

# *SOCIAL JUSTICE*

*Culminating Project Tools for Students*

## High Impact Project

a publication of SERVICE LEARNING NORTHWEST



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# HIGH IMPACT PROJECT Manual

## SOCIAL JUSTICE 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

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## 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.

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**NOTES**

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# SECTION 1

## Social Justice Issues

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# THE FOUNDATION OF SOCIAL JUSTICE

We hold these truths to be self-evident,  
that all men are created equal,  
that they are endowed by their Creator  
with certain unalienable Rights,  
that among these are  
Life,  
Liberty  
and the pursuit of Happiness.

(from the Declaration of Independence)

## **A Promise and a Mandate for Social Justice**

“We hold these truths to be self-evident” are the opening words to one of the most powerful and radical paragraphs ever written. It holds a promise and, although it is often overlooked, it contains a mandate. These words are from the Declaration of Independence, our nation’s founding document. It sets the framework and establishes the fundamental values for the new country. Because, on the simplest level, social justice is about the presence or absence of these values. It is worth taking a moment to review these words and what they mean.

### ***We hold these truths to be self evident...***

The writers not only stated that the words that would follow are the truth, they should also be obvious or self-evident to any rational person hearing them.

### ***That all men are created equal...***

History is clear that at the time these words were written, this equality did not actually extend to “all” men in the new country (for example, slaves or Native Americans). Neither did this concept extend to women. However, in the historical context, the notion that the common man had the same rights as the wealthy and privileged class was remarkably radical. This statement set the stage for following generations to revisit this idea and to expand

their understanding and the scope of this notion of equality. Sometimes, from our current perspective, we lose sight of the fact that in the 1700s, equality on such a scale was a radical and dangerous notion, especially to the established English and European social orders.

***That they are endowed by their Creator...***

These rights originate from a higher Power and are not subject to the whims of any individual, group, government, or king.

***With certain unalienable rights...***

These rights cannot be removed or taken away, except under certain extreme circumstances.

***That among these are Life...***

This means that everyone has a right to the basic needs for sustaining life. This includes the right to be safe, physically and emotionally, and also to earn a living.

***Liberty...***

This is the freedom and the ability to choose what to think, what to believe, what to say, where to live, and what to do with your life.

***And the pursuit of Happiness.***

That all people have the right to pursue those things that bring them personal peace and joy.

Our country was founded on these truths. They are promises made by the embryonic United States to its people. Every generation has a right to expect that these rights will be protected. But, every generation also has a responsibility to ensure that these rights are not only protected, but also realized by the "all" who are now presumed "equal." Moreover, whenever these rights to life, to liberty, and to happiness are threatened or denied, our Declaration of Independence serves as a mandate to action for every person who calls this country "home." This, in a nutshell, is social justice: ensuring that the rights guaranteed to every person in our historical documents are protected and realized by "all," because, as the Founding Fathers so eloquently expressed, in this country "all" are to be equal in their right to life, to liberty, and to the pursuit of happiness.

Many of you might be saying (or screaming) "There is no way that 'all' are equal" in this country." And you would be right. There are many, many people in our country and in our world who are not treated as equals and who do not have access to even the basics of life, much less liberty and happiness. That is why social justice is so important. Social justice works to make the words of the Declaration

of Independence more of a reality in individuals' lives and in all types of communities throughout this country. To deny to others these basic rights is to disrespect the vision of our Founding Fathers. To ignore injustice is to ignore the very principles of our country.

Social justice is at the heart of our democracy. It can be expressed through our freedom of speech, our freedom to demonstrate, our freedom to protest, and especially our freedom to act. Or, it can be expressed through the combined power of our votes. Regardless of how it is expressed, social justice is one of the most fundamental mandates we have in our country. Without it, we cease to be Americans, at least as the Founding Fathers envisioned this new social experiment that was so presumptuous as to declare that "all men are created equal" and that all are "endowed with certain unalienable rights" which include not only the basics of "Life" and the fundamentals of "Liberty," but extends even to the guarantee of the "pursuit of Happiness."

# 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

Although **social justice** has been defined in a variety of ways, the essence is that ***a socially just society is one in which all individuals have their basic needs met, are physically and psychologically safe and secure, are able to develop their full capacities, and are capable of interacting democratically with others.*** Social justice is a core value in our democratic society. However, it needs to move beyond the “theoretical” stage and be translated into practice.

“All” individuals means “all”— the poor and the rich, women and men, children and youth, the elderly and citizens with disabilities. That is why the topics in this manual relate to such issues as hunger, homelessness, poverty, child abuse and neglect, child obesity, youth violence, and peace.

In order to “gear up and get started,” it is important to have some background information, including some important dates and names of key figures, past and present. These are the journalist’s questions relating to what has happened, when, and where.

## Historical Overview

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## NOTES

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Because of the broad nature of social justice topics, there can be no simple summary of the history of this issue. Instead, there are many histories of the various aspects of social justice. Each has its own history and, literally, books have been written on all of them. Therefore, we have chosen to briefly focus on one of the areas with which this manual deals, namely, hunger which, it often is said, is the child of poverty

Until the 1930s, the well-being of the hungry and the poor was not the concern of the federal government. Such matters were left to local communities, mainly through the creation of "poor laws," local charities, and widespread use of orphanages. Organizations like the Salvation Army were formed and began to meet the needs of the poor. For a brief history of the Salvation Army see [http://www.tfn.net/Salv\\_Army/History.html](http://www.tfn.net/Salv_Army/History.html)

The Salvation Army offers shelter and meals for the homeless, Group homes for handicapped persons, Spouse abuse shelters, Drop-in centers for run-aways, Job training for the unemployed, Camps for disadvantaged children and seniors, Treatment centers for substance abusers. During a disaster, The Army is one of the first on the scene offering food, water, clothing, counseling, and furniture to disaster victims.

While there were always poor and hungry people in our country, the conditions of the poor, particularly widespread hunger, became a national concern in the 1930s when the Great Depression left one family in four unemployed. When Franklin Roosevelt became President in 1933, he ushered in the New Deal, federal programs designed to ensure that no family starved or died due to bad economic circumstances. A major way that the New Deal dealt with hunger was through the purchase and distribution of surplus agricultural products, which were given to needy families. The President also created the Civilian Conservation Corps to provide jobs to hundreds of thousands of unemployed young men. Some were skilled but most were unskilled workers. As a result of their work, new roads were built, telephone lines were strung, and millions of trees were planted. For more information about the Civilian Conservation Corps go to: <http://members.aol.com/famjustin/ccchis.html>

### The Civilian Conservation Corps

The journalist, James D. Horan, wrote about the Corps in his book, *Desperate Years* (1962):

*The Civilian Conservation Corps became the most popular of all the New Deal agencies. Jobless youths working in the outdoors, teenagers building roads in the unpenetrated sections of the Far West - the prospect caught the public imagination. It also impressed business men. They later showed a preference for hiring a man who had been in the CCC, and the reasoning was simple: employers felt that anyone who had been in the CCC would know what a full day's work meant and how to carry out orders in a disciplined way.*

During the war years of the 1940s, since the nation was preoccupied with external threats, not a great deal of attention was paid to living conditions. As a result of the war effort, all items were in short supply. Basic staples like sugar, flour, and coffee were rationed or in such short supply that they were not readily available to most people. Following the war, in the 1950s, the country experienced a new wave of prosperity. At the same time the country was primarily focused on a number of international problems but not particularly on social problems like hunger and poverty. Combating communism and the Cold War were the dominant interests.

In the 1960s, attention turned back to domestic living conditions. The civil rights movement, the anti-war/peace movement, farm workers rights, and other social action movements, driven in large part by the youth of the sixties, brought many social justice issues to the public's attention. In 1967, the nation learned from a group of prominent physicians about the alarming levels of hunger. In 1968, the Citizens' Board of Inquiry into Hunger and Malnutrition issued a report, *Hunger USA*, which revealed that millions of citizens suffered from hunger and even extreme malnutrition. A number of social justice initiatives, including the War on Poverty, launched by the Johnson Administration, were designed to help economically disadvantaged Americans. Some of the programs created included the Food Stamp program, which provided low-income people with coupons to purchase groceries, and the School Breakfast program as a companion to the school lunch program (that began in the late 1940s as a way to upgrade the health of young men entering the military.)

In spite of these efforts, in the early 1980s, the media began to write about the reappearance of "soup kitchens" set up to feed the growing number of hungry people. The term "safety net" was used to designate efforts to ensure that people, literally, would not fall through the cracks in society. Although the nation's economy was doing very well in the 1990s, the number of people seeking emergency food assistance climbed annually, overburdening local charities and

food banks. The nation faced an unprecedented paradox: hunger amidst prosperity. The gap between the haves and the have-nots seemed to be widening. “All” were not equal and “all” were not experiencing equal access to “life, liberty, and the pursuit of happiness.”

