CREATING A GENERATION OF CHANGE

THROUGH AWARENESS AND ACTION

ACTIVITY GUIDE

"Develop civic minded citizens who are engaged in community improvement through volunteerism and service."

During this meeting you will:

1) Get acquainted
2) Provide an orientation to National Service programs for participants
3) Facilitate "getting to know your community" exercise
4) Facilitate "identifying community resources" exercise
5) Facilitate "identifying community needs" exercise
6) Facilitate participants choosing a community need they want to impact
7) Facilitate participants choosing and designing a service project to address their identified need

Activities:

1) Introductions: Ask everyone to introduce themselves.
2) Choose and participate in 1 or 2 ice breaker activities so you can get to know the participants and they can get to know you.
3) Explain your role with Project Impact:

   a. Introduce participants to the concept of serving the community throughout one's life;
   b. Provide an overview of the different service opportunities from birth through retirement that individuals can be a part of (AmeriCorps, Senior Corps, other volunteering);
   c. Assist participants in discovering what their role can be in making their community a better place to live;
   d. Assist participants in developing and completing a service project of their choosing.

Reflection Activity:

4) Ask participants to answer the following question: What responsibility do I have in making my community a better place to live? Repeat the question and check with each participant to see if anyone needs you to re-state the question.

5) Ask for volunteers to share their answer.

*Florida High School/High Tech Design Feature III – Youth Development and Leadership: Adult Mentoring

Goal: Explore State & National Service Opportunities in AmeriCorps

During this section you will introduce participants to AmeriCorps. AmeriCorps was created to help communities make positive change in five critical areas: education, human services, homeland security, public safety or the environment. As an AmeriCorps member or staff person, this is your opportunity to make the connection between your AmeriCorps program or position and the impact your service will have on the community. The role of AmeriCorps is to be an extension of the agencies' role in the community. Make the connection of why you are involved in serving your community.

Activities:

1) Repeat some of the answers you heard during the reflection exercise.
2) Make the connection that one way individuals help change their communities for the better is to become part of an AmeriCorps program.
3) Provide an overview of the kinds of AmeriCorps programs (AmeriCorps State, AmeriCorps National Direct, AmeriCorps VISTA, and AmeriCorps NCCC). See the resource materials for more detail.
4) Provide information about the benefits of serving as an AmeriCorps member:

   a. Receive a Living Allowance and an Educational Award;
   b. Develop new skills;
   c. Give back to the community;
   d. Help make a positive impact on the community;
   e. Get things done!

5) Please show the AmeriCorps DVD that came with your activity guide.
6) Reinforce the value of commitment that is part of becoming an AmeriCorps member and recite the AmeriCorps pledge.
7) Invite AmeriCorps members/Program Directors from other nearby program(s) to come and talk about their AmeriCorps program and the impact the program is having on the community. Discuss what type of service is being provided and relate the service to the critical need the program and service was established to help change.

**How Service Prepares Individuals for Employment

8) Discuss with participants how service provides an opportunity to explore and prepare for a future career or employment.
9) Identify what kinds of careers serving with the AmeriCorps Program could prepare a person for.
10) Identify what other skill national service participants learn from serving in the program.

Florida High School/High Tech Design Feature II – Career Preparation and Work-Based Learning Experiences: Job Shadowing
Florida High School/High Tech Design Feature IV – Connecting Activities: Post Program Supports

MEETING # 1 – SECTION 3
SERVICE OPPORTUNITIES

Goal: Explore the concept of service to the community along the aging continuum (from birth trough retirement).

During this section you will introduce participants to concept of service as a life-long value. There are countless opportunities for individuals to be involved in giving back to their community. The other national service program that engages individuals in service to the community is Senior Corps. Senior Corps rercruits adults who are fifty-five and older in service to their community. During this meeting you will be introducing participants to the programs under the Senior Corps umbrella.

Activities:

11) Engage HSHT participants in a conversation about who should serve their community. Should young people be excused from serving their community? What about older adults? Should grandmothers and grandfathers serve their community and/or volunteer?
12) Introduce students to the programs of Senior Corps. Make the distinction between AmeriCorps and Senior Corps by emphasizing the difference in age requirements and focus area. Describe the similarities both programs have on improving the overall community. Provide information about:

   a. Retired Senior Volunteer Program (RSVP);
   b. Senior Companion;
   c. Foster Grandparent Program;

13) Ask participants to think of other ways seniors can help in their community.
14) Invite a Senior Corps volunteer to come and speak to HSHT participants about the service they provide.

Reflection Activity

15) Ask HSHT participants to interview an older adult they know who is fifty-five years old or older and ask them: "What kind of volunteer service are you currently doing?" Ask them to share their thoughts and beliefs on what it means to serve their community. Ask participants to share the answers with everyone the next time you meet.

Florida High School/High Tech Design Feature II – Career Preparation and Work-Based Learning Experiences: Job Shadowing
Florida High School/High Tech Design Feature III – Youth Development and Leadership: Service Learning, Mentoring

Goal: Explore Service Learning and identify community needs.

