2

Project Action Plan

Need

1. Identify an area of need in the community that requires change.
2. Explain why there is a need for this change initiative (why is this an important issue or problem?). To whom is this issue or problem important (i.e., who are you attempting to impact?) Note: Conduct initial interviews with as many of the individuals or groups involved in questions #3-6.
3. Research this change initiative. What has the group or organization done to change the issue or problem that you identified (if anything)? Interview the appropriate individuals or group members who can help to answer this question.
4. Will your change initiative build on what has already been done, or will it be a new change? Interview the appropriate individuals or group members who can help answer this question.
5. Who are the stakeholders in this change process (i.e., the groups or individuals that your change will impact)? Who are the supports of this change process? Who are the opponents or individuals who have concerns or worries about this change process? Interview supporters and opponents and/or those with concerns.
6. What have groups or organizations in other areas or settings done to bring about a change similar to the one that your group is proposing? (Search the Internet and library resources). Interview individuals who have experience with these issues in person, by telephone, or e-mail.

Vision

1. Develop a vision for this project.

Values

2. Identify the values that are most relevant to the change project and for the individuals or groups involved.

Urgency

3. Provide a compelling case for why this change is urgent. What are the implications for not changing? How will you convey this sense of urgency to the appropriate groups or individuals?

Communication

1. How will you communicate this change initiative to others and how will you attract them to the change project?

Vision Activists

1. Which individuals and/or groups should be engaged in this change (give categories or titles not names of individuals)? Why were these individuals or groups identified? How can they help your project proceed?

Handout 5.2

Initiation and Planning

1. How will you involve and empower others to implement this change?
2. What are your strategies for dealing with resistance to change and fear, or for overcoming apathy?
3. How will you promote risk taking?
4. How will the change be initiated and implemented? Develop a plan of action including: a) specific goals for six months, one year, and five years; b) strategies for implementation; and c) funding.

Analysis/Lessons

1. How and when will you assess what has worked and what has not worked in the implementation of the change initiative?
2. What important lessons did your group learn (positive and negative) about implementing this kind of change?
3. How will you acknowledge or celebrate your accomplishments?

Continuation

1. What steps will be taken to ensure that the change project continues even after the original change activists are gone?
2. Encourage participants to get involved in the betterment of their community by volunteering.
3. Note: Identify the individual or group who will take over your change project as early as possible. This is a really critical component of the project in order to have your change make a real impact.

Handout 5.4A: EVALUATION

Evaluation Form Student

Indicate three new things you learned about ASPIRA.

How will you use this new knowledge in the future?

Were the handouts useful?

How could this workshop have been improved?

Handout 5.4B: Evaluation Form for Facilitator

1. Did the workshops run smoothly? Why?
2. What aspects of the workshops did not work? What would you change?
3. Was it easy to understand?
4. How would you make it more culturally relevant?
5. What visuals would you add?
6. How would you make it more hands-on for youth?

Additional Resources:

Optional Articles

- “Latinos/Hispanic...What Next! Some Reflections on the Politics of Identity in the U.S.” Marta Gimenez
- “Child of the Americas,” Aurora Levins Morales
- Excerpt from Ethnic Labels, Latino Lives, Suzanne Oboler

Optional Writings

- A Blade to the Heat, Oscar Mayer

Optional Cartoon History

- Latino USA, Ilan Stavans
- “Community Service Project,” Mahatma Gandhi

Optional Films

- West Side Story
- Bronx War
- Stand and Deliver
- Dangerous Minds