

DIVERSITY

Culminating Project Tools for Students

High Impact Project

a publication of SERVICE LEARNING NORTHWEST



Developed by:
SERVICE-LEARNING NORTHWEST
Educational Service District 112
2500 NE 65th Ave
Vancouver, WA 98661
360-750-7500

This project was made possible through support from:



HIGH IMPACT PROJECT Manual

DIVERSITY FOR SENIOR, CAPSTONE AND CULMINATING PROJECTS STUDENT HANDBOOK

**“This country will not be a good place
for any of us to live in
unless we make it a good place
for all of us to live in.”
*President Theodore Roosevelt***

High Impact Project Manuals

Writers: Larry Fletch, Bob Bhaerman, Cristina Romento

Design, Layout and Printing: ESD 112 Public Information/Print Center

A WORD ABOUT THE GOALS OF THE HIGH IMPACT PROJECT MANUALS

There are three separate High Impact Project Manuals, each with a different theme. One focuses on environmental issues, one addresses social justice concerns, and one concentrates on questions of diversity. Each manual is divided into four sections. The first section of each manual explores the overall background and history of the general topic area including brief biographies of key historical figures. In addition students will find references throughout the section for additional related research. The second section provides an extensive list of both web based and print resources that support a variety of issues within the general topic area. These resources also provide a research base for the project. The next section provides examples of service activities that can be implemented in conjunction with a culminating research project based on the particular theme. The final section includes a number of planning tools that will aid in the development of high quality, high impact culminating projects.

Developed by:

SERVICE-LEARNING NORTHWEST

Educational Service District 112

2500 NE 65th Ave

Vancouver, WA 98661

360-750-7500

This project was made possible through support from:



Table of Contents

Section 1 — Diversity Issues	7
Overview: Gearing Up and Getting Started	9
Timeline	13
Important People You Should Know	15
Building Blocks — Jumping Off Points – and Looking More Deeply	19
Four Related Diversity Issues	21
The Elderly	31
Gender Equity	35
Concluding Observations	38
Section 2 — Diversity Resources	43
Race	
Immigration	
Gender	
Tolerance	
Peace	
Multicultural	
Religion	
Generational	
Teen Health	
Youth Action Resources	
Disabilities	
Section 3 — Tools	59
Individualize Action Plan	
What Do I Know Worksheet?	
Just the Facts Worksheet	
Forecasting the Outcome	
Project Idea Worksheet	
Community Asset Map	
Interview Techniques	
Interview Questionnaire	
Power Source Chart	
Reflection and Evaluation Worksheet	
Additional Web-based Resources	



SECTION 1

Diversity Issues

NOTES

OVERVIEW

Gearing Up and Getting Started

Even though after high school graduation only some of you may choose to actually follow a career in journalism, we have organized this manual around a series of questions that journalists often ask. These are excellent questions for guiding your research. They are:

- What** are some of the major events in the past?
- When** and **Where** did they occur?
- Why** did certain events happen?
- Who** was involved? (This is the “who’s who” question.)

Once you have answered these questions, it’s time to ask a few more:

What —So What —Now What?

What are the some of the primary issues, problems, needs, and concerns?

So what difference does it make and what *can* I do about it?

Now what *will* I do about it?

And finally,

How can I proceed?

What do I need to do my job?

Gearing Up and Getting Started

The following chart, which indicates the diversity in American society, speaks for itself:

	2000 (% of total population)	projected 2050 population
Non-Hispanic whites	72	53
African Americans	12	13
Native Americans, Eskimos, Aleuts	<1	<1
Asians & Pacific Islanders	4	9
Hispanic Americans	12	24
Total population	275,130,000	403,687, 000

[Source: U.S. Bureau of the Census (2003c, p.19)]

NOTES

The United States Census Bureau projects that ethnic minorities, including African-Americans, Hispanic-Americans, and Asian-Americans, will represent over 50 percent of the U.S. population by mid-century. As a result, diversity issues are receiving increased attention. Educational institutions, businesses, and government agencies are elevating the priority for diversity programs in their organizations in an effort to eliminate the negative effects of institutionalized discrimination as well as to foster working environments that allow employees from diverse backgrounds to work effectively together. We are, indeed, a growing nation and our face is changing rapidly.

In order to “gear up and get started,” it is important to have some background information and a brief historical overview of the general topic of diversity, including some important dates and names of key figures, past and present. (However, you can rest a bit knowing that there will not be a spot-quiz on this on Friday!) These are the journalist’s questions relating to what has happened in the past, when, and where.

Historical Overview

There is no simple summary of the history of diversity in America. Instead, there are *many histories of the various aspects of diversity*. As with social justice, each has its own history and books have been written on each subject. Indeed, there is a great deal of overlap in the two issues: social justice and diversity. Therefore, in this historical overview we have chosen to look briefly at one of the areas with which this manual deals, namely, racial diversity and, sad to say, the companion that often accompanies diversity, that is, the problem of racial discrimination.

Everyone who has studied American history in school knows that throughout our history we have faced the issue of discrimination. Discrimination in America started when we first landed in the New World in the late 15th century, when the white man first came upon the Native American Indians. This discrimination continued until we almost wiped out the Indian population. Then with the use of slaves in the Americas, we continued to discriminate and hold on to our prejudices. The discrimination against blacks continues today in many areas of our society. Even after the Civil War that nearly split the country in two and the more recent Civil Rights Movement to combat racial division, we still find prejudice and discrimination – often in our own backyards. Discrimination can take place at work, on the street, and in our schools – in spite of the legal barriers.

Since two words, prejudice and discrimination, are commonly used but often confused, they will be briefly defined here before going on. Prejudice is defined as an adverse judgment or opinion formed beforehand or without knowledge of or examination of the facts. It involves forming broad and generalized opinions and thoughts. Discrimination, on the other hand, involves acting on the basis of those predetermined opinions. Discrimination builds on prejudice to make a difference in treatment or favor on a basis other than individual merits.

In 1896, a 30-year old African-American from Louisiana, named Homer Plessy wanted to change the segregation laws that had been established. He tried to ride in a train car for white people only and was arrested. Plessy appealed to the Supreme Court, arguing that segregation laws did not let black people participate in American society the way white people did. He also said that segregation laws limited the freedom of black people. But he lost the case (*Plessy v. Ferguson*). The Supreme Court ruled that states could have such laws if the facilities were as good as those for whites. This became known as the “separate but equal” clause. For the next 60 years, the notion of “separate but equal” allowed segregation to continue. African Americans could ride the bus but they had to sit in the back. They had equal access to public buildings but had to use back doors to enter them.

NOTES

Moving ahead 50 years to 1954, in the Supreme Court case known as *Brown v. the Board of Education of Topeka*, the U. S. Supreme Court ended federally sanctioned racial segregation in the public schools by ruling unanimously that “separate educational facilities are inherently unequal.” This groundbreaking case not only overturned the precedent of *Plessy vs. Ferguson* which has declared “separate but equal facilities” constitutional, but it also provided the legal foundation of the Civil Rights Movement of the 1960s. The decision stated clearly that segregation had no valid purpose, was imposed to give blacks lower status, and, therefore, was unconstitutional based on the 14th Amendment (which said that all states, not just the national government, must give “equal protection of the laws” to people.) “Equal protection” means the law is the same for everyone and should be applied in the same way to all people.

Timeline

The following are some of the key events relating to racial, cultural, and gender diversity.

1619: A year before the Mayflower, the first 20 African slaves are sold to settlers in Virginia as “indentured servants.”

1789: The Constitution is adopted. Slaves are counted as 3/5 of a person for means of representation.

1838: Over 18,000 Cherokees are forcibly removed from their land and resettled west of the Mississippi. This forced relocation has become known as “The Trail of Tears.”

1848: First Women’s Rights Convention meeting in Seneca Falls, N.Y. Elizabeth Cady Stanton proposed a constitutional amendment giving women the right to vote.

1851: Sojourner Truth, an African-American woman, gave her famous “Ain’t I a Woman” speech at the Women’s Rights Convention. The movement grew in large part out of the anti-slavery movement.

1863: President Abraham Lincoln signs the Emancipation Proclamation, declaring “that all persons held as slaves” within the rebellious states “are, and henceforward, shall be free.”

1865: The 13th Amendment is ratified, stating that “neither slavery nor involuntary servitude ... shall exist.”

1868: The 14th Amendment is ratified, prohibiting states from denying equal protection or due process of law. Women petition to be included but are turned down.

1868: The 15th Amendment is ratified, guaranteeing the right to vote will not be denied on account of race. The first segregation law is passed in Tennessee, mandating separation of blacks from whites on trains. By 1885, most Southern states have laws requiring separate schools.

1873: In *Bradwell v. Illinois*, the Supreme Court affirms that states can restrict women from the practice of any profession to preserve family harmony and uphold the “Law of the Creator.”

1875: Congress passes the first Civil Rights Act, requiring equal accommodations for blacks with whites in public facilities.

1878: Congress passes the Chinese Exclusion Act, restricting the immigration of all Chinese laborers for 10 years and requiring Chinese to carry identification cards.

1883: The Civil Rights Act of 1875 is voided by the Supreme Court.

1886: Women’s Suffrage Amendment asking for voting rights and the privilege of being heard on the floor of Congress reaches the Senate floor and is defeated.

1896: Supreme Court rules on *Plessy v. Ferguson*, upholding “separate but equal” accommodations under “Jim Crow” laws - laws that discriminate against African-Americans.

1909: The National Association for the Advancement of Colored People (NAACP) is founded.

1910: The Mexican Revolution brings an influx of immigrants to the U. S. seeking safety and employment.

1917: During World War I, many women enter into jobs in industry such as chemical manufacturing and auto and railway plants.

1920: The 19th Amendment gives women the right to vote. When African-American women try to register in most Southern states, they face property tax requirements, literacy tests, and other obstacles.

1921: Emergency Immigration Restriction Law introduced a quota system that favors northern and western Europeans.

1924: Congress passes the Indian Citizenship Act, granting U. S. citizenship to Native Americans. Several nations, including the Hopi and Iroquois, decline citizenship in favor of retaining sovereign nationhood.

1941: President Franklin Roosevelt issues an executive order banning discrimination against minorities in defense contracts.

1942: Following the bombing at Pearl Harbor, the U. S. government interns over 110,000 Japanese-Americans in "relocation camps" encircled by barbed-wire.

1947: Jackie Robinson becomes the first African-American to play major league baseball.

1948: The Women's Armed Services integration Act grants woman permanent status in all branches of the military.

1954: In *Brown v. Board of Education*, the Supreme Court rules that deliberate public school segregation is illegal. Mexican-Americans are ruled to be "persons of a distinct class" entitled to the protection of the 14th Amendment. Rosa Parks refuses to give up her seat on an Alabama bus to a white man, precipitating the Montgomery bus boycott led by Martin Luther King, Jr.

1957: Central High School in Little Rock, Arkansas, meets with legal resistance and violence; nine students attend the school with the presence of federal troops.

1962: Cesar Chavez leads the United Farm Workers Union to win bargaining rights for Mexican Americans.

1963: Martin Luther King, Jr. delivers his "I Have a Dream" speech at the March on Washington in August. President John F. Kennedy is assassinated in November.

1964: Congress passes the Civil Rights Act, protecting citizens against discrimination and segregation. Patsy Mink (D-HI) is the first Asian-American woman elected to Congress.

1965: President Lyndon Johnson signs an executive order requiring federal agencies and contractors to take "affirmative action" in overcoming employment discrimination. He also signs the Immigration Act which eliminates race, creed, and nationality as a basis for admission to the U. S.

1965: Race riots erupt in the Watts section of Los Angeles after an African-American woman is killed by a fire truck driven by white men.

1966: The National Organization of Women (NOW) is established to fight for political equality between the sexes.

1967: Congress passes the Age Discrimination Act of 1967, prohibiting employment discrimination against older Americans.

1968: Martin Luther King, Jr. is assassinated. Unrest and civil disorder erupt in 124 cities. President Johnson signs the Civil Rights Act of 1968, aimed at curbing

discrimination in housing. Rep. Shirley Chisholm (D- NY) is the first African-American woman elected to Congress. The American Indian Movement (AIM) is founded.

1969: Police raid the Stonewall Inn in New York City for catering to homosexuals, resulting in two nights of rioting and the beginning of the Gay Rights Movement.

1972: Title IX of the Education Amendments prohibits gender discrimination in educational programs or activities that receive federal assistance.

1973: Congress passes section 504 of the Vocational Rehabilitation act barring discrimination against people with disabilities under any program or activity receiving federal funds.

1973: In *Roe v. Wade*, the Supreme Court strikes down most states' restrictive abortion laws, greatly expanding a woman's right to legal abortion.

1975: President Gerald Ford signs a law admitting women to military academies.

1978 – The Pregnancy Discrimination Act amends the 1964 Civil Rights Act to ban employment discrimination against pregnant women.

1981: Sandra Day O'Connor is the first woman appointed to the U. S. Supreme Court. In 1993, she is joined by Ruth Bader Ginsburg.

1982: The Supreme Court rules that children of undocumented immigrants have a right to free public schooling.

1984: Geraldine Ferraro (D- NY) is the first woman vice presidential candidate of a major political party.

1986: The Supreme Court declares that sexual harassment is a form of illegal job discrimination.

1990: Congress passes the Americans with Disabilities Act, banning discrimination against people with disabilities.

1993: President Bill Clinton pursues his policy of lifting the ban prohibiting gays from serving in the military.

1995: Air Force Lt. Col. Eileen Collins becomes the first woman piloting a space shuttle.

Important people you should know

There are many people you should know – and they are to be found in all areas of diversity. The timeline above mentions a few of these people, e.g., Sojourner Truth and Cesar Chavez. From your studies in school, undoubtedly you also are familiar with many of the famous African-Americans who were the early fighters for equal rights, e.g., Harriet Tubman, Booker T. Washington, Frederick Douglass, and W. E. B. DuBois. We will add to this list some of the names with which you may not be as familiar but who joined with Martin Luther King, Jr. in the Civil Rights Movement. King had the extraordinary ability to motivate young American of all races to join together in the campaign for racial equality.