During this section of the meeting you will introduce participants to the concept of Service Learning. As a part of the introduction to Service Learning, it will be your task to emphasize the importance of studying available resources and communicating with other members of the community to determine what is a critical need in the community before efforts are taken to correct a problem by developing a program or service project. You will then revisit the things participants said needed to be changed in their community. This will be the basis for beginning the process of choosing and developing a service project.

Activities:

16) Introduce participants to the concept of service learning. While discussing the concept of service learning, reinforce the importance of understanding the causes of a societal problem and the available resources to address the problem before designing a program or project to alleviate the problem.
17) Have participants share the answer to the question you asked earlier: "What needs to improve in my community and how would I make that change happen if it were up to me?"
18) Ask participants if there are any other things that they feel need to be changed in their community. Make any needed additions to the list.

Reflection Activity

19) Ask participants to think about the following question: "What needs to improve in my community and how would I make that change happen if it were up to me?" Let participants know you will ask them to share their thoughts when you begin the section on determining community needs.
20) Share a motivational quote or story about the impact of community service or volunteerism.
21) Facilitate the "drawing your community" exercise provided with the guidebook. Ask participants to identify what resources are in their community. Ask participants what needs exist in their community. Are there enough resources to meet community needs? What can they do to help in areas where there are not enough resources?

Florida High School/High Tech Design Feature II – Career Preparation and Work-Based Learning Experiences: Job Shadowing
Florida High School/High Tech Design Feature III – Youth Development and Leadership: Service Learning, Mentoring

Goal: Focus on your community's priority need(s).

During this section of the meeting you will help participants choose a priority need in their community according to the critical needs they have identified. It will be your task to facilitate a discussion with participants and create consensus, with the ultimate goal of choosing one critical need that participants can impact with the development of a service project. During the identification and selection of the need for a service project, begin instilling responsibility in participants to take a leadership role in directing the process.

Activities:

22) Revisit the list of needs identified by participants and display the list of needs that have been identified.
23) After all information is shared, begin to reduce the list by asking participants to vote (one vote each) on the need they would like to impact by developing a service project. Needs getting the most votes move on to the next round. Continue to reduce the list by voting until you have a clear choice.
24) After the need has been identified, ask for or choose a volunteer to lead a brain storming session on ideas for a service project that could impact the identified need. Use the resources that came with this guide to provide participants with ideas on service projects.
25) Display all ideas so participants can see them.
26) Choose a service project. Use the process in number 2 above, to choose a service project. You can use the resources that came with this guide to help participants identify a service project.
27) Ask for a volunteer or choose a participant to begin a brainstorming session. Then ask them to begin compiling a list of what resources will be needed to complete the service project.
28) Ask for volunteers or assign participants to a committee to develop a list of where potential resources can be secured for the service project.

Reflection Activity

29) Ask participants to share their feelings on the process of choosing a service project. Specifically you may ask, "How do leaders choose among critical needs in the community and apply the limited resources of a community to the competing needs of a community?" How would they make decisions among competing needs?
30) To facilitate participants making a connection between the service they will provide and the need it will address in the community, ask them to bring in information on the need they will address with the service project and share it with other members of the group the next time you meet.

*Florida High School/High Tech Design Feature III – Youth Development and Leadership: Service Learning, Mentoring

YOUR SERVICE PROJECT PLANNING MEETITNGS

Goal: Develop your service project.

During meetings 2-6 you will help participants complete and implement their service project. Your task is to assist participants and facilitate the process of seeing the service project through to its completion. You can volunteer to do some of the ground work that needs to be completed for the project, however you should let participants take on the role of planning and supervising as much of the project as they can. It will be your additional task to help them discover their abilities as leaders during this process.

Activities:

1) Ask participants to share their feelings on choosing a service project based on the many competing needs identified by the group. Ask them to relate what they accomplished in choosing a service project to the larger community and how needs are chosen to be addressed by a community. Is the process fair? What better ways exist to meet community needs with limited resources?
2) Remind participants that the service project will be completed in conjunction with Global Youth Service Day (April 20-22, 2012).
3) Display the list created by participants of potential resources available in the community to help complete the service project.
4) Ask participants to decide what additional work needs to be completed. Then develop committees for specific tasks.
5) Ask for volunteers or assign participants to be part of different committees for the project.
6) Utilize the resources with this guide to continue planning the remaining activities that will need to occur for the completion of the service project.
7) To continue to make the connection to the service provided by participants, ask that each person bring information to share about the need they are addressing to the planning meetings.
8) Ask for volunteers to form a committee to begin planning a reflection and celebration activity for the meeting in May.

**Explore Career Opportunities

9) After participants have chosen a service project identify the kind of careers that are related to the particular project.
10) As participants are completing activities for the service project indentify employability skills related to the activities students are completing.

*Florida High School/High Tech Design Feature III – Youth Development and Leadership: Service Learning, Mentoring, Work Readiness Skill Development, Entrepreneur Activities