We do not mean to give the impression that these problems started in the 1930s. They have been evident – if one were to look closely— for a long time. However, the migration of families in the 1930s and 1940s from the small family farm to the big cities placed more people, especially women and children, at risk.

Let’s turn the clock back briefly to a woman who did look closely. She was born in 1860, just about the time of the American Civil War, and lived to 1935. Her name was **Jane Addams**. Even though she worked in many areas (including laws governing working conditions for women and children), she is primarily remembered as the founder of the Settlement House Movement. Her creation, Hull House, in the slums of Chicago, offered medical care, childcare, legal aid, and vocational classes. Her efforts were directed to making the nation aware of the root causes of poverty. She truly lived her life focusing on the three A’s: **awareness, advocacy, and action**. She also was the first American woman to receive the Nobel Peace Prize. If there were an award for Social Justice, surely she would have been a deserving recipient. To learn more about Jane Addams see [womenshistory.about.com/library/bio/blbio\\_addams.htm](http://womenshistory.about.com/library/bio/blbio_addams.htm)

## Timeline

As we have indicated, there are many aspects of social justice. In the section above we provided a brief overview of the history of two of the more familiar social justice issues: hunger and poverty. In this section we will look at another (less familiar) aspect of social justice by providing a chronology of efforts to meet the needs of persons with disabilities by examining the Disability Rights Movement from 1817 to the passage of the Americans with Disabilities Act in 1990. When we think of social justice, many people do not immediately think of the rights of people with disabilities. And if they do, it is generally related to mobility issues. This timeline provides a good look at how social justice movements often develop and mature, highlighting the role of individuals, organizations, and government.

**1817:** The American School for the Deaf is founded in Hartford, Connecticut. This is the first school for disabled children in the Western Hemisphere.

**1832:** The Perkins School for the Blind in Boston admits its first two students, the sisters Sophia and Abbey Carter.

**1841:** Dorothea Dix begins her work on behalf of people with disabilities incarcerated in jails and poorhouses.

**1841:** The American Annals of the Deaf begins publication at the American School for the Deaf in Hartford, Connecticut.

**1848:** The first residential institution for people with mental retardation is founded by Samuel Gridley Howe at the Perkins Institution in Boston. During the next century, hundreds of thousands of developmentally disabled children and adults will be institutionalized, many for their entire lives.

**1854:** The New England Gallaudet Association of the Deaf is founded in Montpelier, Vermont.

**1860:** Simon Pollak demonstrates the use of braille at the Missouri School for the Blind. The Gallaudet Guide and Deaf Mutes' Companion becomes the first publication in the United States aimed at a disabled readership.

**1861:** Helen Adams Keller is born in Tuscumbia, Alabama.

**1862:** The Veterans Reserve Corps is formed by the U.S. Army. After the war, many members join the Freedman's Bureau to work with recently emancipated slaves.

**1864:** The enabling act, giving the Columbia Institution for the Deaf and Dumb and Blind the authority to confer college degrees, is signed by President Lincoln, making it the first college in the world established for people with disabilities. A year later, the institution's blind students are transferred to the Maryland Institution, leaving the Columbia Institution with a student body made up entirely of deaf students. The institution would eventually be renamed Gallaudet College and then Gallaudet University.

**1869:** The first wheelchair patient is registered with the U.S. Patent Office.

**1878:** Joel W. Smith presents his Modified Braille to the American Association of Instructors of the Blind. The association rejects his system, continuing to endorse instead New York Point, which blind readers complain is more difficult to read and write. What follows is a "War of the Dots" in which blind advocates for the most part prefer Modified Braille, while sighted teachers, who control funds for transcribing, prefer New York Point.

**1880:** The International Congress of Educators of the Deaf, at a conference in Italy, calls for the suppression of sign languages and the firing of all deaf teachers at schools for the deaf. This triumph of oralism is seen by deaf advocates as a direct attack on their culture.

**1887:** Anne Sullivan meets Helen Keller for the first time in Tuscumbia, Alabama.

**1890s–1920:** Progressive activists push for the creation of state Worker’s Compensation programs. By 1913, some 21 states have established some form of Worker’s Compensation; the figure rises to 43 by 1919.

**1901:** The National Fraternal Society of the Deaf is founded by alumni at the Michigan School for the Deaf in Flint. It becomes the world’s only fraternal life insurance company managed by deaf people. Through the first half of the century, it advocates for the rights of deaf people to purchase insurance and to obtain driver’s licenses.

**1902:** Helen Keller, the first deaf-blind person to matriculate at college, publishes her autobiography, *The Story of My Life*, in *Ladies’ Home Journal* in a serial form and as a book in 1903.

**1907:** The first issue of the *Matilda Ziegler Magazine for the Blind* is published.

**1908:** Clifford Beers publishes *A Mind That Found Itself*, an expose of conditions inside state and private mental institutions.

**1909:** The first folding wheelchairs are introduced for people with mobility disabilities.

**1911:** Congress passes a joint resolution authorizing the appointment of a federal commission to investigate the subject of worker’s compensation and the liability of employers for financial compensation to disabled workers.

**1912:** Henry Goddard publishes *The Kadikak Family*, purporting to link disability with immorality and alleging that both are tied to genetics. It advances the agenda of the eugenics movements, which in pamphlets such as *The Threat of the Feeble Minded* creates a climate of hysteria allowing for massive human rights abuses of people with disabilities, including institutionalization and forced sterilization.

**1918:** The Smith-Sear Veterans Vocational Rehabilitation Act establishes a federal vocational rehabilitation for disabled soldiers.

**1920:** The Fess-Smith Civilian Vocational Rehabilitation Act is passed, creating a vocational rehabilitation program for disabled civilians.

**1921:** The American Foundation for the Blind is founded. Helen Keller becomes its principal fundraiser.

**1927:** Franklin Roosevelt co-founds the Warms Springs Foundation at Warms Springs, Georgia. The facility for polio survivors becomes a model rehabilitation and peer-counseling program.

**1929:** Seeing Eye establishes the first dog guide school for blind people in the United States.

**1932:** Disabled American Veterans is chartered by Congress to represent disabled veterans in their dealings with the federal government.

**1933:** Franklin Roosevelt, the first seriously physically disabled person to be elected as a head of government, is sworn into office as president. He continues his "splendid deception," choosing to minimize his disability in response to the "ableism" of the electorate.

**1935:** The League of the Physically Handicapped is formed in New York to protest discrimination against people with disabilities by federal relief programs. The group organizes sit-ins, picket lines, and demonstrations, and it travels to Washington to meet with officials of the Roosevelt administration.

**1937:** Everest and Jennings patent a design for a folding wheelchair with an X-frame that can be packed into a car trunk. Their company eventually becomes the largest manufacturer of wheelchair in the United States.

**1938:** Passage of the Fair Labor Standards Act leads to an increase in the number of sheltered workshop program for blind workers. Although intended to provide training and job opportunities for blind and visually disabled workers, it often leads to exploitation of workers at sub-minimum wages in poor conditions.

**1940:** The American Federation of the Physically Handicapped is founded by Paul Strachan as the nation's first cross-disability, national political organization. It pushes for an end to job discrimination and lobbies for passage of legislation calling for a National Employ the Physically Handicapped Week.

**1942:** Henry Viscardi begins his work as a Red Cross volunteer, training disabled soldiers to use their prosthetic limbs. His work at Walter Reed Army Medical Center draws the attention of Eleanor Roosevelt, who protested when Viscardi's program is terminated by the Red Cross and the military.

**1943:** Congress passes the Vocational Rehabilitation Amendments, adding physical rehabilitation to the goals of federally funded vocational rehabilitation programs and providing funding for certain health care services.

**1944:** Howard Rusk is assigned to the U.S. Army Air Force Convalescent Center in Pawling, New York, where he begins a rehab program for disabled airmen. First dubbed "Rusk's folly" by the medical establishment, rehab medicine becomes a new medical specialty.

**1945:** President Truman signs Public Law 176, a joint congressional resolution calling for the creation of an annual National Employ the Handicapped Week.

**1946:** The Cerebral Palsy Society of New York City is established by parents of children with cerebral palsy. This is the first chapter of what will become the United Cerebral Palsy Associations, Inc.

**1947:** The first meeting of the President's Committee on National Employ the Physically Handicapped Week is held in Washington. Its publicity campaigns emphasize the competence of people with disabilities and use billboards, radio, and TV ads to convince the public that its "good business to hire the handicapped."

**1948:** The disabled students' program at the University of Illinois at Galesburg is established. The program moves to Urbana-Champaign, where it becomes a prototype for disabled student programs and then independent living centers.

**1949:** The National Foundation for Cerebral Palsy is chartered by representatives of various groups of parents of children with cerebral palsy. Renamed the United Cerebral Palsy Associations, Inc., in 1950, it becomes, together with the Association for Retarded Children, a major force in the parents' movement of the 1950s and thereafter.