Medgar Evers (1925 - 1963): Evers became active in the National Association for the Advancement of Colored People after seeing the dismal living conditions of blacks while working in rural Mississippi. In the late 1950s and early 1960s, he led

campaigns to register black voters and organized boycotts of firms that practiced racial discrimination. He was killed by Ku Klux Klan member Byron de La Beckwith. Evers' murder became a major rallying point in the Civil Rights Movement.

James Farmer (1920 – 1999): Farmer worked closely with Martin Luther King, Jr. and had been a prominent civil rights activist since co-founding the Congress of Racial Equality, a civil rights organization that was the first in the U. S. to use nonviolent tactics to protest racial discrimination. In the early 1960s, he was a chief organizer of the "Freedom Rides" in which white volunteers traveled on interstate buses with blacks. The Freedom Riders were frequently confronted by violent mobs.

Fannie Lou Hamer (1917 -1977): The daughter of Mississippi sharecroppers, Hamer was born into a life of poverty. Although she received little formal education, she became one of the most dynamic speakers of the Civil Rights Movement and is widely known for the phrase "I am sick and tired of being sick and tired." She worked on voter registration drives and on grass-roots anti-poverty and women's rights projects into the 1970s.

John Lewis (1940 —): In 1961, Lewis volunteered with the Freedom Riders, challenging segregation at interstate bus terminals across the South. From 1963 to 1966, he chaired the Student Nonviolence Coordinating Committee (SNCC), which he helped form. In 1964, he coordinated SNCC efforts to organize voter registration drives and community action programs during the "Mississippi Freedom Summer." Elected to Congress in November 1986, Lewis represents Georgia's 5th Congressional District.

Eleanor Holmes Norton (1937 —): Norton became active in the civil rights movement while attending Antioch College. While a student at Yale Law School, she became active in the SNCC's work in Mississippi. She was one of the chief organizers of the 1963 March on Washington. Norton was appointed to chair the Equal Employment Opportunity Commission by President Carter in 1977, becoming the first woman to hold the post. She now serves as the congresswoman for the District of Columbia.

Rosa Parks (1913 —): Many historians mark the beginning of the Civil Rights Movement to December 1, 1955, the day Parks refused to give up her seat to a white passenger on a Montgomery bus. She was arrested and fined for violating a city ordinance. Her action led to the formation of the Montgomery Improvement Association, headed by Martin Luther King, Jr. The association called for a boycott of the city-owned bus company. The boycott lasted 382 days and gave new prominence to Parks, King, and the civil rights cause. The Supreme Court in 1956 struck down the Montgomery ordinance under which Parks had been fined and outlawed racial segregation on public transportation.

A. Philip Randolph (1889 -1979): Concerned over the treatment of black workers on railroads, Randolph organized the Brotherhood of Sleeping Car Porters in 1925, the first union of predominantly black workers granted a charter by the American Federation of Labor. He played a key role in persuading President Roosevelt to establish the Fair Employment Practices Committee in 1941. He also organized the League for Nonviolent Civil Disobedience Against Military Segregation whose efforts prompted President Truman to issue an executive order banning segregation in the armed forces.

Roy Wilkins (1901 -1981): The grandson of a Mississippi slave, Wilkins was a tireless activist in the cause of civil rights, leading the National Association for the Advancement of Colored People from 1931 to 1977. He helped lead the legal battle against school segregation that resulted in the Supreme Court decision outlawing "separate but equal" public schools. He is credited by many with being the driving force behind the passage of the landmark 1964 Civil Rights Act.

Whitney Young (1921 -1971): Young became active in the Civil Rights Movement while a graduate student in social work at the University of Minnesota. He joined the National Urban League, an organization devoted to protecting the rights of minorities. He was dean of the Atlanta University School of Social Work from 1954 to 1961 and became active with King and other civil rights leaders. From 1961 until his death, he was executive director of the Urban League. An adviser to President Johnson, Young had a major influence on federal antipoverty policies in the 1960s.

Martin Luther King, Jr. Had a Dream

On August 28, 1963, 200,000 people gathered in front of the Lincoln Memorial in Washington, D.C. It was a peaceful protest for laws to guarantee every American equal civil rights. The march was one of the largest groups of protesters Washington had ever seen. During the march, Martin Luther King, Jr. delivered his "I Have A Dream" speech. One year later, the Civil Rights Act of 1964 was passed.

At another time, King also said:

"Men hate each other because they fear each other; and they fear each other because they don't know each other; and they don't know each other because they are often separated from each other."

Definitions/Glossary

Attitude: an organized combination of personal knowledge and feelings about someone or something that influences one to behave in a certain way regarding that person or thing.

Culture: a way of thinking and acting based on tradition; learned behavior passed down from one generation to another.

Discrimination: acting on the basis of prejudice; to make a difference in treatment or favor on a basis other than individual merits.

Ethnicity: shared culture and background. Members of an ethnic group usually have common ancestry and generally share language, religion, and other cultural patterns.

Ethnocentrism: the act of regarding one's culture as the center of the universe and, hence, as the basis for all comparisons with other cultures.

Prejudice: an adverse judgment or opinion formed beforehand or without knowledge of or examination of the facts.

Race: generally refers to groups of people with common ancestry and physical characteristics. Since no pure races remain, some prefer to avoid reference to race and instead discuss group differences under the heading of ethnicity.

Stereotypes: rigid biases – applied to all people of a particular group— that demean others. They are perceptions that become immune to logic and experience. Individuals become caricatured and distorted.

Tikkun Olam: A Hebrew expression that means “repairing the world” or “perfecting the world.” The idea is that when we leave this earth, we will have worked to improve it, to leave it a better place for our being here.

Xenophobia: the fear and hatred of strangers or foreigners or of anything that is strange or foreign.

Hate Crimes are criminal offenses against a person or property that are motivated by the offender's bias, prejudice, or hate based on race, national or sexual orientation, or any similar factor. Examples include hate motivated assault against a person (physical violence, verbal harassment with threats) as well as against property (arson, vandalism of religious, minority ethno-cultural, gay or lesbian sites). Hate propaganda is the advocacy of genocide or public incitement of hatred as well as telephone recordings promoting hatred.

Racial Profiling is any action undertaken for reasons of safety, security, or public protection that relies on stereotypes about race, color, ethnicity, ancestry, religion, place of origin, or a combination of these, rather than on reasonable suspicion; to single out an individual for greater scrutiny or different treatment. Typically, but not always, profiling is carried out by persons in positions of authority and can occur in many contexts. Some examples are:

- a law enforcement official assumes someone is more likely to have committed a crime because he/she is African-American;

- a school personnel treat a Latino child's behavior as an infraction under its zero tolerance policy while the same action by another child might be seen as normal "kids' play;"
- a private security guard follows a shopper because he or she believes the shopper is more likely to steal from the store;
- an employer wants a stricter security clearance for a Muslim employee after 9/11; and
- a criminal justice system official refuses bail to a Latin-American person because of a belief that people from his/her country are violent.

"You've Got to be Carefully Taught"

– a song by Oscar Hammerstein

(from *South Pacific*)

You've got to be taught to hate and fear. You've got to be taught from year to year. It's got to be drummer in your dear little ear. You've got to be carefully taught...

You've got to be taught to be afraid. Of people whose eyes are oddly made. And people whose skin is a different shade. You've got to be carefully taught...

You've got to be taught before it's too late. Before you are six or seven or eight. To hate all the people your relatives hate. You've got to be carefully taught. You've got to be carefully taught...

Building Blocks — Jumping Off Points

– and Looking More Deeply

Within the broad area of diversity, there are many specific topics and themes to explore. In this section we will look at some of them and present several of the most pertinent "facts and figures" that are drawn from the extensive research on this issue. These items begin to address the question of *why* is it an important issue or significant concern. This is what we are calling the "Building Blocks" for you to begin to develop your research paper.

We then suggest "Jumping Off Points to Service-Learning," possible service-learning activities that can be designed in conjunction with the research-based themes. These represent only a starter list. You will want to "brainstorm" other activities that address compelling needs and problems in the theme area. This is the "so *what* " can I do about it question.

Lastly, in "Looking More Deeply," we will suggest some places for more information, including web sources and/or print resources.

We will briefly look at these issues:

- Racial Diversity
- Cultural Diversity
- Ethnic Diversity – and Immigration
- Religious Diversity

[The above four issues are grouped together in this manual.]

- The Elderly
- Gender Equity

Remember, these are only the TIP OF THE ICEBERG! You have a very wide array of other issues to explore depending on your interests. Undoubtedly you might want to add other issues dealing with such specific concerns as language and literacy diversity, discrimination against gays and lesbians, and class discrimination. Also see the manual on social justice for related issues, since there is a good deal of overlap between the issues of social justice and diversity.

What will be the focus of *your* research and service-learning activity?

Four Related Diversity Issues

All anyone needs to do is look around and you will see a beautiful truth about America: We look different and we often act differently.

In this section, the focus is on four aspects of diversity: racial, cultural, ethnic, and religious. Because the “Building Blocks” and “Jumping Off Points to Service-Learning” on the issue of diversity have so much in common, we are combining them here. A great deal of similarity exists in the ways in which you can serve your community and nation by combating racial, cultural, ethnic, and religious bias and discrimination. Therefore, when we use the terms diversity and discrimination, they are sometimes followed by two brackets [] that represent the four areas [racial, cultural, ethnic, and religious]. Insert one (or more) of the areas on which you choose to focus.

Building Blocks

- The story of the American people is a story of immigration and diversity. The U.S. has welcomed more immigrants than any other country – more than 50 million in all— and still admits almost 700,000 persons a year. In the past, many American writers emphasized the idea of the “melting pot,” an image that suggested newcomers would discard their old customs and adopt American ways. Typically, for example, the children of immigrants learned English but not their parents’ first language. Recently, however, Americans have placed greater value on diversity. Ethnic groups have renewed and celebrated their heritage and the children of immigrants often grow up being bilingual.
- The nation’s Hispanic and Asian populations continue to grow at much faster rates than the population as a whole, according to estimates released by the U.S. Census Bureau. For example, the population of Hispanics (who may be of any race) reached 39.9 million in July 2003, accounting for about 1/2 of the 9.4 million residents added to the nation’s population since the 2000 Census. Its growth rate of 13.0% over a 39-month period was almost four times that of the total population (3.3%).
- The number of people who reported being Asian grew 12.5% to 13.5 million. Following Asians were native Hawaiians and other Pacific islanders (5.8%, to 960,000), blacks (4.4%, to 38.7 million), American Indians and Alaska natives (3.3%, to 4.4 million) and whites (2.8 %, to 237.9 million). The population of non-Hispanic whites who indicated no other race increased 0.9%, to 197.3 million.

- The school population with limited English proficiency (LEP) has increased by more than 250% in the past decade. Increases in the number of LEP students are occurring even in school districts with declining enrollments. In New York City, 35% of public school students speak a language other than English at home.
- The Center for Disease Control and Prevention has some troubling data regarding another aspect of diversity, namely, racial and ethnic health disparities.
 - Cardiovascular disease: In 1998, rates of death from this disease were about 30% higher among African-American adults than among white adults.
 - Diabetes: The prevalence of diabetes is 70% higher among African-Americans and nearly 100% higher among Hispanics than among whites. The prevalence of this disease among American Indians and Alaskan Natives is more than twice that of the total population.
 - HIV/AIDS: Although African-Americans and Hispanics represent only 25% of the population in 1999, they accounted for roughly 55% of adult AIDS cases and 82% of pediatric AIDS cases.
 - Immunizations: In 1999, African-Americans and Hispanics ages 65 and over were less likely than whites to report having received flu and pneumonia vaccines.
 - Infant mortality: African-American, Native American, and Puerto Rican infants have higher death rates than white infants. In 1998, the death rate among African-American infants was 2.3 times greater than among white infants.
- FYI on Immigration
 - Most immigrants - over 85% - come to U.S. legally. Most legal immigrants, about 8 out of 11, come to join close family members.
 - As of 1990, about 8% of the U.S. population was foreign-born. By comparison, from 1870 to 1920, the foreign-born made up approximately 15% of the total population.
 - A little more than 1.1 million immigrants arrive in the U.S. each year. Of these, about 700,000 enter as lawful permanent residents and another 100,000 - 150,000 enter legally as refugees or others fleeing persecution. Roughly 300,000 undocumented immigrants (people without legal status) enter the U.S. each year.
 - According to the 1990 Census, 6% of all foreign-born Americans had entered the country as refugees or people seeking asylum from various kinds of persecution. Most refugees and asylum-seekers go through the process to become legal permanent residents as soon as they are eligible.
 - One-third of immigrants living in the U.S. in 1990 were naturalized citizens and nearly half were legal permanent residents.

