



generationOn™

Learning to Give

October *Moments of Service* Toolkit



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OCTOBER *MOMENTS OF SERVICE* OVERVIEW

SIGNATURE EVENT: Make Your Mark Week

October 16-22

<http://generationon.org/global/big-happenings/make-your-mark-week>

This generationOn Signature Event inspires and mobilizes kids to use their energy, ingenuity and compassion to "make their mark on the world" through hands-on service about issues that matter most to them to help others in their local and global communities. Engage youth in selecting issues of interest in their community, and doing small acts or service projects that add up to making a big difference. This event culminates on Make a Difference Day.

Make a Difference Day

October 22

Empower students to discover how much difference they can make in just one day of service to meet community needs.



Moments of Service Lessons (<http://www.learningtogive.org/lessons/genOn/October>) teach students about the role and responsibility of being a community member, including the importance of service and volunteerism. The grade-specific lessons include "Learning Links" that reinforce the lesson concepts using 10 five-minute mini-lessons, and a selection of "Post Service Reflection Activities" to facilitate student reflection on the personal and community impact of their service event.



TIPS FOR TEACHERS

- Teach an Introduction to Philanthropy unit ([http://learningtogive.org/resources/Introduction%20to%20Philanthropy%20\(2\).pdf](http://learningtogive.org/resources/Introduction%20to%20Philanthropy%20(2).pdf)) to introduce the concept of giving time, talent, and treasure and taking action for the common good.
- Determine student interests, giving passions and community needs through the “Blue Sky” activity (included in this toolkit).
- Once student interest has been established, access additional [generationOn curriculum](#) that addresses those interests. Use the [Find Lesson Plans search function](#) (search on keywords words such as environment, homelessness, recycle, education) or by using the Google Search option.
- Student voice is essential when planning service projects. To guide students in determining how they will plan their service, ask questions such as the following: *How would you do that? What kind of tools and materials would you need to do that? Who could we ask to help us? How much do you think it would cost?*
- In addition to providing a service, such as volunteering, advocating, performing acts of kindness, collecting and donating needed items, students may choose to raise funds by collecting pledges for their service. Some forms are provided at the end of this toolkit for us with a fundraiser
- Ask several volunteers (students, family or community members) to collect data and take pictures of the projects for inclusion on a class web page or for submission to the media.
- Remember to obtain permission for students to leave the grounds if the project is held offsite.
- Make time for reflection before, during, and after the service project.
- Recognize student participation and effort.
- Invite families and community to a service celebration.
- GenerationOn offers on-line training modules. Two modules for beginning service-learning are found at <http://generationon.org/teachers/training> and listed on the right side of the page under “Featured Training.” Also linked to that page are additional on-line modules such as *Designing a Magical Service-Learning Project*, *Reflection in Service* and *Reasons to Teach Philanthropy*.
- GenerationOn offers free monthly webinars. You will be notified of these opportunities if you [join generationOn](#) and request the e-newsletter.
- After your students complete a service-learning project, track their service using the generationOn “[Service Tracker](#)” where teachers can tell the story of what their students do.

"BLUE SKY" ACTIVITY

This activity focuses students on identifying and responding to community needs.

Blue Sky is a visioning exercise that guides students in imagining a better world. Students are asked to take a look at their class, school neighborhood, community, state, nation, and/or the world. They reflect on the way it is and then imagine the way they would like it to be. Service leaders are encouraged to use this strategy at the beginning of the service experience and to revisit it before planning each service project with the students.

Blue Sky serves as a launch pad for the school year of service. The service leader may refer to the students' Blue Sky thoughts throughout the year as a form of evaluation (How are we doing on the issues we identified?) and review (What issues are still important to us that need to be addressed?).

This activity encourages empathy, compassion, and self expression. It also helps students learn to react to a negative situation with a positive action.