**1950:** The Association for Retarded Children of the U.S. (later renamed the Association for Retarded Citizens and then The Arc) is founded by representatives of various state associations of parents of mentally retarded children.

**1951:** Howard Rusk opens the Institute of Rehabilitation Medicine at New York University Medical Center. Staff at the Institute, including people with disabilities, begin work on such innovations as electric typewriters, mouth sticks, and improved prosthetics as adaptive aids for people with severe disabilities.

**1952:** The President's Committee on National Employ the Physically Handicapped Week becomes the President's Committee on Employment of the Physically Handicapped, a permanent organization reporting to the President and Congress.

**1954:** The Supreme Court (Brown v. Board of Education of Topeka) rules that separate schools for black and white children are inherently unequal and unconstitutional. This decision becomes a catalyst for the African-American civil rights movement, which becomes a major inspiration to the disability rights movement.

**1957:** Little People of America is founded in Reno, Nevada, to advocate on behalf of dwarfs or little people.

**1960:** Congress passes the Social Security Amendments of 1960, eliminating the restriction that disabled workers receiving Social Security Disability Insurance benefits be age 50 or older.

**1961:** President Kennedy appoints a special President's Panel on Mental Retardation to investigate the status of people with mental retardation and develop programs and reforms for its improvement.

**1963:** Congress passes the Mental Retardation Facilities and Community Health Centers Construction Act, authorizing federal grants for the construction of public and private nonprofit community mental health centers.

**1964:** Robert H. Weitbrecht invents the "acoustic coupler," forerunner of the telephone modem, enabling teletypewriter messages to be sent via telephone lines. It makes possible the widespread use of teletypewriters for the deaf (TDDs now called TTYs), offering deaf and hard-of-hearing people access to the telephone system.

**1965:** The Autism Society of America is founded by parents of children with autism in response to the lack of services, discrimination against children with autism, and the prevailing view that autism is a result of poor parenting rather than neurological disability.

**1966:** *Christmas in Purgatory*, by Burton Blatt and Fred Kaplan, is published, documenting the appalling conditions at state institutions for people with developmental disabilities.

**1967:** The National Theatre of the Deaf is founded with a grant from the federal Office of Vocational Rehabilitation.

**1968:** The Architectural Barriers Act is passed, mandating that federally constructed buildings and facilities be accessible to people with physical disabilities.

**1969:** Niels Erk Bank-Mikkelsen from Denmark and Bengt Nirje from Sweden introduce the concept of normalization to an American audience, helping to provide the conceptual framework for de-institutionalization.

**1970:** The Physically Disabled Students Program is founded at the University of California at Berkeley. With its provisions for community living, political advocacy, and personal assistance services, it becomes the nucleus for the first Center for Independent Living, founded two years later.

**1971:** The National Center for Law and the Handicapped is founded at Notre Dame, becoming the first legal advocacy center for people with disabilities. The Fair Labor Standard Act of 1938 is amended to bring people with disabilities other than

blindness into the sheltered workshop system. This measure leads to the establishment, in coming years, of an enormous sheltered workshop system for people with cognitive and developmental disabilities.

**1972:** The Legal Action Center, with offices in Washington and New York, is founded to advocate for the interests of people who are alcohol or drug dependent. Today, it also works on behalf of people with HIV/AIDS.

**1973:** Passage of the Federal-Aid Highway Act authorizes federal funds to provide for construction of curb cuts.

**1974:** Halderman v. Pennhurst is filed in Pennsylvania on behalf of the residents of the Pennhurst State School & Hospital. The case, highlighting the horrific conditions at state "schools" for people with mental retardation, becomes an important precedent in the battle for deinstitutionalization, establishing a right to community services for people with developmental disabilities.

**1975:** The Education for All Handicapped Children Act is passed, establishing the right of children with disabilities to a public school education in an integrated environment. The act is a cornerstone of federal disability rights legislation.

**1976:** The Transbus group, made up of Disabled in Action of Pennsylvania and other organizations to require that all buses purchased by public transit authorities receiving federal funds meet specifications to make them wheelchair accessible.

**1977:** The White House Conference on Handicapped Individuals brings together 3,000 disabled people to discuss federal policy toward people with disabilities. This first ever gathering of its kind results in numerous recommendations and acts as a catalyst for grassroots disability rights organizing.

**1978:** *Handicapping America*, by Frank Bowe, is published. The book is a comprehensive review of the policies and attitudes denying equal citizenship to people with disabilities.

**1979:** The U.S Olympic Committee organizes its Handicapped in Sports Committee.

**1980:** Congress passes the Civil Rights of Institutionalized Persons Act, authorizing the U.S. Justice Department to file civil suits on behalf of residents of institutions whose rights are being violated.

**1981:** The International Year of Disabled Persons begins with speeches before the United Nations General Assembly. During the year, governments are encouraged to sponsor programs bringing people with disabilities into the mainstream of their societies.

**1981:** The Telecommunications for the Disabled Act mandates telephone access for deaf and hard-of-hearing people at important public places, such as hospitals and police stations, and that all coin-operated phones be hearing-aid compatible.

**1983:** The National Council on the Handicapped issues a call for Congress to “act forthwith to include persons with disabilities in the Civil Rights Act of 1964 and other civil and voting rights legislation and regulations.”

**1984:** The Voting Accessibility for the Elderly and Handicapped Act mandates that polling places be accessible or that ways be found to enable elderly and disabled people to exercise their right to vote. Advocates find that the act is difficult, if not impossible, to enforce.

**1985:** The U.S. Supreme Court rules, in *Burlington School Committee v. Department of Education*, that schools must pay the expenses of disabled children enrolled in private programs if the courts rule such placement is needed to provide the child with an appropriate education in the least restrictive environment.

**1986:** The Air Carrier Access Act is passed, prohibiting airlines from refusing to serve people simply because they are disabled and from charging them more for airfare than non-disabled travelers.

**1988:** The U.S. Supreme Court, in *Honig v. Doe*, affirms the “stay put rule” established under the Education for All Handicapped Children Act of 1975, under which school authorities cannot expel or suspend or otherwise move disabled children from the setting agreed upon in the child’s Individualized Education Program without a due-process hearing.

**1990:** The Americans with Disabilities Act is signed. The law is the most sweeping disability rights legislation in history, bringing full legal citizenship to Americans with disabilities. It mandates that local, state, and federal governments and programs be accessible, that businesses with more than 15 employees make “reasonable accommodations” for disabled workers, and that public accommodations such as restaurants and stores make “reasonable modifications” to ensure access for disabled members of the public. The act also mandates access in public transportation, communication, and in other areas of public life.

### **Important people you should know**

There are many people you should know – and they are to be found in all areas of social justice. Because she was active “across the board,” unquestionably one of the most outstanding people to know is Eleanor Roosevelt (1884-1962), wife of President Franklin D. Roosevelt, who spent her entire lifetime fighting for social justice and civil rights. She once wrote, “In a democratic society we must live cooperatively, and serve the community in which we live, to the best of our ability.

For our own success to be real, it must contribute to the success of others." When she died, Adlai Stevenson said, "She would rather light a candle than curse the darkness."

You already have met Jane Addams, another person who worked on many social justice issues. However, each of the many issues has its own "hall of fame." We are going to focus in on some people who might not be very familiar to many. They are some of the many women in the history of the American West who played a major role in securing the right of women to vote as well as other social justice outcomes.