- Undocumented immigrants constitute about 1% of the total U.S. population and roughly 13% of the foreign-born population.
 - Most undocumented immigrants don't come to the U.S. by crossing a border illegally. Six out of 10 enter the U.S. legally with student, tourist, or business visas and become "illegal" when they stay in the U.S. after their visas expire.
 - Where do immigrants come from? In 1993, the "Top Ten" countries from which the U.S. received legal immigrants were: Mexico (109,027), Mainland China (65,552), the Philippines (63,189), Vietnam (59,163), the former Soviet Union (58,568), the Dominican Republic (44,886), India (40,021), Poland (27,729), El Salvador (25,517), and the United Kingdom (18,543).
 - Where do refugees come from? In 1993, the "Top Ten" countries from which the U.S. received refugees were: the former Soviet Union, Vietnam, Haiti, Laos, Somalia, Iraq, Cuba, Iran, Ethiopia, and Liberia.
-
- FYI on the Civil Rights Act of 1964 – 40th Anniversary. Because of the limited historical data for other racial and ethnic groups, the following is limited to African-Americans. The data indicate areas in which progress has been made.
 - 20.7 million. The estimated black population in 1964. In 2003, blacks numbered an estimated 38.7 million.
 - Income and Poverty —\$18,859. Median family income of blacks in 1964 (in inflated-adjusted 2002 dollars). In 2002, the black median family income was \$33,634.
 - \$20,805 and \$13,085 – Median income of black men and women who worked full-time year-round in 1964 (in inflation-adjusted 2002 dollars). In 2002, the corresponding income levels were \$31,966 and \$27,703.
 - 41.8% - Poverty rate for blacks in 1966, two years after passage of the Civil Rights Act. In 2002, the poverty rate for blacks was 23.9%.
 - Elected Officials -1,469. Number of black elected officials in 1970. By 2001, the number reached 9,101.
 - High School Graduates - 26%. Percentage of blacks age 25 and over in 1964 who had at least a high school diploma. By 2003, this rate had risen to 80%.
 - 2.4 million. Number of blacks 25 years old and over with at least a high school diploma in 1964. This number had risen to 16.4 million in 2003.
 - College Students and Graduates - 306,000. Number of black college students in 1964. By 2002, this number had risen to 2.3 million.
 - 4%. Percentage of blacks age 25 and over in 1964 who were college graduates. By 2003, this rate had risen to 17%.
 - 365,000. Number of blacks who had at least a bachelor's degree in 1964. In 2003, 10 times as many, 3.6 million, had achieved this level of education.

- The United States, as we all know, is a religiously diverse nation.
 - In 2001, the top ten *organized* religions in this country were: Christianity (76.5%); Judaism (1.3%); Islam (0.5%); Buddhism (0.5%); Hinduism (0.4%); Unitarian Universalist (0.3%); Wiccan/Pagan/Druid (0.1%); followed by Spiritualist, Native American Religion, and Baha'i.
 - The ten largest religions in the United States in 1990 were: Christianity (86.2); Nonreligious (7.5%); Judaism (1.8%); Agnostic (0.7%); Islam (0.5%); Buddhism (0.4%); Unitarian Universalist (0.3%); Hinduism (0.2%); followed by Native American Religion and Scientologist.
- Researchers have reported that poor race relations among students is progressive. Each school year students choose fewer friends outside their own cultural or ethnic group. By the end of elementary school, they begin to segregate themselves along racial lines. Racial divisions and tensions increase through middle school, culminating by high school in students isolated from those in other racial groups. Whether or not there is the appearance of racial gangs, there is often racial tension.
- It is unfortunate, but when we present some of the essential "facts and figures" in this area, we also need to present data relating to racial, cultural, ethnic, and religious discrimination which too often are in the form of "hate crimes." Research in this area reports the following findings:
 - Of the 7,459 single-bias incidents in 2002, racial bias accounted for 48.8%, religious bias motivated 19.1% of the incidents, sexual-orientation bias provoked 16.7%, and bias against an ethnicity or national origin was 14.8%.
 - During 2002, there were 9,222 victims associated with 8,832 hate crime offenses. A study of victim data for single-bias hate crimes showed that racial bias motivated the crimes against nearly half - 49.7% - of all the victims. Offenders committed crimes against 18.0% of hate crime victims because of religious bias, 16.4% due to sexual-orientation bias, 15.3% because of ethnicity or national origin bias, and 0.5% due to disability bias.
 - A breakdown of the data for the 9,222 hate crime victims in 2002 showed that 64.6% (5,960) were victims of crimes against persons, 34.8% (3,213) victims were targets of crimes against property, and 0.5% (49) were victims of crimes against society.
 - In 2002, law enforcement agencies reported a total of 7,314 known offenders associated with 7,462 bias-motivated incidents.
 - A review of the data by location showed that 29.5% of all reported hate crime incidents occurred at homes or residences.

- From 1997 - 1999, 61% of hate crime incidents were motivated by race, 14% by religion, 13 % by sexual orientation, 11% by ethnicity, and 1% by victim disability. The majority of incidents motivated by race, ethnicity, sexual orientation, or disability involved a violent offense, while two-thirds of the incidents motivated by religion involved a property offense, most commonly vandalism.
- From 1997 - 1999, younger offenders were responsible for many hate crimes. Thirty-one percent of violent offenders and 46% of property offenders were under age 18.

While we have surely made progress in combating the various forms of discrimination, these data indicate that we still have a lot more work to do. Therefore, with these “facts and figures” as the basis, we turn to positive activities that one can do to counter the negatives that are associated with racial, cultural, ethnic, and religious discrimination.

Jumping off Points to Service-Learning

- Study a variety of literature by authors of diverse backgrounds [racial, cultural, ethnic, and religious]. Assist bookstores and libraries by setting up displays that highlight literature written by these authors. Also, partner with local organizations that celebrate diversities to make the community aware of authors who might not be on weekly best-sellers lists. Here are some special times to consider: Black History Month, National Hispanic Heritage Month, Asian Pacific Heritage Month, and National American Indian Heritage Month. You can add others.
- Favorable presentations of minority groups in fiction and non-fiction have been shown to modify racial and ethnic attitudes; books with multi-ethnic characteristics have the most positive on attitudes. Include them in preparing a reading list to share with your community.
- Create a book list and write reviews about children’s and young adult books that enhance awareness of diversity. Share these materials with elementary and middle school students and their parents. Also, host story hours at schools and libraries. And try your hand at writing your own stories on diversity issues.
- Organize such events as a “Black History Bee” during Black History Month in February to provide a format to teaching about civil rights. Do the same for other diverse groups. Also, plan special community events to celebrate Martin Luther King, Jr. Day.

NOTES

- Using old magazines and newspapers, clip art, and various objects, create collages that reflect the various issues of diversity and discrimination.
- Work with community organizations that sponsor dialogues and forums on the diversity issues. If there are no such events, plan and conduct your own. Also celebrate diversity; it is something to honor, not ignore.
- Organize a local crime fighter group: Hate Crime Fighters of (insert the name of your school and/or community.)
- To be culturally literate is to have knowledge of the characteristics of various groups. This knowledge is not merely about holidays, foods, dances, music, etc. (although they are important). Explore the values, behavioral norms, and patterns of interpersonal relationships. Include these in the community dialogues that you establish. Plan cross-cultural opportunities for community members to get to know about one another as individuals.
- Explore ways to provide accurate information about diverse groups in your community by means of discussions of race, cultural, and ethnic differences and similarities.
- Students at Palatine High School in Palatine, Illinois, formed a Cultural Awareness Club to provide programs that develop self-esteem and encourage involvement and communication between all ethnic groups at their school. That is something to consider for your school. Or set up other types of school and community clubs. You might want to call them "Getting to Know You Clubs."
- With your teachers, review curricular and instructional materials for evidence of bias and stereotypes.
- Write and perform skits in school assemblies to illustrate ways to respond to discriminatory and hateful actions that students might take.
- Become involved in local efforts to improve relations among the diverse groups in your community. If no such groups currently exist or are inactive, take steps in starting and leading one.
- Become involved in such groups as (1) "Global Network of Young People" in order to participate in combating racial discrimination through on-line projects with classrooms around the world (www.takingitglobal.org/opps/orgdir.html?vieworg=2589); and (2) "Learn about Efforts to Create a Racism-Free Society at the International Level." For specific activities see http://cyberschoolbus.un.org/discrim/race_c_print.asp

- Work with others in your community to remove barriers that often cause all types of discrimination. These include poverty, fear, and distrust.
- Take action to end racial profiling, e.g., call and/or send letters to state and federal policymakers informing them of any local instances of profiling and collect signatures on a petition that addresses this problem. You can make a tremendous contribution by being involved in the three types of activities which we have stated throughout these manuals, namely, *making others aware, advocating, and acting*. There are few concerns more pressing than racial profiling.
- Conduct a positive type of “racial profiling,” that is, “profiling” individuals in your community who are working to fight discrimination of all types. “Profile” them in your school and local newspapers.
- Since minority populations sometimes have difficulty in getting the care they need, explore ways in which you can help, e.g., by establishing “health awareness clinics” in your community and writing public service announcements.
- Study ways in which immigrants need to prepare for becoming U. S. citizens. It is important for everyone to understand immigration laws and regulations. Set up and teach preparation classes in this area for newly arrived families.
- Set up community forums and dialogues to discuss the causes of immigration and the problems faced by new immigrants. Research your own ethnic backgrounds and share these findings with others.
- Explore ways to defend the rights of immigrant workers in the United States. Let others know of the problems faced by these workers, e.g., write letters to the editors of your local newspaper about your research findings.
- If no interfaith or inter-religious dialogue groups exist, plan ways to start them – perhaps in your churches, synagogues, mosques, or community centers.
- Explore ways that your school can be like an “Encampment for Citizenship” with students studying the critical social issues of the day and reflecting on the diverse nature of our society.

Every School should be an Encampment for Citizenship

I am one of the writers of this manual and wish to share a personal experience I had one summer many years ago when I was much younger (in the summer of 1955 to be exact). I attended the Encampment for Citizenship at the Fieldston Ethical Culture School just north of New York City. The Encampment, sponsored

by the New York Society for Ethical Culture, brought together about 120 young men and women from highly diverse backgrounds. For example, my roommates were two African-America young men (one from Brooklyn and one from Louisiana); two white young men (from Chicago and Philadelphia); a young farmer from Montana; two Native Americans (one was the great-grandson of Chief Sitting Bull). And I am a white guy from a small town in Pennsylvania.

We studied issues relating to civil rights, civil liberties, the meaning of democracy, anti-democratic challenges, natural resources, and international affairs. We had speakers, saw films, and went on field trips (e.g., to the United Nations). We also spent a day with Eleanor Roosevelt (who served as Honorary Chairperson of the Encampment). And we did research. Mine was on citizenship education since I was studying to become a teacher. Algernon Black, the Encampment's director, later wrote a book about this lesson in democratic living and learning which was appropriately called *The Young Citizens*.

That summer, so many years ago, I learned that we all are so different and that we all are so alike.

-Bob Bhaerman

Looking More Deeply

There are, of course, many websites to explore, some of which touch on multiple areas. Here are some starters.

Racial

- [National Association for the Advancement of Colored People](http://www.naacp.org)
[www.naacp.org]
- [National Urban League](http://www.nul.org)
[www.nul.org]
- [Civil Rights in the United States](http://usinfo.state.gov/usa/race/)
[usinfo.state.gov/usa/race/]
- [International Convention on the Elimination of All Forms of Racial Discrimination](http://www.hri.org/docs/ICERD66.html)
[www.hri.org/docs/ICERD66.html]

Cultural and Ethnic – including Immigration

- [Center for Multilingual and Multicultural Research](http://www-rcf.usc.edu/~cmmr/)
[www-rcf.usc.edu/~cmmr/]
- [Ethnic Newswatch](http://enw.softlineweb.com/ethnic.htm)
[enw.softlineweb.com/ethnic.htm]
- [ASPIRA](http://www.aspira.org)
[www.aspira.org]
- [Asian Americans United](http://www.aaunited.org)
[www.aaunited.org]
- [National Association for Ethnic Studies](http://www.ethnicstudies.org)
[www.ethnicstudies.org]
- [American Immigration](http://www.bergen.org/AAST/Projects/Immigration)
[http://www.bergen.org/AAST/Projects/Immigration]
- [American Immigration Law Foundation](http://www.aifl.org)
[www.aifl.org]
- [U. S. Citizenship and Immigration Services](http://uscis.gov/graphics)
[uscis.gov/graphics]

Religious

- [Anti-Defamation League](http://www.adl.org)
[www.adl.org]
- [Center for the Reduction of Religious-Based Conflict](http://www.center2000.org)
[http://www.center2000.org/]
- [The First Amendment Center](http://www.freedomforum.org)
[http://www.freedomforum.org/]
- [Religious Harmony](http://home.earthlink.net/~chandonn/Haven/)
[http://home.earthlink.net/~chandonn/Haven/]

All Areas

- [Diversity in the United States](http://usinfo.state.gov/usa/diversity)
[usinfo.state.gov/usa/diversity]
- [American Civil Liberties Union](http://www.aclu.org)
[www.aclu.org]

NOTES

- National Conference for Community and Justice
[www.nccj.org]
- Not in Our Town
[<http://www.pbs.org/noit/>]
- Stop the Hate
[<http://www.stopthehate.net/resources.htm>]
- 10 Ways to Fight Hate on Campus
[www.tolerance.org/campus/index.jsp]
- On Diversity: A Partial and Incomplete Wish List
[www.tolerance.org/news/article_tol.jsp?id=680]

Also, this book is right on target: *Talking Justice: 602 Ways to build and promote racial harmony*, by T. C. Trotter and J. R. Allen, Saratoga, CA: R & E Publishers (1993).

Building Blocks

- The most essential fact is that there are approximately 35.9 million senior citizens (people over the age of 65) in America today. However, it is estimated that this number will double to 70 million by the year 2020 and reach 86 million by 2050.
- The Older Americans Act, enacted into law in 1965, included a number of important objectives, for example: an adequate income in retirement; the best possible physical and mental health regardless of economic status; obtaining and maintaining suitable housing; opportunity for employment; retirement in health, honor, and dignity; efficient community services; and protection against abuse, neglect, and exploitation. For great details, see: <http://www.aoa.gov>.
- Nevertheless, a number of current studies have listed the problems encountered by the elderly. The list is long.
 - financial security
 - overcoming isolation and loneliness
 - physical and mental health concerns
 - maintaining proper nutrition
 - legal services
 - day care
 - social and educational programming
 - employment services (in some cases)
 - household repairs
 - meal preparation
 - transportation – to doctors, the grocery store, bank, laundry, and senior centers.
- The problems of low-income seniors often are complicated by the scarcity of affordable, suitable housing. This situation may result in seniors living in inadequate, isolated housing. This, in turn, often results in their being placed in institutional settings. The ultimate result is a loss of dignity and a diminished quality of life.
- “Intergenerational programs” bring together different generations in mutually beneficial, planned activities designed to achieve specific goals. Young and old share their talents and resources and support each other in relationships that benefit both the individual and the community. These programs are “a two-way street” and allow the strengths of one generation to meet the needs of another. The programs also provide opportunities for interaction among people of diverse backgrounds and experiences.