The activity can be on a small or large scale. On a smaller scale, Blue Sky serves as a classroom activity. A service coach may lead a personalized visioning activity with one class or group, facilitating brainstorming of real issues that students have passion for, and then guiding the students to use those results as a focus for their future service projects.

On a large scale, the activity may be conducted as a Community Blue Sky Event with the whole school and include family and community members. Hold a breakfast or town hall meeting. Organize the group into smaller groups for brainstorming, and have each small group share their main ideas for improving the community.

Encourage students to organize much of the Community Blue Sky Event because they will be setting the tone for the year's service goals. They may create the invitation list, organize the breakfast and activity, and select topics for discussion.



"BLUE SKY" ACTIVITY (continued)

Materials:

8½ x 11 paper (blue if possible), enough for each participant
Crayons/markers/colored pencils

Activity:

1. Discuss the meaning of community as it relates to the student's experience: home, school, friends, neighborhood, city, state, country, and world.
2. Ask students to identify what is good about their community and what they would like to see improved or changed. Create a chart to fill-in as the students discuss:

Good	Improve or Change

3. Give each student a piece of blue paper.
4. Invite students to portray their ideal world or what they would like their world to look like in 10 years--what the world/community could look like if everyone worked together. Students can draw, color, paint, or create collages on their blue paper.
5. When the students are finished, allow each student time to share their creation with the class.
6. Record students' thoughts and ideas on a display board, and identify and reflect on some of the recurring themes. This can be helpful in identifying student interests for planning of service projects.
7. As a class, briefly brainstorm ideas on how to achieve the vision and what challenges they might face in achieving "the ideal."
8. Create a "permanent display" of the students' illustrations. It is recommended that these illustrations remain available for display for the school year as a reference for future reflection and planning. The student papers can be combined into a collage, quilt, or bulletin board display. A paper "quilt" may be rolled up and stored and brought out for appropriate discussions.

SERVICE PROJECT IDEAS

Ideas to present and discuss with the students:

- Visit a local nursing home, retirement, or senior center for the purpose of reading to, interviewing, or developing intergeneration relationships. For lesson plans that include service projects involving senior citizens see Learning to Give units:
 - Sharing and Caring Across Generation (K-2)
www.learningtogive.org/lessons/unit110/
 - Phil's Garden of Good (K-2)
www.learningtogive.org/lessons/unit48/
 - Living History (3-5)
www.learningtogive.org/lessons/unit1107/lesson2.html
 - What a Wonderful World (3-5)
www.learningtogive.org/lessons/unit208/
 - Philanthropy and You (3-5)
www.learningtogive.org/lessons/unit72/
 - Living History (6-8)
www.learningtogive.org/lessons/unit117/
 - Power of One – Everyday Heroes for the Common Good (6-8)
www.learningtogive.org/lessons/unit112/
 - Communities in Crisis (9-12)
www.learningtogive.org/lessons/unit171/
- Organize and assist at a blood drive. See the Learning to Give unit *Women of the Industrial Era* (6-8). www.learningtogive.org/lessons/unit133/
- Volunteer to teach computer or Internet skills at the public library or senior center.
- Beautify the school grounds or community by planting trees, bushes, or flowers.
- Prepare neighborhood or community gardens for winter. For lessons that include service projects involving planting flowers and trees see Learning to Give units:
 - Building a Mini-Park and Bird Sanctuary (3-5)
www.learningtogive.org/lessons/unit11/
 - Roosevelt's Tree Army (3-5)
www.learningtogive.org/lessons/unit95/
 - This is Our Land – Flourish or Perish (6-8)
www.learningtogive.org/lessons/unit188/
 - Tulipmania - Growing Flowers to Share (6-8)
www.learningtogive.org/lessons/unit165/
 - Growing Our Future (K-2)
www.learningtogive.org/lessons/unit237/
 - Go, Johnny, Go! (K-2)
www.learningtogive.org/lessons/unit185/

SERVICE PROJECT IDEAS (Continued)