***Charlotta Spears Bass, California (1880-1969)***

Leading Los Angeles African-American journalist, politician, civil rights activist, and women's rights advocate throughout the twentieth century. [http://www.astry-museum.org/explore/exhibits/suffrage/bass\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/bass_full.html)

***Martha Hughes Cannon, Utah (1857-1932)***

Physician and public health advocate, who was the first woman elected to the state senate in Utah and the nation in 1896. [http://www.astry-museum.org/explore/exhibits/suffrage/cannon\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/cannon_full.html)

***Caroline Nichols Churchill, Colorado (1833-1926)***

Spirited editor of Denver's women's rights newspaper, *The Queen Bee*. <http://www.womhist.binghamton.edu/teacher/colosuff.htm>

***Minnie Fisher Cunningham, Texas (1882-1964)***

Leader of the Texas suffrage movement known by supporters and enemies alike as "Minnie Fish." [http://www.astry-museum.org/explore/exhibits/suffrage/churchill\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/churchill_full.html)

***Emma Smith DeVoe, Washington (1848-1927)***

Popular suffrage organizer, lecturer, and musician who led victorious campaigns throughout the northwest. [http://www.astry-museum.org/explore/exhibits/suffrage/devoe\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/devoe_full.html)

***Abigail Scott Duniway, Oregon (1834-1915)***

Journalist, lecturer, and tenacious suffrage leader in Oregon, Washington, Idaho, and the nation. [http://www.astry-museum.org/explore/exhibits/suffrage/abigail3\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/abigail3_full.html)

***Elizabeth Piper Ensley, Colorado (1848-1919)***

Denver's leading African American suffragist, club leader, and political activist during and after Colorado's suffrage victory in 1893. [http://www.astry-museum.org/explore/exhibits/suffrage/ensley\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/ensley_full.html)

***May Arkwright Hutton, Washington (1860-1915)***

Waitress, mineowner, and one of the most flamboyant and eccentric suffrage leaders in the northwest. [http://www.astry-museum.org/explore/exhibits/suffrage/hutton\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/hutton_full.html)

***Queen Liliuokalani, Hawaii (1838-1917)***

Head of state who fiercely defended the sovereignty of her own nation and people. [http://www.astry-museum.org/explore/exhibits/suffrage/liliolder\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/liliolder_full.html)

***Esther Hobart Morris, Wyoming (1814-1902)***

First female justice of the peace in South Pass City, Wyoming, the nation, and the world. [http://www.astry-museum.org/explore/exhibits/suffrage/justice\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/justice_full.html)

***Emma Aima Nawahi, Hawaii (1854-1935)***

Editor of *Ke Aloha Aina (The Patriot)*, and defender of Hawaiian sovereignty, culture, history, and political rights for women. [http://www.astry-museum.org/explore/exhibits/suffrage/nawahi\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/nawahi_full.html)

***Jeannette Rankin, Montana (1880-1973)***

First woman elected to the U.S. Congress and the nation's most celebrated female pacifist. [http://www.astry-museum.org/explore/exhibits/suffrage/chapmancatt\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/chapmancatt_full.html)

***Nellie Davis Tayloe Ross, Wyoming (1876-1977)***

The nation's first woman governor in the first state where women could vote. [http://www.astry-museum.org/explore/exhibits/suffrage/ross\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/ross_full.html)

***Nina Otero-Warren, New Mexico (1881-1965)***

Twentieth-century Santa Fe suffragist, educator, and businesswoman. [http://www.astry-museum.org/explore/exhibits/suffrage/oterowarren\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/oterowarren_full.html)

***Emmeline Blanche Woodward Wells, Utah (1828-1921)***

Mormon editor of a leading western women's rights newspaper: *The Woman's Exponent*. [http://www.astry-museum.org/explore/exhibits/suffrage/emmeline\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/emmeline_full.html)

***Maud Younger, California (1870-1936)***

San Francisco's "millionaire waitress" who organized labor unions and the victorious 1911 California suffrage campaign. [http://www.astry-museum.org/explore/exhibits/suffrage/maudyounger\\_full.html](http://www.astry-museum.org/explore/exhibits/suffrage/maudyounger_full.html)

## Definitions/Glossary

**Ableism.** The systematic discrimination against and exclusion of people who have mental, emotional, and physical disabilities.

**Anti-semitism.** The systematic discrimination against, denigration, or oppression of Jews, Judaism, or cultural heritage of the Jewish people.

**Classism.** The beliefs and practices that assign different value to people according to their socio-economic status.

**Heterosexism.** The beliefs and practices based on the belief that heterosexuality is the only normal and acceptable sexual orientation.

**Sexism.** The beliefs and practices that privilege men, subordinate women, and denigrate values and practices associated with women.

**Racism.** The systematic subordination of members of targeted racial groups who have relatively little social power by members of the racial group who have relatively more social power.

## What is Social Justice in Practice?

*Social justice is what faces you in the morning. It is awakening in a house with an adequate water supply, cooking facilities, and sanitation. It is the ability to nourish your children and send them to a school where their education not only equips them for employment but reinforces their knowledge and appreciation of their cultural inheritance. It is the prospect of genuine employment and good health: a life of choices and opportunity, free from discrimination.*

Mick Dodson in the Annual Report of the Aboriginal and Torres Strait Islander Social Justice Commission, 1993.

## Building Blocks — Jumping Off Points – and Looking More Deeply

Within the broad area of social justice, there are scores of 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 base on the topic. 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.

Within each theme, we then suggest several “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 beginning 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 social justice issues:

- Hunger, Homelessness, and Poverty
- Modern-Day Slavery
- Citizens with Disabilities
- Children with Mental Illness
- Child Abuse and Neglect
- Child Obesity
- Youth Violence
- Promoting Peace in Your Community

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 will want to add other issues dealing with such social justice concerns as securing the vote for women, educational equity, health and wellness issues, capital punishment, freedom of speech, genetics and cloning, gun control and gun safety, foster care, youth courts, and the “digital divide” (the disparity in telephone, computer, and Internet access across various demographic groups.) The list can go on and on.

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

# Hunger, Homelessness and Poverty

## Building Blocks

Enough information exists on this topic for one, two, three, or more research papers! Although the topics are closely related and are grouped together here, you may wish to focus on just one area.

- “Hunger” is the physical sensation that results from not having enough food to eat. When speaking of hunger, the more accurate term is “food insecurity,” that is, the lack of access to enough food to fully meet basic needs due to the lack of financial resources. Hunger is the worst case scenario of food insecurity.
- Despite the fact that the U. S. is the richest country in the world, each year an estimated 33 million Americans live with the daily reality of hunger. The combination of persistent poverty, the high cost of living, and cut-backs in social assistance forces many people to choose between food and other expenses. For many elderly people, the issue is to buy needed food – or needed medicine.
- People facing food insecurity and hunger are most likely to live in households near or below the poverty line. Households with children are almost twice as likely to face hunger as those without children. This statistic correlates with the fact that the child poverty rate is over 20%, twice the poverty rate overall.
- Black and Hispanic households had food insecurity prevalence nearly three times those of White (non-Hispanic) households.
- Approximately 1.35 million children in the U. S. are homeless every year. Children make up one of the largest and fastest growing segments — 43% — of the homeless population. Homeless children get sick four times as often as children in middle class families. Although they go hungry twice as often as other children and have more mental health problems, less than one-third receive treatment.
- At least 12% of homeless school-aged children are not enrolled in school while they are homeless and 45% of homeless children do not attend school on a regular basis when they are homeless. They are prevented from going because of lack of transportation, frequent moving, and the fact that they have no medical or school records or a permanent address. Homeless children repeat a grade twice as often as other children; 41% of homeless children go to two schools in one year, and 28 % go to three or more schools in one year.

- The waiting period for public housing averages one to two years. For programs that help to pay part of a family's rent, the wait is even longer.
- Most homeless families are made up of a young, single mother and her two young children. A worker earning minimum wage would have to work 97 hours a week to pay the rent of an average two-bedroom apartment.
- Many homeless children live without their parents or other adults to care for them. The most common reason young people leave home is because of family problems – parental abuse or neglect, addiction of a family member, or money problems. These students have an even harder time finding shelter because they have no adult supervision.
- An often overlooked issue has been termed “criminalization” of homelessness. The National Coalition for the Homeless and the National Law Center on Homelessness & Poverty, who have studied this problem extensively, concluded that the sometimes systematic abuse of civil rights of homeless people is used as a strategy to remove them from sight. (Out of sight, out of mind?)

### **Jumping Off Points to Service-Learning**

These are complicated problems, but you can make a difference by your advocacy and actions. Here are some possibilities. Add others – and act on them.

- Survey the degree that hunger, homelessness, and poverty are issues in your community. Inform the public and local policy makers about the extent that these problems are closer to home than many people would have imagined. Develop a variety of creative means to convey this message.
- Advocate for the rights of homeless children to access mainstream education and other public services.
- Volunteer your services to local community organizations that work on these issues.
- Brainstorm creative ways to support the long-term solutions to the problems of hunger/food insecurity, homelessness, and poverty.
- Check to see if the “Habitat for Humanity” initiative is active in your community. If not, find out ways to begin a program that helps to build homes for those who need them the most.
- Conduct an analysis to determine the characteristics (behavioral patterns) of the homeless and potentially homeless in your community and, particularly, the services that are needed the most.

- Educate and inform people who are experiencing homelessness – and their allies – about their constitutional and civil rights. They also need to have access to legal representatives when those rights are violated on an individual and collective basis. Efforts to ensure that civil rights are respected should be linked with the activities of mainstream civil rights organizations.
- Explore the creation of citizen boards that review any perceived violation of civil rights.
- Advocate for adequate federal, state, and local funding to create affordable housing for the poor. This will help to address the primary root cause of homelessness.
- Draft a plan for the types of people you want to serve and the services you want to provide. Serving in a soup kitchen is fine, but don't stop there. Work to alleviate the problem of hunger and food insecurity so that "soup kitchens" become a thing of the past in America – and everywhere else in this small world of ours.