- The benefits of intergenerational programs are many. Young people have opportunities to dispel inaccurate stereotypes about older adults (and vice versa); form interpersonal relationships with older persons who can provide guidance, wisdom, support, and friendship; and develop an appreciation for rich cultural heritages, traditions, and histories. When the generations work together on service projects, they both become learners and teachers.

Jumping Off Points to Service-Learning

- Look deeply into the numerous problems of the elderly noted above. Organize and implement services that address those concerns, e.g.,
 - Assist in financial planning by working with community organizations that provide this type of service.
 - Visit the elderly in their homes, assisted living facilities, or wherever they are.
 - Provide physical assistance to those who need it, including seniors with disabilities.
 - Work with nurses and dieticians in setting up proper nutritional programs.
 - Put seniors who need legal and/or employment services in touch with organizations that provide such services.
 - Establish day care, social, and educational programs for the elderly, as needed.
 - Help with repairing homes and also assist with planting flower and vegetable gardens, cleaning the yard, mowing the lawn, hanging pictures, washing cars, doing household chores, disposing of garbage, and “fixing up” whatever needs fixing.
 - Prepare meals.
 - If you drive, provide needed transportation to the elderly. If you don’t drive, ask your friends who do. Or better still, set up a community-wide transportation service.

There are many other services you can provide. The Department of Education in South Carolina, for example, has devoted many resources for intergenerational programs and has recommended many activities. The following is just a brief sampler:

- Plan and perform renovations on a donated building in an impoverished area to create a needed senior community center.
- Organize educational field trips for senior citizens.
- Work with war veterans to plan a Veterans' Day or Memorial Day program for the community.
- Develop exercise plans for and participate in exercise classes with senior citizens. Plan "Fun and Fitness" events. Develop posters for exercise safety.
- Conduct a citywide fitness walkathon to raise funds for the American Heart Association.
- Conduct oral histories not only of war veterans but also of seniors who have valuable stories to tell.
- Share books, records, CDs, DVDs, and the likes with seniors. Set up "reading groups."
- Tutor seniors who wish to become more literate.
- Write letters to the editor of the local newspaper expressing the needs of elderly citizens. Also, write letters to homebound adults.
- Help to build wheelchair ramps.
- Organize a homebound senior citizen assistance program; call seniors daily to check on their well-being and talk to those who often have little contact with the outside world and with youth.

Looking More Deeply

Here are several good places to begin your search.

- Generations United
[www.gu.org]
- American Association of Retired People
[www.aarp.org]

- Center for Healthy Aging
[centerforhealthyaging.org/index.php]
- Senior Crime Watch
[www.seniorcrimewatch.com]
- National Senior Service Corps
[www.seniorcorps.org/]
- National Council on Aging, Inc.
[www.ncoa.org/]
- National Senior Citizens Law Center
[www.nsckc.org/]
- Senior Citizens Bureau
[www.seniorcitizensbureau.com]
- Housing Opportunities and Maintenance for the Elderly
[http://www.homeseniors.org/main/]
- Health and Age
[healthandage.com]
- Eldercare Locator
[www.eldercare.gov]

Gender Equity

Gender equity can be considered as both a diversity and social justice issue. Defined as the equal valuing of men and women and the roles they play, gender equity concerns women and men as full partners in their home, community, and society. Moreover, it is the process of being fair to men and women. To ensure fairness, measures often must be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

Many aspects of gender equity deal with health, economic, legal, political, social, and family issues. Other issues focus on women in the workplace, sports, and education. Because of the breadth of this topic, we will zero in on the issue closest to “home” – gender equity in schools.

Building Blocks

- The foremost “building block” for you to become familiar with is Title IX of the Educational Amendments of 1972, a comprehensive federal program that addresses sex discrimination in educational institutions. The legislation states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”
- Title IX applies to public and private schools from kindergarten through professional school and includes such concerns as educational programs and activities, course offerings and access, counseling, scholarships, athletics, and sexual harassment (among other issues.) The Office for Civil Rights in the U. S. Department of Education is responsible for enforcing Title IX. Each school system is responsible for implementing and enforcing it.
- Title IX supports and fosters tolerance and respect for all students, benefiting both men and women of all ethnic, cultural, and language groups. As a result, a number of gains have been identified, e.g., in 1963, 43% of female high school graduates ages 16-24 were enrolled in college; 30 years later the percentage had increased to 63%.
- Despite the gains, there still are critical concerns, for example:
 - Women are less likely to earn a bachelor’s degree in computer science, engineering, physical science, or mathematics.
 - Young girls start out ahead of boys in math and science in elementary school but fall behind as they move through middle and high school.

- African-American, Latino, and Native American girls have the lowest achievement of all students in math and science from the fourth grade through high school.
- Several organizations that work in this area have identified the following major school-related gender equity issues:
 - Girls at risk of dropping out of schools
 - Gender bias in student/teacher interaction
 - The participation and achievement of girls in math and science
 - Students enrolling in and completing vocational education courses historically non-traditional to their sex
 - Gender bias in standardized tests
 - Gender discrimination in learning styles
 - Teen pregnancy and parenting
 - Sexual harassment of students by their peers

Jumping Off Points to Service-Learning

- For those in your community who might still be unfamiliar with Title IX, inform them about this critical piece of legislation.
- Develop plans that ensure that a safe and inviting school environment exists for both students and teachers.
- Make certain that your school has a strong and comprehensive sexual harassment policy. If not, take the leadership in studying the components of such a policy and then draft one for your school board to consider.
- Organize a child care facility and support services for pregnant teens which would encourage them to return to school.
- Conduct a survey of school staff, support persons, parents, and fellow students to determine if there is a perception of different academic and career expectations for students on the basis of gender.
- Set up a counseling program on the importance of math and science for girls at key decision-making points: 7th and 8th grades "gateway courses" (e.g., pre-algebra and Algebra I) and 9th and 10th grades for advanced courses. Provide examples of the usefulness of these skills to expand future career choices. Also tutor your classmates, as needed, and assist them with test-taking skills.
- Help set up a mentoring program so that students have opportunities to spend time with either older students like yourself or other adults who can help strengthen their self-esteem.

- Help set up a vocational orientation program in the middle grades to make sure that both girls and boys have hands-on exposure to areas traditional and non-traditional to their gender.

Looking More Deeply

Start with these web-sites and add others as you explore the comprehensive research- and knowledge-bases in this area:

- [The Mid-Atlantic Equity Center](http://www.maec.org)
[http://www.maec.org]
- [Women's Equity Resource Center](http://www.edc.org/WomensEquity)
[http://www.edc.org/WomensEquity]
- [National Women's Law Center](http://www.nwlc.org)
[http://www.nwlc.org]
- [Achieving Athletic Equity](http://www.wiaawi.org/handbook/genderqa.html)
[http://www.wiaawi.org/handbook/genderqa.html]
- [Gender Equity in Sports](http://bailiwick.lib.uiowa.edu/ge/)
[http://bailiwick.lib.uiowa.edu/ge/]
- [Clearinghouse on Gender, Science and Technology for Development](http://gstgateway.wigsat.org)
[http://gstgateway.wigsat.org]
- [American Association of University Women](http://www.aauw.org)
[http://www.aauw.org]
- [U. S. Department of Education, Office for Civil Rights](http://www.ed.gov/offices/OCR)
[http://www.ed.gov/offices/OCR]
- [Equity Education On-Line](http://www.etc.wednet.edu/equity/default.html)
[http://www.etc.wednet.edu/equity/default.html]
- [Equity Education – Washington State](http://www.k12.wa.us/equity/)
[http://www.k12.wa.us/equity/]

Two Concluding Observations

- *Diversity issues are closely interrelated*, which is why we grouped together four aspects of diversity: racial, cultural, ethnic, and religious. As we have pointed out, a clear linkage exists between these issues and the possible services you can provide. You may wish, therefore, to develop your research paper and service-learning project across themes or create your own combination.
- As we have emphasized, services do not need to be limited to your home town. In addition to your local area, think of what you can do for your county, state, region, the United States, and other countries. Think of “community” in the broadest sense, for you can truly be a citizen of the world. Rejecting people who are different from ourselves has been and will likely continue to be a problem. But nothing is impossible. Attitudes change. People change. Young people have always turned things around before and can do it again.

Service-learning can be part of any and all curriculum areas

You and your teachers will determine in which subject (or subjects) your research paper and service-learning project will be housed. The Maryland Student Service Alliance has developed many materials on service-learning (particularly since acquiring 75 hours of community service-learning is a requirement for graduation in that state.) One of their most important insights is that *service-learning can be part of any or all curriculum areas*. You can, therefore, be as creative as you can be in developing your projects across curricular lines. Below is a brief illustration of the Maryland approach to service-learning and the broad issue of bias.

English/Language Arts

- Do theater improvisation at cultural fairs.
- Conduct a Tolerance Contract Project in which students sign promises to agree on using “linked hands” as symbols of unity.

Social studies

- Plan and conduct multi-cultural fairs.
- Organize a peer mediation group to develop conflict resolution programs.

Family Studies

- Compile an intercultural cookbook to sell and raise money for community groups who need added resources.
- Develop a resource book on teaching tolerance and overcoming biases.

Science

- Inform the community about science’s contribution to ending bias.
- Raise funds for charities related to genetic disease research.

Math

- Advocate how to involve more minority groups in math courses.
- Conduct a statistical analysis of attitudes toward diverse groups.

Health and Physical Education

- Work with Special Olympics programs for youth with disabilities.
- Prepare and distribute flyers to raise consciousness about bias in sports.

Music

- Tape and sell songs; send the proceeds to organizations dealing with ending bias.
- Perform music of various cultures at cultural fairs.

Art

- Study bias in art as seen in political cartoons, advertising, and other media.
- Conduct art projects with senior citizens, individuals with disabilities, and homeless people.

Technology Education

- Develop an educational computer game dealing with bias.
- Help design and build means of access for people with disabilities.

Business Education

- Suggest ways to overcome problems of minorities in the work place.
- Visit homeless shelters to assist residents in writing resumes.

Foreign Language

- Prepare pamphlets and/or videos in various languages for emergency situations such as hurricanes, tornados, and floods.
- Explore bias against various accents and speaking patterns and how ethnic groups are perceived through speech.

NOTES



SECTION 2

Diversity Resources

Diversity Online Resources

Diversity, as you have seen, covers a wide range of issues. What is key in these issues is equality regardless of race, creed, color, national origin, sexual orientation, religion, age, or any other distinguishing factor. Because diversity is so comprehensive, the following sites are presented as gateways to the various issues. Within each site additional links to other web-based resources address the same or similar issues. Be sure to take some time with any site that catches your interest and explore it in depth.

With so much variety in America and around the world, diversity covers so many bases. But before you start to fret on the many possibilities, the magically-compiled list of online databases appears before your very eyes! Now you have no excuse not to begin exploring issues. These sites have been hand-picked to give helpful information that will also guide you to other links, while giving you a general idea on what diversity topics are out there. Make sure to dig deeply; these web pages are just a small portion of the information available in studying diversity. However, taking a look at the links will lead you in the right direction. Be a savvy researcher and choose a focus early so that you won't get stuck in the maze of inter-connected topics. And since there are as many diversity issues as there are stars in the sky, narrowing the link list down to resourceful, substantial information can lead you to the descriptive sources path once you make yourself an expert on all the broad range of topics. If you need help narrowing down your research topic, find a teacher to help you reduce your stress and increase productivity.

Race

US CENSUS BUREAU – MINORITY LINKS

This site provides great census data and information on Hispanic or Latino, African-American or Black, Asian, Hawaiian and Pacific Islander populations. This site is great resource for background information for diversity research. <http://www.census.gov/pubinfo/www/hotlinks.html>

THURGOOD MARSHALL LAW LIBRARY

Since its inception in 1957, the United States Commission on Civil Rights has been at the forefront of efforts by the Federal and state governments to examine and resolve issues related to race, ethnicity, religion and, more recently, sexual orientation. Although the fortunes of the Commission have ebbed and flowed with changes in Presidential administrations, the Commission has continued to be a vital part of the effort to build an America that is truly equal. By providing access to the historical record of this important Federal agency, the Thurgood Marshall Law Library will offer scholars an opportunity to examine the efforts of the Commission more closely. <http://www.law.umaryland.edu/edocs/usccr/html%20files/usccrhp.asp>

VOICE FROM THE DAYS OF SLAVERY – FORMER SLAVES TELL THEIR STORIES

This Library of Congress website provides actual stories from former slaves. You can search and browse by Audio Interviews, Song Titles, Names, Subjects, and Geographic Subjects. <http://memory.loc.gov/ammem/vfshtml/>

ASIAN-NATION

Learn about the background of Asians in America. Not only will you find information on the history, but there is a link also to “Contemporary Asian American Issues,” which includes a vast amount of articles about Asian-Americans, including data gathered from multiple sources, such as the United States Census Bureau. <http://www.asian-nation.org/>

ASPIRA - EMPOWERING LATINO YOUTH

The main drive behind ASPIRA's mission is empowering Latino youth through education. Here you will discover many useful links. To name a few, the “Resources,” “Aspira's Parents for Educational Excellence,” and “Aspira's Mentoring Program” are all good places to start. <http://www.aspira.org>

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)

The NAACP is well-known for almost a century worth of working toward positive changes for African-Americans and minorities. Find out about the history by going to the “NAACP @ Work” page. The “NAACP News” features articles written by the organization, but you can also find related material by going to “Links and Connections.” <http://www.naacp.org>