- Saving the Monarch (K-2)
www.learningtogive.org/lessons/unit369/
- Watch Me Grow (K-2)
www.learningtogive.org/lessons/unit182/
- Growing an Environmental Steward (9-12)
www.learningtogive.org/lessons/unit387/
- Repair bicycles for the neighborhood children.
- Hold a car wash to raise money for a selected organization.
- Paint murals on stairwells or walls.
- Encourage literacy by holding a read-a-thon book experience, inviting moms and preschoolers from the neighborhood to come and hear books read to them by the students. Solicit new or gently used books from the community to give away to the children who attend. See Learning to Give unit Each One Teach One (6-8)
[\(www.learningtogive.org/lessons/unit24/\)](http://www.learningtogive.org/lessons/unit24/).
- Collect personal hygiene items. Decorate colorful bags/boxes to package the items and write encouraging cards to include with the packages to be distributed to service persons, homeless shelters, women and children's shelter, etc., or stuff the articles in a new athletic sock, including the second sock with the hygiene items.
- Set up a bicycle obstacle course and teach young children about bicycle safety. Solicit donations of bike helmets, or funds to purchase them, to distribute at the event. See the Learning to Give unit Protect Your Melon (K-2)
[\(www.learningtogive.org/lessons/unit88/\)](http://www.learningtogive.org/lessons/unit88/).
- Perform an energy audit using a checklist at the homes of elderly community members.
- Clean up area cemeteries.
- Paint a playground or park area with hopscotch, four-square, and/or basketball lines.
- Bake and deliver treats to an animal shelters. See the *Paw Prints to Learning* animal welfare units (www.learningtogive.org/lessons/aspca/) and the Learning to Give literature guides:
 - Brave Norman: A True Story
www.learningtogive.org/teachers/literature_guides/BraveNorman.asp
 - "Let's Get a Pup" Said Kate
www.learningtogive.org/teachers/literature_guides/LetsGetaPup.asp



SERVICE STORIES FROM SCHOOLS

Michigan Students Make a Difference

Over 900 students from Carson City – Crystal High School, Middle School and Elementary joined together during a beginning-of-the-year service project. They worked on a variety of activities such as raking leaves, painting windows for Homecoming, planting trees and mums, making cards for the new nursing-home residents, and cleaning up area cemeteries.

The third-grade classes at Carson City Elementary painted the large basketball court area with hopscotch, four-square, and basketball lines. “I thought that the day went really well,” said Mrs. Hollinshead. “The students really got into the activity, and it was awesome to see their enthusiasm as they worked together to accomplish a common goal.” Other classes planted flowers, weeded, picked up pinecones from the outdoor learning center, and made decorations for area businesses.



A group of students from the High School participated by cleaning M-57 through the Adopt-a-Highway program. Mr. Summers commented, “Even though it was a really warm day, the students worked hard. I was really impressed!” Others painted downtown business windows, cleaned athletic storage areas, decorated cookies for senior citizens, and made the school sparkle.

The Middle School students put philanthropy into action by making safety tips for trick-or-treaters, writing area Military servicemen, and bringing cookies to the employees at Carson City Hospital. Mr. Howes supervised the planting of 25 donated trees around the school grounds.

Spirit Week Kicks Off a Successful Campaign

Students at Frost Elementary in the Jackson Public Schools got fired up for the year's service projects. The school's student leaders organized a kick off in which each day of the week the students were invited to take part in different activities to raise awareness of service and the projects that would be taking place over the course of the school year. Monday was Pajama Day, Tuesday was Crazy Hair Day, Wednesday was Bring a Stuffed Animal to School Day, Thursday was Camouflage Day, and Friday was Team Spirit Day.

In addition, the students were asked to bring in hygiene products to donate to the local homeless shelter. By the end of the week, they had collected over 1,000 hygiene products. The Shelter was extremely surprised and overwhelmed by the student's generosity.