## Looking More Deeply

Because these issues are so pervasive in our society, it is not surprising that many organizations exist where relevant facts and figures, resources, and prevention programs are available. The following is a brief example of some of these sites:

- [National Student Campaign Against Hunger and Homelessness](mailto:info@studentsagainsthunger.org) [info@studentsagainsthunger.org]
- [National Coalition for the Homeless](http://nch.ari.net) [nch.ari.net]
- [Food Security Institute](http://collingwood.vcn.bc.ca/index.pl/foodsecurity) [collingwood.vcn.bc.ca/index.pl/foodsecurity]
- [National Alliance to End Homelessness](http://www.naeh.org/) [www.naeh.org/]
- [National Law Center on Homelessness and Poverty](http://www.nlchp.org/) [www.nlchp.org/]
- [National Resource Center for Supportive Housing](http://www.homemods.org/) [www.homemods.org/]

Also, when you use the Internet, you will be able to find and download these three documents:

- *What Will It Take to End Homelessness?*
- *A Plan Not a Dream: How to End Homelessness in Ten Years*
- *Homelessness in Urban America: A Review of the Literature*

## Modern-Day Slavery

From your American history classes, you will remember the term “indentured servants,” persons who through contracts (indentures) bind themselves to work for another person for a specified time, especially in return for payment of travel expenses and maintenance. Unfortunately, the practice is still evident today and often in a most extreme form that, indeed, borders on “modern-day slavery.” It especially is evident in the lives of a number of alien farm workers.

### Building Blocks

- Legal actions have been taken against some farms in Florida who were bringing in workers from South and Central America who agreed to repay the cost of coming to the United States (costs paid by the farms) by working off their debts. Because the wages and repayment schedule insured that they would never be able to pay off the debt and were obligated to work in this fashion indefinitely, they are essentially “modern-day slaves.”
- Today we use another term for “indentured servants.” It is called “bonded labor,” an illegal practice in which employers give high-interest loans to workers whose entire families then labor at low wages to pay off the debt. However, as we will see below, there are other aspects of modern-day slavery that involve the repugnant treatment of these workers and their families.
- On the global scene, Anti-Slavery International estimates that bonded labor affects at least 20 million people around the world. Their reports explain that “people become bonded laborers by taking or being tricked into taking a loan for as little as the cost of medicine for a sick child. To repay the debt, they are forced to work long hours, seven days a week, and 365 days a year. They receive basic food and shelter as ‘payment’ for their work, but may never pay off the loan, which can be passed down through several generations.”
- Let’s look at the scenario in the United States and, particularly, in Florida where the Palm Beach *Post* conducted an extensive nine-month investigation of what they termed “the roots of modern-day slavery.” The *Post* reported that a typical farm worker in Lake Worth, Florida, earns about \$760 monthly or about \$180 to \$200 a week. That amounts to a little over \$9000 annually. (Others, however, estimate that the average farm worker in the United States earns about \$7500 annually).
- The workers who pick Florida’s oranges are generally paid only 3.5 cents per half-gallon of fresh juice typically selling for \$3.39 in supermarkets. Growers contend that they cannot pay more because of the narrow profit margin and competition from Brazil, whose pickers, including children, are paid even less.

- The United States Department of Labor reports that 1,464 migrants interviewed in 2000 for its annual farm worker survey were less likely to sign up for welfare programs than in the past; for example, only 6.6 percent used food stamps in 2000 compared with 18 percent in 1993. The director of the Farm Workers Coordinating Council in Lake Worth attributed part of the decline to tighter eligibility requirements enacted in 1996, namely, a six-year residency requirement for food stamps. As one Haitian-American worker observed, "I have seen as many as three generations who can't escape the poverty. The cost of living keeps rising.... They work hard for 20 years and still they can't escape."
- A report of the Urban Institute reports that one in five children in this country live in an immigrant family, that -- in Florida -- 28 percent of the children of immigrants in 1999 had no health insurance, and that 43 percent live in families who have difficulty affording food.
- The problems of "modern-day slavery" extend far beyond the economics of the situation. The Palm Beach *Post* also reported that many of the workers and their families "are packed like prisoners into unfit housing, ferried to work in unsafe vehicles, and compelled to labor long hours under fake names and numbers "for substandard wages.... In the worst cases, they are threatened, beaten and locked up in their dingy quarters to prevent their escape."
- Workers have reported that they have been denied the basics when in the fields: drinking water, toilets, and hand-washing facilities. Some young women have been raped, and some workers have been struck by lightning and sickened by pesticides. While some employers have taken great care to make sure they pay and treat workers fairly, "their efforts are easily eclipsed by the stunning abuses that still occur."

## **Jumping Off Points to Service-Learning**

- Begin by reading all of the incredible stories in the Palm Beach *Post* that we have briefly cited above. You can get them at this web site address: <http://www.palmbeachpost.com/moderndayslavery/content/moderndayslavery/> Check the internet for similar stories, research, and data. (Sad to say, you will find them). Make certain that others in your community become aware of these modern-day problems. Use every means that you can to "tell the stories" of the farm workers and their families who are subjected to the way of life that supposedly ended in this country nearly 150 years ago.
- As in all service-learning endeavors, awareness must be joined by advocacy and action. Therefore, write to local, state, and national decision makers; speak to them; let them know where you and your

fellow citizens stand on this issue. Since little information is generally provided in the topic of modern-day slavery, many people are unaware that slavery conditions exist today. Your job: inform them.

- As part of your research, compare and contrast historical and present day images of slavery. Write essays and op-ed columns or produce art works to inform others and move them to action to prevent modern-day slavery.
- Become familiar with the Universal Declaration of Human Rights and make certain that others in your community are familiar with it too. Article Four of the Declaration states that “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.” Post the Declaration in places where you know it will be seen and read. Organize groups in your school and community to discuss the meanings of the Declaration and ways that we all can live up to it.
- Amnesty International has suggested this activity: Explain to others that millions of people around the world – as well as scores of people in the United States – continue to be exploited in slave-like conditions today. Provide them with the following information:

*Although the 1984 Universal Declaration of Human Rights and the 1956 United Nations Supplementary Convention on the Abolition of Slavery prohibit slavery, it does still exist around the world. In fact, millions of men, women, and children, around the world are forced to lead lives as slaves. Although this exploitation is often not called slavery, the conditions are the same. People are bought and sold, forced to work for little or no pay and are at the mercy of their ‘employers.’*

### **Looking More Deeply**

- [Anti-Slavery International](http://www.antislavery.org/homepage/antislavery/modern.htm) [http://www.antislavery.org/homepage/antislavery/modern.htm]
- [Amnesty International](http://www.amnesty.org) [www.amnesty.org]
- [Coalition to Abolish Slavery and Trafficking](http://www.castla.org) [www.castla.org]
- [Free the Slaves](http://www.freetheslaves.net) [www.freetheslaves.net]
- [International Legal Standards for Child Labor](http://www.hrw.org/children/child-legal.htm) [www.hrw.org/children/child-legal.htm]

- National Council of La Raza [[www.nclr.org](http://www.nclr.org)]
- Aspira [[www.aspira.org](http://www.aspira.org)]
- United Farm Workers [[www.ufw.org](http://www.ufw.org)]
- Contemporary Forms of Slavery. The United Nations High Commission for Human Rights Fact Sheet. [[www.unhcr.ch/html/menu6/2/fs14.htm-48k](http://www.unhcr.ch/html/menu6/2/fs14.htm-48k)]  
The Fact Sheet includes all forms of modern slavery including “debt bonding” which they describe as follows: Debt bondage can hardly be distinguished from traditional slavery because it prevents the victim from leaving his job or the land he tills until the money is repaid. Although in theory a debt is repayable over a period of time, a situation of bondage arises when in spite of all his efforts, the borrower cannot wipe it out. Normally, the debt is inherited by the bonded laborer’s children.
- Forced Labor in the 21<sup>st</sup> Century. Report compiled by the Anti-Slavery International. [[www.antislavery.org/homepage/resources/forcedlabour.pdf](http://www.antislavery.org/homepage/resources/forcedlabour.pdf)]  
The report states that “debt bondage is a practice similar to slavery and stipulates that governments should take measures to secure its complete abolition or abandonment as soon as possible.”