NATIONAL ASSOCIATION FOR ETHNIC STUDIES

Read about the facets of nationalities and group relations among minorities. Look on the homepage to find downloadable research conducted by the organization. You can also go to the “Resources” link to find a detailed list with online web pages. www.ethnicstudies.org

SEASON OF SERVICE

The Season of Service website not only supports MLK Jr Day activities but also encourages year-around service activities. The site asks, “Why limit Black History to February? When students and teachers describe the role of Black Americans in our nation's history, they explore amazing avenues and reveal compelling stories. Here are some ways for middle and high schoolers to serve their community by proclaiming a lasting legacy well beyond the shortest month of the year.” Topics include: Black History Calendar, Book of Heroes, Voting Rights, African Voices, Stamps of Honor, Harlem Renaissance, Olympic Gold, Future Role Models, From Attucks to Powell, Interactive Treasure Hunt, Teaching Tolerance, and Poetry Slam – all great project ideas. Also, check out more Black History Web Sites. <http://www.bostonteachnet.org/bhsos/bhsos.htm>

INDIAN BOARDING SCHOOLS – CIVILIZING THE NATIVE SPIRIT

In the late 1800s, the United States supported an educational experiment that the government hoped would change the traditions and customs of American Indians. Special boarding schools were created all over the United States with the purpose of “civilizing” American Indian youth. Thousands of Native American children were sent far from their homes to live in these schools and learn the ways of white culture. Many struggled with loneliness and fear away from their tribal homes and familiar customs. Some lost their lives to the influenza, tuberculosis, and measles outbreaks that spread quickly through the schools. Others thrived despite the hardships, formed lifelong friendships, and preserved their Indian identities. Through photographs, letters, reports, interviews, and other primary documents, students explore the forced acculturation of American Indians through government-run boarding schools. <http://memory.loc.gov/ammem/ndlpedu/lessons/01/indian/index.html>

THE COLOR OF LEARNING

Youth Researchers Tackle the Legacy of *Brown v. Board of Education*. When the U.S. Supreme Court handed down *Brown v. Board of Education* on May 17, 1954, NAACP lawyer Thurgood Marshall optimistically predicted that eliminating school segregation nationwide would take five years—at most. Today, exactly 50 years later, our nation’s schools remain nearly as segregated, and as unequal, as when *Brown* was decided. This site explores the issue of the impact of race on education. <http://www.whatkidscando.org/featurestories/coloroflearning.html>

REMEMBERING JIM CROW – AN EDUCATIONAL RESOURCE

For much of the 20th Century, African-Americans in the South were barred from the voting booth, sent to the back of the bus, and walled off from many of the rights they deserved as American citizens. Until well into the 1960s, segregation was legal. The system was called Jim Crow. In this documentary, Americans—black and white—remember life in the Jim Crow times. <http://americanradioworks.publicradio.org/features/remembering/>

Immigration**IMMIGRATION**

Though a series of sections, this educational feature presentation introduces teachers and students to the topic of Immigration. In this section, the introduction, you will find an overview of the feature, a guide to navigation, and credits. <http://memory.loc.gov/learn/features/immig/introduction.html>

AMERICAN IMMIGRATION

Starting out as a high school sophomore project, the American Immigration page turned into a resourceful site looking into the history and current times of immigration. There are short excerpts of information on the time periods under each category in the “Immigration Information” page. You also will find “Links

and Newsgroups," which give quick access to other sites and newsgroups that can provide you with good research materials. <http://www.bergen.org/AAST/Projects/Immigration>

AMERICAN IMMIGRATION LAW FOUNDATION

The value of immigrants in American society is made obvious on this site which is devoted to the laws of our fellow foreigners coming to the United States. The best link to start with is the "Public Information" page which is detailed and made specifically to inform citizens about immigration. This can be found on the left-hand sidebar. Another page worth looking at is the "Exhibit Hall" which gives descriptions of the showcases at the American Immigration Law's Exhibit Hall in Washington, DC. You can also view the posters and brochures provided, giving you the closest thing to a visit without leaving the comfort of your chair. <http://www.aifl.org>

U. S. CITIZENSHIP AND IMMIGRATION SERVICES

Under the United States Bureau of Homeland Security, you will be introduced to the government's look at immigration and its services. Delve in by going to the "Reports and Studies" button which includes a link to the U.S Census data on the American foreign-born population. There are also reports on trafficking which covers slavery and poor conditions of immigrants. If you want to know more about the current process of gaining access to the United States as a foreigner, go to "Forms, Fees, and Fingerprints." This will show applications for entry to the United States that allows immigration status and benefits along with an overview of the procedures. Go to the "Working for Immigrant Programs" to reveal the various departments administered by the government in this area. While it may appear to be useful only for educators and potential employees, it will give you a look into the many aspects of immigration and how they connect with one another. <http://uscis.gov/graphics>

Gender

GIRL POWER – 4 GROWN-UPS

This site encourages adults, especially fathers, to take the time to get to know their daughter, find out what she likes to do, what is going on in school, or what her favorite band or song is. Opening up to her world could result in a priceless gift—the attention, affection, and respect of your adolescent daughter. This would stimulate a great awareness and advocacy project. <http://www.girlpower.gov/AdultsWhoCare/fathers/>

GETTING SERIOUS ABOUT TEEN RELATIONSHIP ABUSE

The Journal of the American Medical Association reports that an estimated one in five female high school students experience physical or sexual abuse by a dating partner. This site provides a great starting point to explore a serious teen problem that needs to be addressed. http://www.connectforkids.org/resources3139/resources_show.htm?doc_id=219873

WOMEN'S WORDS OF WISDOM: THOUGHTS OVER TIME

This site features quotes from a variety of women from Abigail Adams to Rachel Carson to Ella Fitzgerald to Annie Oakley to Harriet Tubman. These quotes highlight the wisdom of women throughout our history. <http://memory.loc.gov/learn/features/womenswords/index.html>

DADS AND DAUGHTERS

Bringing the connection back to the family, Dads and Daughters strives to promote healthy relationships to help empower young women with fatherly support and to help them steer away from exploited and cultural messages that teach women to value their sexuality more than their mind. Go to the "Dad's Library" to check out related links. If you are interested in purchasing material, the newsletter and the *Dads and Daughters* book are available online. <http://www.dadsanddaughters.org/>

MICHIGAN WOMAN'S FOUNDATION

Even though this site focuses on women in Michigan, the concept of females of all ages becoming empowered through education and self-sufficiency is a national topic. "Why Women & Girls" has statistics on the left-hand side regarding women. You can also learn more about the "Young Women for Change" program which promotes young girls' roles in society. <http://www.miwf.org>

NATIONAL ORGANIZATION FOR WOMEN (NOW)

This historically feminist group reaches the Internet audience with information affecting women. Explore the "Issues" page to find background information and articles on topics such as "Abortion Rights/Reproduction Issues," "Women in the Military," and "Lesbian Rights." <http://www.now.org/>

THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY

A basic tenet of the Campaign is that reducing the nation's rate of teen pregnancy is one of the most strategic and direct means available to improve overall child well-being and, in particular, to reduce persistent child poverty. Teen pregnancy is closely linked to a host of other critical social issues as well: welfare dependency, out-of-wedlock births, responsible fatherhood, and workforce development. The National Campaign's efforts are based on the core idea that preventing teen pregnancy should be viewed not only as a reproductive health issue but as one that works to improve all of these concerns. <http://www.teenpregnancy.org/national/quiz/>

WOMEN IN POLITICS

This site contains facts and figures on women's participation in politics, governance and decision making. It also provides other relevant statistics. It has a great link to Women's Suffrage issues worldwide and includes a timeline and chronology. <http://www.onlinewomeninpolitics.org/statistics.htm>

WOMEN WORKING, 1870 - 1930

Women Working, 1870 - 1930 provides access to digitized historical, manuscript, and image resources selected from Harvard's library and museum collections. This collection explores women's roles in the US economy between the Civil War and the Great Depression. Working conditions, conditions in the home, costs of living, recreation, health and hygiene, conduct of life, policies and regulations governing the workplace, and social issues are all well documented. <http://ocp.hul.harvard.edu/ww/>

Additional print resources on gender**COLONIZE THIS! YOUNG WOMEN OF COLOR ON TODAY'S FEMINISM (LIVE GIRLS SERIES)**

by Daisy Hernandez, Bushra Rehman

Essays from insightful and strong women are compiled in a book that compliments research with personal stories of triumph, success, and intimate issues. It is written by women for people who want to recognize a young woman of color's role in society. Not only has this book been rated as entertaining, it enhances the data and statistics on women's issues by coloring your research with details and hidden facets of women's personal victories and hardships.

Tolerance**MIX IT UP – TOLERANCE.ORG**

Fight Hate – Promote Tolerance. Mix It Up supports the efforts of student activists who are willing to take on the challenge of identifying, questioning and crossing social boundaries. For many students, these barriers are a taxing, daily constant. A 2002 Mix It Up survey indicated that:

- A majority of students said that schools were "quick to put people into categories."
- 40% admitted that they had rejected someone from another group.
- 1/3 said it is hard to become friends with people in different groups.

Social boundaries like these can create divisions and misunderstandings in our schools and communities. By working to cross these barriers, students can help create environments with less conflict and fewer instances of bullying, harassment and violence.

In 2002, more than 200,000 students took a step toward breaking down the boundaries when they participated in the first Mix It Up at Lunch Day. They sat somewhere new, or with someone new in their cafeteria. To learn more about creating a project, check out the site. <http://www.tolerance.org/index.jsp>

DIVERSITY AND ETHNIC STUDIES RECOMMENDED WEBSITES AND RESEARCH GUIDES

If you want to find sites on different minority categories, this site is the place to be. Created by an Iowa State University professor to address diversity, it is set-up for easy access to material by clicking on the links to get neatly organized list of web pages under various headings. Minorities, along with gay, lesbian, and transgender topics are covered. Note to speed-readers: make sure to read between the lines, since helpful references are imbedded in the content, such as the "used and focused" link found in the introduction at the homepage. A great researcher's tool, this will give you a hands-up in the topic-exploring process. <http://www.public.iastate.edu/~savega/divweb2.htm>

TOLERANCE.ORG

Spread the acceptance of diversity in your school and learn about the changes sponsored by Tolerance. Go to the "For Teens" section at the top of the page to find relevant information on how to tear down those invisible barriers of classification and status that exist in your high school. Here, you can also receive a free newsletter about programs to put on. But don't just stop at the teens section. Go to the "For Teachers" button and look up "Expand Your Resources" for educational material about how to teach diversity. Use the search engine at the top right-hand corner to increase your knowledge on the issue. Also check out the "Site Guide" for listings of web pages by category. <http://www.tolerance.org>

NATIONAL BLACK JUSTICE COALITION

The National Black Justice Coalition is an ad hoc coalition of black lesbian, gay, bisexual and transgendered leaders who have come together to fight discrimination in our communities. <http://www.nbjcoalition.org/>

GAY-STRAIGHT ALLIANCE

The Gay-Straight Alliance caters to schools and their communities. A well-known organization in schools across the country, there are some great resources that focus on starting a club in your school and information on sexual orientation discrimination. At the bottom of the "Resources" page, where all this material is found, there is a "Recommended Books" link for more research. At the bottom of the page, locate the "News" link to find archived e-mail updates, newsletters, and outside news in the media. The "Arts Activism" is another page of interest found in the same area that features several artistic outlets that students are using to speak out against sexual prejudice. <http://www.gsanetwork.org/>

YOUTH RESOURCE

It can be hard to relate to all the people of color in the gay, lesbian, transgender community. The Youth Resource tries to broaden the scope of who sexual discrimination affects. The best information is found straight from the source, and here youth of color speak out with interesting stories and provides contact information to answer questions. These people and their bios can be found under "Resources" section. At the top of the page, there are links to African-American,

Latina, Native American, and Asian/Pacific Islander gay/lesbian/transgender related material and/or organizations to contact. http://www.youthresource.com/community/youth_of_color/

Peace

PEACE BUILDING DIALOGUES

The American Friends Service Committee and the Peace Building Dialogues address the need for open and candid dialogues. Yet, few spaces exist today where people of faith and good conscience can come together, in spite of their differences, and learn from one another. This source is attempting to create such a space with online dialogues because they believe that understanding only becomes possible when people explore their differences in an atmosphere of candor and mutual respect. <http://build-peace.weblab.org/>

Multicultural

WASHINGTON STATE ASSOCIATION FOR MULTICULTURAL EDUCATION (WSAME)

WSAME is a 501(c)3 nonprofit educational organization founded in 1994. It is a collaborative association of representatives from public and private school districts, colleges, universities, local and state government agencies, organizations, businesses, and other groups which advocate for and support the cause of multicultural, diversity and international education. <http://www.wsame.org/>

CINCO DE MAYO

Learn about a cultural holiday from this site. The 5th of May is celebrated in the United States among the Mexican-American population, especially in California, Arizona, New Mexico and Texas. Various Mexican-American societies use the celebrations to commemorate the overthrow of the Mexican Imperial Monarchy headed by Maximilian of Austria. <http://www.nacnet.org/assunta/spa5may.htm>

Religion

CENTER FOR THE REDUCTION OF RELIGIOUS-BASED CONFLICT

Not affiliated with any religion, the Center for the Reduction of Religious-Based Conflict provides an outside look at the scope of religions and resolutions for creating better harmony and enhancing diversity for all types of worship. Obtain worldly knowledge by clicking on the country links located on the left-hand sidebar. Brief descriptions on the conflicts in the region are given. Scrolling down will show that the information can be translated into various languages. You can use the "Search" link to find more specifics on the site. Go the "Links to Like-Minded Organizations" found on the left-hand sidebar to find information for such topics as Conflict and Religion. Retrieve free publications through regular mail by scanning the "Index of Publications" sidebar link for reports by this organization. <http://www.center2000.org/>

RELIGIOUS FREEDOM REPORT – SAUDI ARABIA

This US State Department publication examines religious freedom in Saudi Arabia. The International Religious Freedom Report 2003 was released by the Bureau of Democracy, Human Rights and Labor. For the complete report, see the site. <http://www.state.gov/g/drl/rls/irf/2003/24461.htm>