SERVICE STORIES FROM SCHOOLS (Continued)

Student Service Touches Hearts a World Away

They say that distance makes the heart grow fonder. That was definitely the case in Brooklyn, NY, as students and teachers from PS 132 opened their hearts during a service project for the families of service men and women stationed overseas.

Together, the students from PS 132 prepared care packages, made Thanksgiving decorations, and created greeting cards for those serving our nation far from home. Preschool and kindergarten students sorted and packed up soap, toothbrushes, and other items, while fifth-grade students put their artistic and literary talents to work crafting cards. Students in the first, second, third, and fourth grades made bookmarks, beaded patriotic key chains, and made Thanksgiving posters.



ROLE OF VOLUNTEERS

Community members can:

- ✓ Place posters around the school/community, advertising upcoming service project(s).
- ✓ Work alongside students as they serve in the community.
- ✓ Chaperone students as they complete the service project.
- ✓ Help students conduct needs assessments of the community.
- ✓ Connect with media for press releases before, during, and after the event.
- ✓ Take pictures of the service projects for inclusion on the class web page or for submission to the media.
- ✓ Donate or solicit donation of supplies needed to complete the service project.
- ✓ Gather information from classrooms to tabulate the impact of the service project.
- ✓ Help plan a recognition ceremony.
- ✓ Secure funding to support the recognition ceremony.



QUOTATIONS

Use these quotes for reflection, as journal prompts, or as discussion starters before, during, or after a service project.

“There is no such thing as a “self-made” man. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the make-up of our character and of our thoughts, as well as our success.”

Adams, George Matthew Philosopher

“Citizenship comes first today in our crowded world...No man can enjoy the privileges of education and thereafter with a clear conscience break his contract with society. To respect that contract is to be mature, to strengthen it is to be a good citizen, to do more than your share under it is noble.”

Bowman, Isaiah American geographer (1878–1950)

“Look for your passion and follow it, come what may, but do it from a Latino perspective, where you are guided by the effect of what you do on your family and your community. Being Latino is emotional, is spiritual, and to me it means moral structure: what is good, what is right, what is justice. All this will become more important as we go through some tough times ahead. We need to build on that.”

Hayes-Bautista, David Editor (1945-)

“A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy.”

Hollander, Elizabeth L. Author (1817-1885)

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

Ibsen, Henrik Norwegian playwright (1828-1906)

“Take care of your family first. But then reach out to your neighbor, your block, your city, your country. Everybody wants change, but they want it to come by way of somebody else...If you wait for the government, you’ll wait a long time.”

Olmos, Edward James Actor (1947-)

“True salvation can come only to a person who renders service to the community.”

Salanter, Yisrael Rabbi, Founder of Mussar Movement (1810-1883)

“There must be, not a balance of power, but a community of power; not organized rivalries, but an organization of common peace.”

Wilson, Woodrow 28th President of the United States (1856-1924)

“It is a privilege to serve people, a privilege that must be earned, and once earned, there is an obligation to do something good with it.”

Jordan, Barbara Lawyer and U.S. Congressperson (1936-1996)

REPRODUCIBLE FORMS

Student "SPONSOR SCRIPT"

This is a sample script for students to use if fundraising by seeking pledges for their service project. Please feel free to adapt to your needs.

"Hi. My name is _____ (your name). I'm from _____ School. Our school is going to be involved in a community service project(s) on _____ (date). On that day, I will be volunteering for _____ hours in activities that will make our community a better place to live.

I am seeking supporters who believe in the importance of philanthropy and community service. Sponsors will help support my efforts to volunteer in the community by donating money for every hour I volunteer.

The money we raise will go toward supplies for service projects or will be donated to a local non-profit organization.

Would you be able to support my volunteer efforts in the community?"

(If no)

"Thanks so much for your time."

(If yes, fill in the "Sponsor Report Form")

"Thanks so much for your contribution. Your support will help make our community a better place to live!"