# Citizens with Disabilities

## Building Blocks

- It is misleading to think of people with disabilities as a homogeneous group because disabilities vary in type and severity. People with slight or moderate disabilities have dramatically different needs than people with somewhat or very severe disabilities. The gaps are even more striking when comparing people with severe disabilities with the general population.
- Although the National Organization on Disabilities (NOD) reports that there have been notable improvements in the lives of people with disabilities over the past decade, large gaps still exist between people with and without disabilities with regard to a variety of issues. The NOD has documented each of these areas with pertinent statistics and commentary on each. We will take a brief look at several of their findings.
  - Employment. Although employment has improved over the past 15 or so years for people who say they are able to work, employment is still the area with the widest gulf between all people with disabilities and the rest of the population.
  - Income. Not surprising, given the lower employment rate for people with disabilities, a significant income gap exists between people with and without disabilities. The former are much more likely than those without disabilities to live in poverty with very low household incomes of \$15,000 or less. Conversely, they are less likely to live in households that earn more than \$50,000 annually.
  - Education. People with disabilities lag far behind their non-disabled counterparts in getting a basic education, with more than one out of five failing to complete high school compared to less than one out of ten people without disabilities.
  - Health care. Because of the employment and income issues, people with disabilities are more than twice as likely to postpone or put off needed health care because they can not afford it.
  - Transportation. For the same reasons noted above (employment and income), people with disabilities are more likely than those without disabilities to consider inadequate transportation to be a problem

- Entertaining and socializing. Same story and for the same reasons. People with disabilities are less likely to go to restaurants at least once a week than people without. Similarly, people with disabilities are less likely to socialize with friends, families, and neighbors or to attend religious services.
- Political participation/voter registration. People with disabilities are not engaged in the political process at the same rate as people without disabilities.
- Life satisfaction and optimism for the future. All of the above aspects are interconnected. All of the gaps taken together explain the gap in life satisfaction between those with and those without disabilities.
- The improvements that the NOD indicated are most likely a result of many programs including the implementation of the Americans with Disabilities Act (ADA) of 1990, the Individuals with Disabilities Education Act of 1997 (IDEA), and the growth of technology. The ADA prohibits discrimination and ensures equal opportunities for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services (now called TTY).
- Two primary features of the IDEA are: (1) Participation of students with disabilities in state and local testing programs with appropriate accommodations where necessary. The law includes guidelines for participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations. (2) Development and review of the individualized education program (IEP), including increased emphasis on participation of children and youth with disabilities in the general curriculum.

## **Jumping Off Points to Service-Learning**

- Calculate how many people with disabilities live in your community. The National Organization for Disabilities (NOD) recommends that you use the online Census Bureau Profiles to calculate how many people with disabilities are in your town, city, or state. You also can find out age and employment data for people with disabilities in your area. Data are available for towns with a population of as few as 39 people. Check out the six steps in the process that NOD recommends by exploring this website: <http://www.nod.org/content.cfm?id=1375>.

- After you have done the calculations, share this data with members of your community – including policymakers. More importantly, make certain that plans exist to meet the needs of all individuals with disabilities. If plans do not exist, take steps in showing the way.
- Study the barriers to community participation. Here, too, NOD has identified a number of basic barriers for people with severe disabilities and for those with slight or moderate disabilities. Brainstorm ways to overcome those barriers. The three components of your plan should be *awareness* (making others aware), *advocacy*, and *action* (yours and others).
- Look into the program called “Virtual Volunteering” (<http://www.serviceleader.org>). The site notes provides a variety of suggestions for working with volunteers who have disabilities.
- Lastly, every year is an election year. It is either an “off year” election, a local election, or “the big one.” We are certain that you have anticipated this “jumping off point to service-learning.” Plan voter registration drives for people with disabilities. (And don’t forget to vote too.)

### Looking More Deeply

The following is a brief sampling of some of the key web sites on disabilities:

- [The National Organization on Disability](http://www.nod.org) [http://www.nod.org]
- [Consortium for Citizens with Disabilities](http://www.c-c-d.org) [www.c-c-d.org]
- [Disability Central](http://www.disabilitycentral.com) [http://www.disabilitycentral.com]
- [Disability Tables](http://www.icdi.wva.edu/disability/tables.html) [www.icdi.wva.edu/disability/tables.html]
- [The National Center on Accessibility](mailto:nca@indiana.edu) [nca@indiana.edu]
- [Learning Disability Association of America](http://www.lदानatl.org) [www.lदानatl.org]
- [Sociology of Disability](http://www/2.fmg.uva/nl/sociosite) [www/2.fmg.uva/nl/sociosite]
- [Office of Special Education and Rehabilitative Services](http://www.ed.gov/about/offices/list/osers/) (U. S. government) [www.ed.gov/about/offices/list/osers/]

## Building Blocks

Sometimes social justice issues quickly come to the forefront. This is the case with the recent release of a report at a hearing of the U. S. Senate's Governmental Affairs Committee. The report deals with "the unnecessary incarceration of children and youth who are awaiting community mental health treatment and support." Let's take a brief look at the key findings of a survey commissioned and conducted by the Special Investigations Division of the minority staff of the Government Reform Committee of the U. S. House of Representatives.

- **Thousands of children are incarcerated in juvenile detention centers awaiting mental health services in the community.** Over a six-month period, nearly 15,000 incarcerated youth waited for community mental health services. Each night, nearly 2,000 youth wait in detention for community mental health services. This represents seven percent of all youth held in juvenile detention. Yet a quarter of the facilities surveyed reported that they provide no or poor mental health services.
- **Children are at increased risk of self-harm and violence. Youth waiting in detention for community mental health services attempted suicide in over 160 facilities.** According to previously released research, the rate of suicide among juveniles while incarcerated is four times that of youth overall. Children with mental disorders also may be at particular risk of victimization by others due to their illness.
- **Detention centers are overwhelmed.** A Pennsylvania administrator interviewed for the report noted that "mentally ill youth placed in juvenile detention facilities stress our centers more than any other problem."
- **Warehousing children awaiting mental health services is expensive.** The report estimates that juvenile detention facilities spend an estimated \$100 million each year to house youth who are waiting for mental health services. The report also indicates that "Major improvements in community health services are urgently needed to prevent the unnecessary and inappropriate incarceration of thousands more children and youth in the United States." Moreover, about 5 to 9% of children ages 9 to 17 are affected by a serious emotional disturbance, according to the Surgeon General. Yet nearly four of five children who could benefit from mental health services do not receive them.

- According to Charles J. Kehoe, president of the American Correction Association, "Juvenile detention centers are designed to care for children who have been charged with crimes and those who are awaiting court hearings or placement.... Juvenile detention facilities lack the resources and staff to confront this problem; yet, corrections (departments) are being forced to shoulder the burden of the nation's failure to properly diagnose and care for children with mental or emotional disorders." Kehoe and others refer to this problem as "warehousing" children and youth.
- According to Tammy Seltzer, senior staff attorney at the Washington, D.C.-based Bazelon Center for Mental Health Law, "Children who need a safety net instead wind up waiting in juvenile detention.... Thousands of children are locked up because the system isn't offering them the help that they need when they need it."
- Here are two additional important facts about juvenile detention facilities:
  - Two-thirds of these facilities hold youth who are waiting for community mental health treatment. These facilities are located in 45 states. In 33 states, youth with mental illness are held in centers without any charges against them. Youth incarcerated unnecessarily while waiting for treatment are as young as seven years old.
  - The facilities spend an estimated \$100 million annually to house youth who are waiting for community mental health services.

In short, inappropriate detention is dangerous for youth and the staff of these Centers and is costly to society. Major improvements in community mental health services are urgently needed.

### **Jumping Off Points to Service-Learning**

Surely, this is a tough issue with which to deal. Nonetheless, there are several services that you can provide to ameliorate this problem. As we have stressed in each of these manuals, it is always time for awareness and advocacy.

- Research this problem in depth and then educate others. Make them aware of the extent and seriousness of the problem. Use every means at your disposal to inform your community: letters to the editor of your local newspaper, opinion education columns, "fact and figure" sheets in public places, and all the other creative ways you can think of to educate and inform.
- Educate and inform others about the provisions of the Family Opportunity Act and the Keeping Families Together Act. Since these are acts and not laws (at the time of this writing), keep on top of their status.

- The Family Opportunity Act is intended to address the lack of insurance for families with severe disabilities. The Act would allow a limited group of families who do not otherwise qualify for Medicaid to be able to buy into the program on a sliding-scale basis for their child, improving access to medically necessary mental health services.
- The Keeping Families Together Act is intended to reduce the number of children with mental or emotional disorders in juvenile detention centers by supporting states' efforts to develop coordinated systems of care.
- Call on Congress to enact legislative proposals that will improve access to essential community and school-based mental health services and supports through:
  - promoting integrated systems to care for youth with mental disorders through improved coordination of local and state child serving systems;
  - increasing funding of community and school-based mental health services;
  - allowing expansions of federal health entitlement programs;
  - fostering state and local collaboration programs to connect youth with mental health services; and
  - supporting other proposals that seek to avoid a host of adverse outcomes for youth who are unable to access treatment, including contact with law enforcement, homelessness, and school failure.