MEDIARITES: MANY CULTURES – MANY VOICES

MediaRites is a non-profit multicultural production organization that promotes understanding among diverse communities through the arts, education and media projects. Since 1984, MediaRites has produced award-winning national radio documentaries and community projects. <http://www.mediarites.org/>

Generational**WHEN GENERATIONS COLLIDE**

This site offers helpful ideas on how to improve communications between different generations. It includes a Generations Quiz that would be a great addition to a project and could be included as part of a research component. It also identifies and compares the values and goals of four demographic groups: Traditionalists, Baby Boomers, Generation Xers and Millennials. <http://www.powerhomebiz.com/News/generations.htm>

AMERICAN ASSOCIATION FOR RETIRED PERSONS (AARP)

If you want to know more about the issues affecting retired people, see the site that best caters to this age group. At "About AARP," there is a link about the "Global Aging Program" regarding issues of retirees from around the world. There also is a "Policy and Research" link that gives the latest updates on policies and issues about retirees from around the world. Make sure to go to the "Site Map" to find net sources on aging that are linked to help guide you to what you need. <http://www.aarp.org/>

GRAY PANTHERS

A network of young people and adults decided to address common problems that each face with social change in Philadelphia. This resulted in the birth of a partnership that encouraged the two groups to unite and promote social change during the Vietnam War. The legacy to impact change still remains strong with the Gray Panthers, yet the audience they touch has extended to the internet web surfer. At the homepage, news headlines provide brief topics of interest to the group. If you want to know what the organization is involved in, go to the "Campaigns" link at the top of the page to connect to their programs. The "Links" page lists websites to learn more about various issues. <http://www.graypanthers.org>

YOUTH & SENIORS - AMERICAN DEMOCRACY: AN AMERICAN PARTNERSHIP

This site examines a Senior/Youth project created by Kathy Nordyke, Activity Director for the Christian Health Care West long-term care facility. She saw a need for more meaningful activities for residents and, at the same time, provide

opportunities for youth participate in civic engagement and service-learning. The project connects seniors in long-term care facilities with middle, junior high and high school youth to enhance the lives of the seniors and youth through meaningful community service. She titled the program "Youth and Seniors - American Democracy: An American Partnership" with its central theme being Today's Social Studies...Creating Effective Citizens. The project is a collaborative effort of representatives from long-term care facilities, schools, seniors, youth, businesses, families of youth and seniors, psychologists and the media, as well as civic, government and community organizations. <http://www.fhsu.edu/adp/vc/nordyke/>

STORYCORPS

StoryCorps is a national project to instruct and inspire people to record each others' stories in sound. They indicate that "We're here to help you interview your grandmother, your uncle, the lady who worked at the luncheonette down the block for as long as you can remember—anyone whose story you want to hear and preserve." <http://storycorps.net/>

Teen Health

EATING DISORDERS - HARVARD EATING DISORDERS CENTER

This comprehensive site examines eating disorders in America. Go to the "Understanding Eating Disorders" to get connected to a page full of links and facts about the topic. The "Research" button will give you links to studies conducted by the Center and other sources. Go to the "Support Room" to find organization's sites and how to deal with an eating disorder. <http://www.hedc.org/>

NATIONAL EATING DISORDERS ASSOCIATION

This site also covers various eating disorders. The best way to get research material is to go to the "Eating Disorders Info" link at the top of the page. Once clicked, you will find the "Eating Disorder Info Index" which lists and defines terms and gives you accessibility to pages with quick reference summaries of the term that include statistics, health problems, and warning signs. Go back to the homepage and check the "News" and "Links and Resources" buttons on the sidebar. <http://nationaleatingdisorders.org/>

SOMETHING FISHY

The name may not disclose the fact that this webpage is packed with relevant material on eating disorders. It does not only address the common anorexia and bulimia topics but details how having an eating disorder is "more than just being on a diet." Find out what this means by going to the "What Are EDs?" sidebar link. The "Site Map" link can give you an overview and short descriptions on where each link will take you. Don't get lost looking around this crowded resource. <http://www.something-fishy.org/>

HEALTHY ROADS MEDIA

Health information access is a basic healthcare need. Literacy, including health literacy and language are issues that can be barriers to obtaining basic health information. This site contains free audio, written and multimedia health education materials in a number of languages. They have been developed to study the value of these formats in providing health information for diverse populations. This site is especially helpful on teen health care issues and projects. <http://www.healthyroadsmedia.org/>

FAMILY GUIDE TO KEEPING YOUTH MENTALLY HEALTHY AND DRUG FREE

This public education Web site, developed was to support the efforts of parents and other caring adults to promote mental health and prevent the use of alcohol, tobacco, and illegal drugs among 7- to 18-year-olds. <http://family.samhsa.gov/>

Additional print resources on teen health***The Broken Mirror: Understanding and Treating Body Dysmorphic Disorder***

KATHARINE A. PHILLIPS M.D.

Explains the Dysmorphic Disorder, the pattern of being obsessed with the way one looks and his or her flaws. Through her own research, patient interviews, and personal experience in the psychological field, Phillips sheds light on a burning issue young women face today that can lead to eating problems and depression. Information is provided on how loved ones deal with the issue and targets solutions for this personal epidemic.

Youth Action Resources**JUST ACT – YOUTH ACTION FOR GLOBAL JUSTICE**

Just Act is a national, nonprofit organization promoting youth leadership and action for global justice. Founded by students in 1983 as the Overseas Development Network, the organization has been a forum for thousands of young people to engage in struggles for social, economic and environmental justice. Just Act is committed to promoting the emergence of a powerful and unified global youth movement comprised and led predominantly by young people from the grassroots and most oppressed communities around the world. They believe that in so doing, real democracy can begin to be realized whereby grassroots communities and the working class can practice true self-determination on a collective and global basis. <http://www.justact.org/>

FREECHILD.ORG

Freechild is a community organization located in Olympia, Washington committed to engaging children and youth through radical democracy. The mission of The Freechild Project is to advocate, inform, and celebrate social change led by and with young people around the world. Freechild offers numerous resources including many websites, organizations and publications that share the power and purpose of youth-led social activism. There are several types of resources listed, including organizations, databases, publications, and other resources. These are

all progressive youth-led or youth-focused activism organizations, websites, and resources that conduct or promote youth activism for broad social justice. <http://www.freechild.org/>

COMMUNITY PARTNERSHIPS WITH YOUTH, INC. (CPY)

Just because you aren't an adult doesn't mean you can't be a philanthropist, political activist, or decision maker. While the majority of resources in the links are available only for purchase, there is free information available that can give you an idea of the curricula that is developed for changing adult-youth partnerships. For instance, you can find a listing of contact information of the organization's staff by going to the "Contact Us" page or to "The Journey" page to see how CPY newest program is set up. Also look at the Youth Worker e-zine. <http://www.cpyinc.org/>

YOUTH IN PHILANTHROPY

Some people think philanthropy is just about foundations giving lots of money, but that is only one part of the picture. Philanthropy is really about people giving their time, care, and support to causes they care about. Very simply put, philanthropy can be explained as anything you do to make the world around you a better place. As you'll find by exploring this site, acts of philanthropy can take many forms, ranging from donating a large sum of money to a charity, creating a community garden in your neighborhood or volunteering your time to help at a soup kitchen. http://fdncenter.org/yip/youth_about.html

NATIONAL YOUTH RIGHTS ASSOCIATION

Titled "The last Civil Rights Movement," the National Youth Rights Association involves itself in the pursuit of issues that affect teens who cannot vote. The "Youth Rights" link focuses on rights based on age, such as voting and curfew restrictions. These pages will get you well-informed with the latest news and background on the issue. This site also features another "News" link and "Related Links." This is a good site for finding research on how your age is influenced by laws and adults in power. <http://www.youthrights.org>

YOUTH VENTURE

This site is all about finding out how youth can learn ways to begin to take the lead in areas that affect their communities. You can "Learn More" by hitting this link and finding such resources as additional sites and downloadable material on how to start your own Youth Venture. Under "News Matters," you can read newsletters provided by this group. <http://www.youthventure.org/>

Disabilities

THE HOME WHEELCHAIR RAMP PROJECT

How to Build Wheelchair Ramps for Homes is a manual of design and construction for modular wheelchair ramps. The manual includes information about ramps and long-tread, low-riser steps to improve safe home accessibility. This site also includes Important Information and Safety Tips to find the proper slope to assure a safe and usable ramp. It also includes a section called Funding Ideas: Information about possible funding assistance for ramps and steps. <http://www.wheelchairramp.org/>



SECTION 3

Tools

What Do I Know Worksheet

This worksheet is a starting point to help you organize what you think you know about a topic, to see if you were right, and to help you see what other information you might need to find. For example, you might know "What" about your interest areas but not know "Who" or "When." Begin by listing what you think you know about your topic in term of "Who" is involved, and "What" is the scope of the topic? "When" did this become an issue or concern? Then, "Where" is this a problem (local, regional, national, international)? This exercise is designed to help you see what you already know and to identify what you still need to discover in order to design a High Impact Senior/Culminating Project.

THE TOPIC THAT I AM EXPLORING IS _____

THIS IS WHAT I THINK I KNOW:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THIS IS WHAT I FOUND OUT:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I WAS RIGHT ABOUT:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Just the Facts Worksheet

One of the first steps in developing a project is to get the facts.

Here are some great resources for checking the facts

Phone Book

The local phone book is a remarkable source of information. There are sections that list all of the social services available locally. Recycling services and energy resources are also listed. City, county, state and federal offices are listed by department, as are all elected officials. Maps and transportation services are also found there. The Yellow Pages also are a good place to find a variety of services available. The phone book is a great resource for fact-finding and should be the first place to begin your search.

Internet

The Internet also is a tremendous resource for gathering information. A simple search on one of the popular search engines such as "Google" will provide an extensive listing of web sites featuring organizations and articles on virtually any topic. However, there are some important considerations regarding Internet research. First, the sheer amount of information can be overwhelming. Second, there is a great deal of misinformation available online. When using the Internet, it is important to find several reliable sources to confirm the facts. There are a number of good, reliable information sources. One of the best is the Librarians' Index to the Internet. These are websites that have all been screened and recommended by librarians. You can begin any fact-finding search at <http://lii.org/>

Library

Your local library is an important source of information. The reference desk can be very helpful. A wide array of magazines can be searched by topic, providing some of the most current information on a particular issue, including statistics, research, developments, trends, and commentary. One of the best ways to get started at the library is one of the easiest: ask the person behind the desk.

Forecasting the Outcome Worksheet

WHAT IS YOUR TOPIC AREA?

BRIEFLY DESCRIBE YOUR IDEA:

WHAT DO YOU HOPE TO ACCOMPLISH THROUGH YOUR PROJECT?

Restate what you hope to accomplish in specific terms. For example, how many individuals will your project help (e. g., 20 elementary students will be tutored, 200 Keys to Recycling pamphlets will be printed and distributed, 10 volunteers will help with a stream clean-up activity on Earth Day). Be as specific as you can. The more specific you can be the easier it will be to design your project. These goals should be something that you can measure to determine if you have met, or even exceeded, your goal.

**NOW, COMBINE BOTH "ACCOMPLISHMENT" STATEMENTS INTO A SINGLE GOAL STATEMENT.
MY GOAL IS**

THIS IS WHAT WILL GUIDE YOU THROUGH YOUR PLANNING AND IMPLEMENTATION OF YOUR PROJECT.

NOW ASK ANOTHER VERY IMPORTANT QUESTION. WHAT DO I NEED TO BE ABLE TO ACCOMPLISH MY GOAL?

_____	_____
_____	_____
_____	_____
_____	_____

Now you are ready to forecast or predict the outcome of your project. Your forecast statement is a combination of your goal statement and your statement of need. You can frame it as an "If/Then" statement. If you are able to obtain the resources you need, then you will able to accomplish your goal. Combine them into a single forecast statement.

IF I CAN GET (e. g., number of volunteers, donations, money, whatever is on your needs list).....

...THEN I THINK THAT I CAN ACHIEVE

Project Ideas *Worksheet*

PROJECT TITLE:

PROJECT GOAL:

PROJECT SUMMARY:

WHY IS IT NECESSARY TO DO THIS PROJECT?

HOW WILL I GO ABOUT COMPLETING THE PROJECT?

ADDITIONAL INFORMATION

Community Asset Map

A Community Asset Map is a way of identifying and listing the various community resources that are available to make your community a better place. Community assets are also services that are available to meet a variety of community needs. Assets might include social service organizations that provide food and shelter to families in need. Assets can be the local government, the fire department, the library, or any number of other services offered in your community. Assets could be baseball and soccer fields or a skateboard park. Senior centers, churches, scouts, after-school activities and schools are also assets. Even natural resources like rivers and mountains are community assets. But assets might also be people who have particular knowledge or skills. Coaches who volunteer for little league and soccer are assets.

One of the first steps in designing an effective project is for you to determine what assets are available in your community that relate to your chosen area.

HERE ARE SOME QUESTIONS YOUR ASSET MAP CAN ANSWER:

Are you concerned about hunger?

- Are there food banks in your community?
- How many?
- Whom do they serve?
- Are there "soup kitchens"?
- Are there organizations that focus on teen hunger or family hunger?
- How many people do these organizations serve?
- What help do they specifically need?

If you are looking at the environment you might ask:

- Are there environmental organizations in your community?
- What is their focus?
- Are recycling programs available?
- Are there businesses that provide services?

Your asset map should reflect the resources and services available in your community that relate to your topic. The phone book is a great place to begin looking for resources and assets. Most phone books include special sections in the front that list government agencies and social service agencies (often referred to as the Blue Pages). The Yellow Pages in the rear of the phone book provides lists of businesses and commercial resources, many of whom might be willing to partner with you on some part your project, providing expertise and, in some cases, donations.

The following worksheet can help you organize your information into a useful asset map. Sometimes an asset map can be an important part of a project, helping to create an awareness of the resources available in your community.

Community Asset Map

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

COMMENTS

Interview Techniques

The two most common formats for conducting interviews are by phone and in-person interviews (others include web based, email, or instant messaging). The two most common are supported here. With both, it is important to create a script and rehearse your interview questions. Below are some aids.

A SPECIAL NOTE REGARDING VOICE MAIL

Before you call any person or agency carefully write out a script of what message you will leave if you are directed to a voice mailbox. Be sure to speak clearly and provide essential information like your name and your phone number slowly and clearly. It is also helpful to repeat it. A good practice when providing phone numbers is to actually write out the number as you speak it. This should give the listening adequate time to write it down without having to repeat the message.

SAMPLE VOICE MAIL

Hello, this message is for _____
(whomever you are calling)

My name is _____
(spell it if that would be helpful)

and I am calling to get some information about _____
(your topic of research)

If you could give me a call back, I would really appreciate it. I can be reached between the hours of
(when are you available?) at _____
(phone number).

Again, this is _____
(repeat your name slowly)

and I can be reached at _____
(phone number).

Allow between 5 days and a week for the person to return your call. If, after this time, you have not received a return call, place a second call and simply begin (without irritation) "Hello, this is a second message for ____ ." Then repeat your original message.

Interview Script

WHEN CONDUCTING AN INTERVIEW WITH AN INDIVIDUAL, AN AGENCY, OR ORGANIZATION, YOU CAN ADAPT THE FOLLOWING SCRIPT.

Make sure you are comfortable with whatever script you use. Using a script demonstrates that you have thought about the interview and, more importantly, it shows respect for the time that the person is providing by consenting to talk with you. In fact, you can begin your interview with a statement like, "I want to be very respectful of your time so I have written out a series of questions that I would like to ask you."

Hello, my name is _____ and I am;

- a) a student at _____
- b) a volunteer with _____

I am doing research on _____ for my high school culminating project and I would like to:

- a) get some information about your agency.
- b) talk about the services you provide.
- c) ask some questions about whom you serve.
- d) schedule an interview.
- e) schedule a tour of your facility.
- f) other (?)

BASED ON WHOM YOU ARE CONTACTING, DEVELOP A LIST OF QUESTIONS. YOU CAN CHOOSE FROM THE EXAMPLES BELOW OR WRITE YOUR OWN.

Questions about the Agency/Organization

- a) How long have you been in operation?
- b) What is your agency's mission and focus?
- c) How many people, organizations, clients, or projects do you serve?
- d) Why do you think this need exists?
- e) How are you funded?
- f) How many people are on your staff (paid or volunteer)?
- g) Are there barriers to overcome to meet your goals?
- h) Do you need anything to accomplish your mission?
- i) Do you utilize volunteers?

Questions about the people involved in the issue addressed

- a) Who takes advantage of your services?
- b) Are you able to meet their needs?
- c) Do they have other needs that you don't/can't address?
- d) How can volunteers help?

Provide an opportunity for the person you are interviewing to add information they would like to provide.

A script is a roadmap that guides your interview. Make sure you have written a good map that will get you the information you need. Practice your script on someone you know to make sure you are comfortable with your questions and that they will get you to your destination.

Interview Questionnaire Record Sheet

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

Power Source Chart

Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies and identify who makes them, who enforces them, and how they can be changed, if necessary. Begin by identifying a law, rule, or policy and place that in the Rules column. Then find out who made the law or policy. A phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules, and policies.

Using this chart will help to focus activities on the proper source. For example, if the local school board sets the school dress code policy, then the local principal and teachers are responsible for enforcing it. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board members. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

RULE	RULE MAKER	WHY	ENFORCERS	CHANGE AGENTS
List the rule, law, regulation, or policy <i>Laws, Policies, Rules, Guidelines, Regulations</i>	Who is responsible for setting the rules or regulations. <i>Boards, Agencies, Legislators, Citizens, Federal Government</i>	Why did the rule get made? <i>Lobbyists, Special Interest Groups, Citizens</i>	Who is responsible for ensuring compliance <i>Police, Schools, Government Agencies, Organizations</i>	How are the rule makers influenced? <i>Elections, Advocacy, Boycott/Buycott Campaigns</i>

Reflection and Evaluation Worksheet

What? – So What? – Now What?

It is always important to reflect on your actions and accomplishments. In other words, it is important to Assess Your Impact. There are several components to this reflection and evaluation activity. You can use a simple reflection process known as “What?- So What? - Now What?” to guide you through the process.

WHAT?

What was accomplished? What did you actually do? Did you produce a product? Did you provide a service? How wide was the impact (e.g., meals served, clothes collected, money raised, brochures handed out, etc.)? It is important to measure what you have accomplished.

SO WHAT?

What difference did it make that you did your project? How did it measure up to your Forecasting the Outcome? Did you meet your expectations? What impact do you think it had on others? Why? Have you been changed by the process? How? What will you take away from this project?

NOW WHAT?

Where do you go from here? Have you made personal or lifestyle changes as a result of your research and your project? Did you design it in a way that others will continue it? Did you encourage others to take action? What action? Do you think they will? Why or why not?

Take some time to Reflect and Evaluate your experience and your project. Write down your answers to these reflection questions in the boxes below or on a separate sheet.

WHAT?

SO WHAT?

NOW WHAT?

Additional Service-Learning Web Based Resources

SERVICE-LEARNING RESOURCES AND LINKS

The follow resources are a collection of additional web sites and organizations supporting service-learning activities. Listed in alphabetical order, these websites represent a broad range of issue areas from "Aging" to "Animal Cruelty" to "Environment/Recycling" to "Hunger and Homelessness" to "Youth in Philanthropy." The following resources were compiled by Larry Fletch of Service-Learning Northwest / Educational Service District 112 in Vancouver, Washington and organized by Susie Richards – a Community Engagement Coordinator with the Rural Engagement and Partnership Project and a member of the OSPI - Service-Learning Washington Training Cadre. These resources first appeared as Resource Alerts provided through the Service-Learning Northwest listserv.

AGING/WORKING WITH SENIOR CITIZENS

<http://www.egyptianaaa.org/SrInfo-AgingQuiz.htm>

This site has an interesting quiz on myths about aging that would be an interesting addition to project/program working with the elderly. Some questions geared towards older students.

[http://epicenter.etr.org/site/
findPracSearch.taf?_function=detail&Layout_0_uid1=33272](http://epicenter.etr.org/site/findPracSearch.taf?_function=detail&Layout_0_uid1=33272)

If you are working with, or planning to work with, senior citizens you might be interested in utilizing this project as an activity to prepare your students. Epicenter now has 300 examples of effective practice, like this one, available on their web site.

ANIMAL CRUELTY

<http://www.hsus.org/15035>

Research is shedding light on the relationship between animal abuse and human violence, especially among teens. The Humane Society of the United States (HSUS) has just released a Public Service Announcement (PSA) focused on breaking the connection between animal cruelty and human violence. The PSA, which is done in music video format, can be viewed at the site. There is also a link to another informative eight minute video highlighting the HSUS First Strike program to prevent animal cruelty. Some of the examples are a little graphic and might not be appropriate for some young people. There are also references to the emotional healing that can come through caring for animals. This is not only a good source of information regarding animal cruelty (and possible consequences) but it also demonstrates how creativity and technology can be utilized for awareness-building for virtually any service-learning project.

BIAS/DIVERSITY/RACISM

http://www.tolerance.org/hidden_bias/

“Tolerance.org” is a web site of the Southern Poverty Law Center and has a wide range of project ideas, curriculum and programs to help stop hate/racism/bias in schools and in the world.

BICYCLE RECYCLING PROGRAM IDEAS

<http://www.CommunityCyclingCenter.org/>

I know that there are a number service-learning projects that target repairing and recycling bicycles for children who can't afford to purchase one, especially around the holidays. This site has some great programs and services that they are providing that can be modified to meet any number of service-learning situations.

BUILDING COMMUNITY SUPPORT

<http://www.cisnet.org/>

Here is a great resource that I just ran across. Here is the mission statement: Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. This has some great information for those of you who are looking for ways to strengthen the community ties, especially those who are creating a task force or community advisory board.

BUILDING DISTRICT SUPPORT/POLICY AND INSTITUTIONALIZATION

http://www.ecs.org/ecsmain.asp?page=/html/projectsPartners/nclc/nclc_main.htm

The National Center for Learning and Citizenship/Education Commission of the States has a wide range of resources/research on how to institutionalize and develop district and state policy that support civic engagement and service-learning.

CROSS AGE TUTORING

<http://www.nwrel.org/learns/tutor/win2002/win2002.html>

Excellent resource for all of you who are utilizing (or considering) cross age tutoring as part of your service-learning projects. It should greatly strengthen your students' effectiveness as well as the impact of the overall service-learning experience.

ENVIRONMENTAL EDUCATION PROJECTS:

http://www.nrdc.org/greensquad/intro/intro_2.asp

Interactive website geared at middle school age students with curriculum and projects for environmental action in a school setting – great introduction for students/teachers interested in environmental issues— but wanting to start on a school-based program.

<http://www.communityenvironmentalcouncil.org/artfromscrap/>

If you need any ideas or resources for environmental service-learning projects, this site can be of help. They have a large number of programs that can be used or adapted as well as some innovative ideas (like Art from Scrap stores).

<http://www.tidepool.org/>

Here is a great informational site for environmental news that will be very useful for the investigative step of an environmental issue related service-learning project.

<http://www.nwf.org/action/>

National Wildlife Federation site with a wide range of resources and program ideas.

<http://cgee.hamline.edu/watershed/Resources/index.htm>

Here is great watershed resource. It includes a number of ideas and also some planning ideas.

http://www.familysearch.org/Eng/Home/banner_home.asp?navCurrent=1

Planning a history-related service-learning project? Here is a Family Search site that can help. As a disclaimer, it is a church-based site from the Church of Jesus Christ of the Latter Day Saints - longtime leaders in genealogical research.

GENERAL SERVICE-LEARNING PLANNING SITES

<http://www.servicelearningnw.org/resources.html>

The Service-Learning Northwest Resource Center serves the State of Washington, the Pacific Northwest region, and beyond. The Center provides resources, training, and technical assistance to educators, students, and community-based organizations throughout the service-learning community. Technical support and assistance is expressly provided to help educators connect service activities to classroom curriculum, and especially to target the various Essential Academic Learning Requirements and State Academic Standards. Excellent service-learning curriculum (including the six-step planning model) and tools are available on this site.

<http://www.servicelearning.org/article/archive/46/>

This is a most comprehensive national service-learning web site. Bookmark this one! It will direct you to a wide range of links and resources. This site is also where to sign up for the National Service-Learning ListServe, an invaluable resource for those interested in learning more about and implementing high quality service-learning.

<http://www.goodcharacter.com/SERVICE/primer-10.html>

There are outstanding service-learning examples in this web site. They include project examples for students of all levels, from K -12. Most of the examples do an excellent job of highlighting specifically the community need, the curriculum connections, additional learning objectives, and reflection activities.

<http://www.ysa.org/planit/>

Project Plan it is an interactive planning tool developed by Youth Service America (YSA) to help young people plan and implement service-learning projects. It asks a series of questions and guides young people through a planning process that includes Project Plan -funding proposal - Press Release - Service-learning reflection plan - and other helpful resources. It could be easily adapted to the classroom setting and would fit very well in after school service clubsettings.

<http://www.fiu.edu/%7Etime4chg/Library/ideas.html>

Here are 101 ideas for combining service and learning. Although these are primarily geared for higher education. There are many ideas and most can be easily adapted to lower grade levels.

<http://www.commoncents.org/>

Common Cents® New York was founded in 1991 to create opportunities for young people to develop and express their need to contribute to their communities. They work with teachers at all grade levels to create real-world, student-centered projects that contribute to the well-being of others, promote learning and growth, and enhance the status of youth in society. They have some good ideas on how students can impact their communities.

<http://www.pitt.edu/~psla>

The Pennsylvania Service-Learning Alliance web site – with links to a large number of other service-learning based sites.

<http://www.ysa.org/nysd/>

Millions of youth participate in National Youth Service Day, the largest service event in the world, usually held the second week in April. National Youth Service Day supports youth on a life-long path of service and civic engagement, and educates the public, the media and elected officials about the role of youth as community leaders. The web site provides everything needed to engage in a National Youth Service Day Project.

<http://servicelearning.wsu.edu>

Service-Learning Washington/WSU service-learning site with state based program, project ideas, rubrics and resources.

GENERAL EDUCATIONAL SITE FOR YOUNGER STUDENTS FOR RESEARCH ON POTENTIAL PROJECTS

<http://www.EnchantedLearning.com/Home.html>

Here is an educational web site that, though it is geared toward lower grades, has some wonderful and easily accessible information on a wide variety of academic areas and topics. It could be helpful as a first stop for investigation for students gathering information about a possible service area.

GEOGRAPHY/MAP MAKING PROJECTS

<http://nationalatlas.gov/>

Here is a remarkable research tool. It is a map making tool that layers the specific information that you (or a student) specify, from agriculture and livestock, to biology and environment, to geology, to demographics, water, natural resources and more. Great information and fun, as well.

LOCAL HISTORY PROJECTS

<http://www.ed.gov/free/new.html>

Here is an update with some great free resources available through the U.S. Department of Education. One resource in particular, *Working on the Past in Local Historic Districts* could be very useful for service-learning projects related to preserving local history. Another one, *Campfire Stories with George Catlin: An Encounter of Two Cultures* takes student on a virtual journey with the famed artist and ethnologist to meet Native Americans of the 1830s. Catlin visited more than 140 tribes during 1830s. His 325 portraits, 200 scenes of American Indian life, and writings depict Indian cultures prior to U.S. expansion into tribal territories.