## Looking More Deeply

- [American Academy of Child and Adolescent Psychiatry](http://www.aacap.org) [http://www.aacap.org]
- [Bazelon Center for Mental Health](http://www.bazelon.org) [http://www.bazelon.org]
- [Federation of Families for Children's Mental Health](http://www.ffcmh.org) [http://www.ffcmh.org]
- [National Alliance for the Mentally Ill](http://www.nami.org) [http://www.nami.org]
- [National Mental Health Association](http://www.nmha.org) [http://www.nmha.org]
- [Children and Adolescent Bipolar Foundation](http://www.bpkids.org/) [http://www.bpkids.org/]

# Child Abuse and Neglect

## Building Blocks

- There are five general categories of maltreatment. (1) Physical abuse: scalding, beating or severe physical punishment. (2) Sexual abuse: incest, sexual assault, fondling of genital areas, exposure, indecent acts or involvement in sexual pornography. (3) Emotional abuse: verbal abuse and belittlement, terrorizing acts, and lack of nurturing or emotional support. (4) Neglect occurs when a parent/care giver fails to meet the child's educational, supervisory, and medical needs. (5) The fifth includes abandonment, prenatal exposure to alcohol and drugs, and threats to harm the child. Often a child has been the victim of more than one type of abuse.
- Although numerous national statistics are available, they often are difficult to obtain since states use different definitions. Some report only substantiated or verified cases. Others combine both substantiated and indicated cases (cases in which there is reason to suspect abuse or neglect but less evidence to prove it.) It is estimated that for every 1,000 children, there are approximately 15 cases of substantiated abuse and neglect.
- The number of abused and neglected children nearly doubled from 1986 to 1993. Physical abuse nearly doubled. Sexual abuse, emotional abuse, physical neglect, and emotional neglect more than doubled. The total number of children seriously injured and the total number endangered both quadrupled.
- Girls were sexually abused three times more often than boys. Boys had a greater risk of emotional neglect and of serious injury than girls. Children are consistently vulnerable to sexual abuse from age three on.
- Children of single parents had a 77% greater risk of being physically abused, an 87% greater risk of being harmed by physical neglect, and an 80% greater risk of suffering serious injury or harm than children living with both parents. Children in the largest families were physically neglected at nearly three times the rate of those who came from single-child families.
- Children from the lowest income families were 18 times more likely to be sexually abused, almost 56 times more likely to be educationally neglected, and over 22 times more likely to be seriously injured from maltreatment
- Researchers believe that it is not only poor mental health of the parent/care giver that causes these problems. Other factors include financial stress and poverty, adult use of alcohol and drugs, lack of parenting skills and basic knowledge of child development, and the community and family in which the child lives.

- There are numerous long-term effects of child abuse, e.g., the increased risk of juvenile, adult, and violent crimes and mental health problems. However, some abused children develop resilience, the internal strength to bounce back in the face of life's challenges. Not all become violent or abusive themselves.

## Jumping Off Points to Service-Learning

- As in all service-learning initiatives, the key activities are *awareness, advocacy, and action*. You can and should be involved in any or all three.
- Learn the numerous signs of abuse and *make others in your community aware of them*. They include: (1) Welts, bruises, bruises in various stages of healing, cigarette burns or other skin injuries. (2) Dirty or inappropriate clothing for the weather. (3) Dirty appearance and lack of basic hygiene (e.g., dental care). (4) Severely abnormal eating habits and/or malnourished appearance. (5) Tired and listless much of the time. (6) Poor physical and/or emotional development for the child's age. (7) Extreme behavior: unusually aggressive or destructive, extremely passive and withdrawn, excessive crying, or lack of response to pain or pleasure. (8) Intense fear of parents, men and/or strangers, or extreme efforts to please a parent or parents. (9) Habitual absence from or late to school.
- Inform your community – in every creative way that you can – of the nature of the problem and ways you might join together to end child abuse and neglect. Circulate pledge cards and petitions to gain everyone's support and deliver the signed copies to local decision makers.
- Collect books and share them with elementary school-age children. Here are three to begin with. Check your library for additional ones.
  - D. Anderson and M. Finne. *Margaret's Story: Sexual Abuse and Going to Court*.
  - D. Anderson and M. Finne. *Robin's Story: Physical Abuse and Seeing the Doctor*.
  - A. C. Bahr. *Sometimes It's OK to Tell Secrets*.
- Make certain that your community has programs that (1) prevent and treat substance abuse and (2) educate new parents on basic child development and parenting skills. Other important programs are the education of new parents immediately after child delivery and of children about self protection, "self-care," or latchkey situations. If such programs do not exist, become an *advocate* for developing them.
- Swing into *action* immediately if you witness or suspect that a child is a victim of maltreatment. Contact your local or county police department and social

agencies as soon as possible. This is not to suggest that you become a “snoop” looking through living room windows but that you – and fellow concerned citizens —act to protect the most vulnerable among us. Also, check to see if a “child abuse hotline” exists in your community. If it doesn’t, you know what to do.

### **Looking More Deeply**

There are fortunately (and unfortunately) a wealth of materials on this problem – since the incidence of child abuse and neglect are so pervasive. Here are several places to start in order to acquire the raw materials for your research and further ideas for your service-learning.

- [The National Clearinghouse on Child Abuse and Neglect Information \[nccanch.acf.hhs.gov/\]](http://nccanch.acf.hhs.gov/)
- [National Data Archive in Child Abuse and Neglect \[http://www.ndacan.cornell.edu\]](http://www.ndacan.cornell.edu)
- [WHO: Child Abuse \[www.who.int/health\\_topics/child\\_abuse/en/\]](http://www.who.int/health_topics/child_abuse/en/)
- [Third National Incidence Study of Child Abuse and Neglect \[www.healthieryou.com/cabuse.html\]](http://www.healthieryou.com/cabuse.html)
- [Prevent Child Abuse America \[http://preventchildabuse.org\]](http://preventchildabuse.org)
- [Washington Council for Prevention of Child Abuse and Neglect \[www.wcpcan.wa.gov/\]](http://www.wcpcan.wa.gov/)
- [Child Abuse Prevention Network \[http://child-abuse.com\]](http://child-abuse.com)
- [Child Welfare League of America \[www.cwla.org\]](http://www.cwla.org)

# Child Obesity

It seems ironic, in light of the Hunger issue discussed above, that child obesity is a problem. However, as many recent newspaper and TV accounts have testified, it is a very serious problem.

## Building Blocks

- Child nutrition is a complex concept. Children need dozens of different vitamins, minerals, and other nutrients each day, and those needs change as children grow. Problems with nutrition take several forms. One extreme is child obesity. A person is classified as obese when his or her weight has increased to a point where it seriously endangers one's health.
- Researchers use an established method of calculating obesity, the Body Mass Index (BMI), which is obtained by dividing weight by height. A BMI of more than 25 in adults is classed as overweight and more than 30 is obese. Children with BMI levels of 35 or more are classified as obese.
- Several organizations have compiled data on this problem. Many experts agree that approximately 20% of children in America are overweight. It also has been estimated that there are about 5 million overweight or obese children in this country. That figure is up by 50% since 1991. The problem is not limited to America either. In England, 15 % of children and youth ages 6 to 19 are seriously overweight.
- These days children and youth watch more television than before, eat more of the wrong kind of foods, and prefer to play computer games rather than exercise.
- Experts in this area assert that child obesity should be treated in a "two-tiered" approach: (1) making sure that children and youth engage in regular physical activity and (2) helping children consume a balanced diet. High-sugar and high-fat diets, coupled with little or no physical exercise, are the most important obstacles to healthy child nutrition.
- Obesity can sharply reduce life expectancy. Recent studies show that being obese at age 20 can take 20 year's off a person's life. Research evidence indicates that excess weight in children is related to health problems later in life. Sixty % of overweight children ages 5 to 10 have at least one major risk factor for heart disease.
- The "good news" is that childhood obesity is attracting the attention of government, health, science and education communities, food and beverage industries, and consumers. Now we have to make "kids" equally aware.

## **Jumping Off Points to Service-Learning**

Two of the points noted above were making sure that children and youth engage in regular physical activity and helping children consume a balanced diet. You can play an important role in each.

- Start new “physical activity clubs” in your school and community for children and youth. Become a role model by coaching and mentoring younger students who have not participated in school or after-school sports.”
- Volunteer to teach students in the elementary and middle grades about proper nutrition and good eating habits. Here, too, you can serve as a role model.
- Join with teachers, parents, and community leaders to assess your school’s eating environment and develop an action plan to improve whatever is needed.
- Advocate that adequate funds be provided by local, state, and federal sources to ensure that the total school environment supports the development of healthy eating habits.
- Make certain that school menus meet the U. S. Department of Agriculture’s nutrition standards as well as provide sufficient choices, including new foods and food prepared in ways that meet the taste preferences of diverse student populations.
- Make certain that foods sold in your school, in addition to the National School Lunch Program, are from the major food groups of the Food Guide Pyramid.
- Make certain that decisions regarding the sale of foods are based on nutrition goals, not profit margins.