HOMELESSNESS PROGRAMS

<http://www.realchangenews.org/education/index.htm>

Check out this site for some good resource material, including curriculum, on homelessness. It is part of the Real Change web site.

http://www.childrensdefense.org/pdf/houscrisis_OCT02.pdf

This is a link to the Children's Defense Fund and has a wide range of articles on the crisis developing around affordable housing and the impact on homelessness. This would be a great resource for any service-learning project that is looking at homelessness and especially the new wave of families who are now homeless. Good research information and excellent documentation and works cited. It is 11 pages and in a PDF format for easy downloading.

HUNGER ISSUES

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0202.html>

Here is a three lesson plan on hunger and nutrition for grades 5-12 that includes a service-learning component. It provides an opportunity to extend beyond traditional food drives, through greater awareness of hunger issues. It has some great ideas and activities to make students aware of hunger problems within their own communities and to encourage the implementation of a service-oriented programs.

<http://www.wfp.org/appeals/africahungeralert/index.html>

There are over 38 million men, women and children in desperate need of food in Africa alone as a result of drought, war and HIV/AIDS. This site, The Africa Hunger

Alert is part of the United Nations World Food Program web site. There are great resources to learn about, and how to help, with hunger world wide.

<http://www.hungercenter.org/hunger/hunger.htm>

The Congressional Hunger Center is a private, bi-partisan, non profit organization committed to combating hunger (and poverty) nationally and globally. There are some excellent resources for these and other social issues available through these links. Links connect to organizations, statistics and opportunities to serve (AmeriCorps heads the opportunities list).

<http://www.thefoodproject.org>

In keeping with the theme of expanding the possibilities available through service-learning food and hunger projects, here is web site that has developed a sustained program which brings together thousands of youth and adults to grow organic vegetables that are donated to homeless shelters and sold at urban farmers' markets and to families in suburban Boston.

IDENTIFYING HEALTH/SOCIAL ISSUES THROUGH RESEARCH

<http://www.span-online.org/index.html>

Here is a research site for service-learning activities exploring a variety of health and social issues. In addition some excellent publications, there are some great connections on their "Links" page. The material is probably best suited for high school and above, and is a great resource for teachers. The site description reads: The Social Policy Action Network (SPAN) develops effective social policy by transforming the findings research and the insights of front-line practitioners into concrete action agendas for policymakers.

INTERNATIONAL/GLOBAL ISSUES

<http://www.unfoundation.org/>

The United Nations Foundation web site offers resources and programs specifically related to Children's Health, Environment, Peace, Security and Human Rights, and Women and Population. This is a great site for service-learning research and exploration of issues on an international level. Remember, discussions can begin on an international scale and be drawn down to the local levels. Or, local issues can be placed in an international framework to help young people connect to the larger picture.

<http://www.takingitglobal.org/home.html?width=800>

Here is site that will likely stretch young people's understanding of what they can accomplish, both locally and globally. Seeing what other young people are involved in can be both inspiring and empowering (the site itself is youth driven). It is offered as a place "where people are exposed to new thinking, a diversity of voices, and new opportunities.' Here is the opening description of the site.

What inspires you? TIG Recognizes and showcases the power of ideas, creations and inspirational stories. Are you informed? TIG is the bridge to events, organizations, and scholarships throughout the world. How are you involved? Through discussions, workshops, updates, and real-world projects, our voices will be heard. TakingITGlobal (TIG) is about encouraging young people to believe in themselves and their ability to make a difference in the world... Probably best suited for high school/college age youth but certainly could be a great resource for more mature middle schoolers with a good facilitator.

<http://www.facingthefuture.org>

Facing the Future: People and the Planet is a non-profit organization (based in Seattle!) providing students, teachers and the public with dynamic and successful global issues education and action opportunities to shape our future. Outstanding site with curriculum materials and opportunities for on site workshops and staff trainings.

<http://www.peacecorps.gov/www/correspond/index.html>

The Peace Corps conducts a correspondence Match Program to connect your students with Peace Corps volunteers around the world. Many service-learning possibilities are presented here.

INTERNET SAFETY PROJECTS

<http://www.NetSmartz.org/>

Here is a site about web safety (sponsored by The National Center for Missing & Exploited Children that could be used by middle school students tutoring younger children (or adults) regarding safety on the Internet). Though the games are pretty basic, they do reinforce safe practice. A teen oriented link is under construction.

PEER TUTORING/PEER READING BUDDY PROGRAMS

<http://www.nea.org/readacross/volunteer/youthleaders.html>

A great site on the National Education Association (NEA) "read across America" project that provides ideas and resources for literacy/reading service-learning based programs.

RECYCLING PROJECT IDEAS

<http://www.eia.doe.gov/kids/recycling/index.html>

Here is a great resource with many additional links for recycling/solid waste/energy service activities.

http://www.imakenews.com/psla/e_article000113894.cfm

In addition to this link providing some great school-based recycling ideas, it is also the newsletter of the Pennsylvania Service-Learning Alliance. It is an outstanding online publication that is published quarterly. It provides outstanding program

ideas as well as access to current issues, research and topics. The link above provides a spot to subscribe to their online newsletter.

<http://www.fundingfactory.com/ETCEP/programs.asp>

Here is a great opportunity to combine service-learning recycling projects with fundraising efforts. One of the fundraising programs involves cell phones which are becoming a major environmental concern. Funds generated can be directed to support any number of programs and

RESEARCH

<http://www.childtrends.org/>

Child Trends offers a series of research brief summaries that highlight what works (and doesn't work) regarding teen development with research summaries focusing on civic engagement, positive mental and emotional health, relationships and education (and more). In addition to strengthening our own knowledge, this information could provide an interesting context for a discussion directly with young people. For example, they could read the research findings (or hear them read) and discuss whether or not the young people agree that these findings are true for them or whether they are not the case. If yes, what are the implications? If not, why not? I would also include, probably even before the open discussion, a private and reflective writing assignment to help to draw out more honest feelings that might not find their way into a group discussion.

<http://www.childtrendsdatbank.org/>

Here is a remarkable site that has compiled a tremendous amount of research data on child and youth development, trends and well-being. Pursue the links to find some good research information. Most of the information is in a very readable and useful format.

SAFETY/BULLYING/VIOLENCE

<http://www.safeyouth.org/home.htm>

Given the current climate, young people might be interested in helping others (and themselves) be prepared in the event they face a crisis - regardless of whether the crisis is global, national, local or personal - through service-learning activities that help individuals and communities feel empowered by being prepared. There are specific links to resources for Teens, Parents and Health Care Professionals.

<http://www.pdkintl.org/ssres/safehome.htm>

Here are some great teacher resources from Safe Schools that would be excellent for service-learning projects that are focusing on violence, bullying and/or safe classrooms and schools.

<http://www.safeyouth.org/home.htm>

If your classes are interested in service-learning projects that target violence, the National Youth Violence Prevention Resource Center web site has some great info.

SENIOR CULMINATING PROJECT IDEA SITE

<http://nationalserviceresources.org>

The **National Service Resource Center's Effective Practices Collection** has reached 575 effective practices! Effective practices come from all streams of national service (AmeriCorps, Senior Corps and Learn and Serve America) and service partners (such as volunteer centers and nonprofit organizations), addressing all service emphasis areas (education, environment, human needs and public safety), as well as program and volunteer management. Recent practices include:

Supporting children of prisoners and their caregivers

http://snipurl.com/NSRC_33556

Holding an eyeglass drive for the medically underserved in developing nations

http://snipurl.com/NSRC_33555

Identifying community needs with an informal opinion poll

http://snipurl.com/NSRC_33554

Protecting police dogs and the communities in which they serve

http://snipurl.com/NSRC_33557

Operating a multi-lingual Foster Grandparent/Senior Companion program

http://snipurl.com/NSRC_33558

SOCIAL JUSTICE

<http://www.oxfamamerica.org/advocacy/art3684.html>

This resource could provide an excellent transition from a study of historic slavery to modern variations. This could lead to an examination of American freedoms and how freedoms are lost or forfeited (as with the loss of civil liberties in an attempt to provide public security). United States history and social studies classes, as well as those dealing with social justice issues, could use this as a springboard for a variety of service-learning activities.

SERVICE-LEARNING PROGRAM PLANNING FOR STUDENTS WITH LEARNING DISABILITIES

<http://www.serviceandinclusion.org/>

Here is a tremendous resource for those who work with, or who are wanting to work with, students and individuals with disabilities, not so much as recipients but as participants. If you follow the *Services and Inclusion* link toward the bottom of the page, you can find a link called "Links and Resources" that has some excellent information for including individuals with disabilities.

SCHOOL AND COMMUNITY PARTNERSHIPS/COLLABORATION

<http://www.ncrel.org/cscd/pubs/lead21/2-1m.htm>

This is a great resource on the “hows” and “whys” of creating school and community partnerships.

SUBSTANCE ABUSE PREVENTION

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

This is a comprehensive sites with links for parents, teens, educators, lists of drugs commonly abused, and other relevant information.

TEEN PREGNANCY PREVENTION

<http://www.etr.org/recapp/new.htm>

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP), has a number of resources for service-learning programs targeting teen pregnancy, including theories and approaches, peer education resources and sample documents. There is also an email list available for updates.

<http://www.ldonline.org/>

Here is a Learning Disabilities support site that provides resources, information and strategies for educators, parents, professionals and others who work with young people with LD. There is also a useful section on ADD and ADHD with links to more in-depth information. Some of this information could be especially useful for behavior management/disruption strategies.

TOBACCO PREVENTION

<http://www.texaslung.org/programs/tobaccocontrol/tatu.htm#impact>

Against Tobacco Use (TATU) program enlists teens as “peer educators” to educate younger children, ages 9-12, about the tobacco use issues they face growing up. The teens use these issues as a benchmark for helping younger children remain tobacco-free. If you are interested in engaging in a peer-based tobacco prevention project, this one is outstanding. Be sure and contact your county “tobacco prevention office” located in county health departments. Washington state received funding from settlements with the tobacco industry, and each county in the state has funding/educational resources for tobacco prevention in schools.

Big Brother/Big Sister Tobacco Prevention Peer Mentoring Project
srichards@sw.wednet.edu

Susie Richards and her 8th grade Youth in Philanthropy students have created a video/curriculum resource developed as a resource to other schools/educators interested in replicating their “Big Brother/Big Sister Tobacco Prevention Mentoring Project.” In this project, 8th grade YIP students (identified as high risk) met once a week throughout the school year with their “littles” – 5th grade students who would be making the transition to the middle school next year. These students spent time engaging in tobacco prevention activities (such as TATU). At the end of the

year, they designed and implemented a tobacco prevention workshop that the 8th and 5th graders presented to over 200 intermediate school students. Contact SusieRichards (srichards@sw.wednet.edu) to receive a free copy of the video.

VOTING/ELECTION/CIVIC ENGAGEMENT PROGRAMS

<http://action.citizen.org/pc/issues/votes/>

For those taking advantage of election time to increase young people's awareness of civic engagement, here is a resource that has tracked Congressional votes on several key issues. By entering a zip code, young people can also see how their representatives voted on various issues. There is also a great resource page with instructions on the proper form for a letter to your legislator in Washington DC which could be a great English writing exercise and/or social studies lesson. Teaching young people that they have a voice, even with politicians, is an important lesson.

<http://www.kidsandpolitics.org/>

Connect for Kids has a link to a page devoted to Kids and Politics. This could be a great resource to help young people understand that the voting process does, in fact, have impact for them. There is also a strategy for how kids can help get out the vote. The initiatives themselves can generate a new awareness regarding issues for children, which can, in turn, help to focus young people's attention on specific issues of interest which can become a catalyst for service-learning activities. It is also a great tool to track how these votes turn out and what needs will remain unmet.

<http://www.youthvote.org/>

Here is a youth-oriented voter website that has some great information, including the results of the effectiveness of canvassing projects in five cities.

<http://www.freedomanswer.net/home.shtml>

Here is a new citizenship focused program for young people called Youth Voter Corps that is designed to encourage everyone to stand up and be counted, that is to vote, as a declaration that freedom is strong in America. There is broad support for the program throughout schools across the country.

<http://www.indiana.edu/~ythvoice/>

This excellent site is a "one stop shopping" site for service-learning/civic engagement developed for young people.

<http://thomas.loc.gov>

This web site, a service of the Library of Congress, is a great link for civic study and engagement. It includes links to all House and Senate members and tracks current legislation, as well as provides links to a number of other resources, including historical documents. This is a great resource for youth voice and activism.

YOUTH IN PHILANTHROPY

<http://www.learningtogive.org>

Learning to Give offers a set of teacher-tested curriculum units designed to encourage young people to take positive action in their own lives, become involved in community initiatives, embrace ownership of their democratic society and aspire to do good. Grounded in academics and linked to real-life situations, the program's lessons are created with the help of teachers and are field-tested in classrooms across the nation.

<http://www.whatkidscando.org/Search/SearchDisplay.asp?SearchCase=DoAnyOr>

This edition of *What Kids Can Do* has an interesting article on youth philanthropy, a concept that is being increasingly utilized. It is one of the most powerful avenues for genuine youth voice and empowerment. (Susie Richards teaches a Youth in Philanthropy Program at Langley Middle School, and would be more than happy to share additional resources and information. Contact her at srichards@sw.wednet.edu).

YOUTH VOICE/YOUTH ADVOCACY AND ACTIVISM

<http://freechild.org/library.htm>

"Freechild" is a project coordinated by local youth advocate Adam Fletcher. It includes reflection activities, great team builders and an excellent article on *50 Things That Adults Can Do WITH, Not For, Students in Schools* (and much more including an article by Adam Fletcher entitled "Why Play a Game When There Is Work To Do?") If you are looking for resources for youth development and empowerment, or are wanting to strengthen Youth Voice, visit the Freechild Library.

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

Here is web site that supports Youth Voice. There are a number of resources available, including an intergenerational advocacy tool kit. This could be great site for students to visit for ideas, direction and encouragement.