### **Looking More Deeply**

Begin with these resources and then expand your search:

- [Overweight Teens](http://overweightteen.com) [http://overweightteen.com]
- [Tips for Healthy Children](http://www.childrenfood.com) [www.childrenfood.com]
- [Nutrition Cafe](http://exhibits.pacsci.org/nutrition/) [http://exhibits.pacsci.org/nutrition/]
- [Healthy Choices for Kids](http://www.healthychoices.org) [http://www.healthychoices.org]
- [Nutrition for Kids](http://www.nutritionforkids.com) [http://www.nutritionforkids.com]
- [Nutrition Exploration](http://www.nutritionexploration.org) [http://www.nutritionexploration.org]

# Youth Violence

Many teenagers are concerned about youth violence and with good reason. Each year, far too many youth commit acts of violence and their victims are most often other teenagers. Youth violence includes a range of activities: bullying, threatening remarks, physical fights, assaults with or without weapons, gang violence, and suicide. Since the numerous "facts and figures" can fill a volume, we will look at only some of the basic data.

## Building Blocks

- **Youth harming others.** About one in nine murders were committed by youth under 18 in 1999. On average, about five youth are arrested for murder each day. In that same year, youth under the age of 18 accounted for about one in six violent crime arrests. One national survey found that for every teen arrested, at least 10 were engaged in violence that could have seriously injured or killed someone.
- **Youth harming themselves.** Suicide is the third leading cause of death among teenagers. Over 1,500 teens kill themselves each year. About one in 12 high school students say they have made a suicide attempt in the past year. More than three in five youth suicides involve firearms.
- **Youth carrying weapons.** About one in 20 high school students say they have carried a gun in the past several months. Almost one in four teens report having easy access to guns at home.
- **Youth becoming victims.** On average, seven youth are murdered in this country each day. Murder is the second cause of death for youth between the ages of 10-19. Youth ages 12 – 17 are three times as likely as adults to be victims of simple assault and twice as likely to be victims of serious violent crimes.
- **Teen dating violence is a serious problem.** A recent study found that one in five female students have reported being physically and/or sexually abused by a dating partner. Violence also includes verbal and emotional abuse. Alcohol often is a factor. As the consumption of alcohol by either the perpetrator or victim increases, the rate of serious injuries associated with dating violence also increases.
- **School violence continues to be an ongoing public concern.** Although school shootings get a lot of media coverage, schools nationwide are relatively safe. Less than 1% of all violent deaths of school-aged children and teens occur in or around school grounds or on the way to or from schools. This is not to say, however, that violence in schools is not a problem. A study in the late 1990s reported that more than one in 13 students said they had been threatened or

injured with a weapon such as a gun, knife, or clubs on school property and more than one in seven said they had been in a physical fight.

- **Researchers have identified a number of factors** that increase children and youth's risks for becoming involved in serious violence during their teen years. These include early involvement in serious criminal behavior, early substance abuse, being male, a history of physical aggression toward others, low parent education levels or poverty, and parent involvement in illegal activity.

### **Jumping Off Points to Service-Learning**

- Establish "Safety Plans" for you and your fellow students. Some of the components of such a plan include periodically changing school lockers and locks; changing routes to school or home; using a "buddy system" for going to school, classes, and after-school activities; knowing whom to call for a ride home if you become stranded; keeping a journal describing any abusive situations; changing the number of any pagers or cell phones; keeping spare change or calling cards and the number of someone you could call in any emergency; and having "an escape route."
- Establish discussion and support groups for teens who are the victims of violence. Listen to what they have to say, be accepting, and create individual safety plans with them.
- Educate yourself – and your community — on the youth violence situation in your local area.
- Make a commitment not to contribute to violence in any way, shape, or form. Distribute pledge cards to other young people asking them to make a similar commitment.
- Publicize ways to resolve arguments and fights without violence and encourage others to do the same.
- Start a program with your teachers and community organizations to establish conflict resolution programs. Plan to develop publications and work with the news media to inform them of this initiative.
- Become active in organizations that promote non-violence in your school and community – or launch your own effort. Touch base with the U. S. Office of Juvenile Justice [[ojjdp.ncjrs.org](http://ojjdp.ncjrs.org)] to determine how you can get started.
- Educate and inform your fellow students that they can choose better relationships when they learn to identify early warning signs of an abusive dating relationship, understand that they have choices, and believe they are

valuable people who deserve to be treated with respect. Some of the important warning signs are extreme jealousy, uncontrolled anger, dramatic mood changes, quick progression of the relationship, and use of alcohol or drugs.

- Become familiar with — and make others aware of — the Dating Bill of Rights:

*I have the right to trust myself above all others.*  
*I have the right to decent treatment by anyone I date.*  
*I have the right to refuse to date anyone.*  
*I have the right to be safe on a date.*  
*I have the right to stop blaming myself for dating abuse.*  
*I have the right to be assertive on a date.*  
*I have the right to pay my own way on a date.*  
*I have the right to mutually consenting and pleasurable sex.*  
*I have the right to refuse to have sex.*  
*I have the right to be respected as a person.*  
*I have the right to disagree with my date.*  
*I have the right to say No.*  
*I have the right to get angry.*  
*I have the right to fulfill myself with or without a partner in my life.*  
*I have a right to know who I am.*  
*I have the right to know whom I am dating.*  
*I have a right to determine the criteria concerning who I will date.*  
*I have the right to use my own transportation on a date.*  
*I have the right to leave any dating situation my instincts tell me to.*  
*I have the right to prosecute for battery and sexual assault.*  
*I have the right to emotional support and understanding from others.*  
*I have the right to a healthy dating relationship.*  
*I have the right to control my own destiny.*  
*I have the right to be selfish and get the good things I want from a relationship.*  
*I have the right to be loved.*  
*I have the right to be cared about.*  
*I have the right to intimacy.*  
*I have the right to high self-esteem.*  
*I have the right to trust myself above all others.*

From: *Warning: Dating may be hazardous to your health!*  
Mother Courage Press  
1533 Illinois Street  
Racine, WI 53405

## Looking More Deeply

Here are several web site addresses to begin your research and service:

- [Center for the Study and Prevention of Violence](http://www.colorado.edu/cspv) [www.colorado.edu/cspv]
- [Violence Against Women Electronic Network](http://www.vawnet.org) [www.vawnet.org]
- [National Youth Violence Prevention Resource Center](http://www.safeyouth.org) [www.safeyouth.org]
- [National Sexual Violence Resource Center](http://www.nsvrc.org) [www.nsvrc.org]
- [National Center for Injury Prevention and Control](http://www.cdc.gov/ncipc.dvp/dvp.htm) [http://www.cdc.gov/ncipc.dvp/dvp.htm]
- [National Violent Death Reporting System](http://www.nviss.org) [www.nviss.org]
- [Division of Violence Prevention/Center for Disease Control and Prevention](http://www.cdc.gov/ncipc/dvp/dvp/htm) [www.cdc.gov/ncipc/dvp/dvp/htm]
- [Girl Power! And Violence Prevention](http://www.girlpower.gov) [www.girlpower.gov]

# Promoting Peace in Your Community

## Building Blocks

Preventing violence in your school and community is the first step of a long process. *Actively promoting peace in your community is another major challenge.* In this case, consider the community as your home town, county, state, nation, and even the world.

We won't begin, as we have before, by listing specific "facts and figures" on this issue except to reiterate what everyone knows, namely, that "small conflicts" occur in every community and "larger battles" are being fought in many part of the world. Many of the "Building Blocks" for this issue already have been provided when we addressed violence against the homeless, children and youth, our neighbors, those we love, and sometimes ourselves. Instead, we turn directly to the issue of Promoting Peace, starting in your own home town and moving beyond. The following is a list (not nearly inclusive) of some service-learning activities you can do.

## Jumping Off Points to Service-Learning

- Use e-mail, fax, photocopies, and newsletters to broaden the message of peace.
- Write letters, articles, and "op ed" columns for your local newspaper on ways to promote peace.
- Sponsor community study groups or speaker series to explore the causes of conflicts and wars and ways to promote peace.
- Volunteer to serve on peace projects and encourage your fellow citizens to do the same.
- Circulate peace pledge cards and petitions and send them to your state and federal representatives.
- Act to support specific legislative peace initiatives and take part in on-line advocacy for peace. Some good sites to get started are "20-20 Vision" and "The Interfaith Alliance."
- Collect and feature peacemaking stories in community newsletters, church bulletins, bank lobbies, grocery stores, and the like. Also, suggest a special edition of your local newspaper that focuses on efforts to stop conflicts and promote peace throughout the community.

- Develop and widely circulate a list of the qualities and behaviors of peacemakers. Also, teach younger students about what it means to be a peacemaker. Check this website for additional information: <http://www.makethepeace.net>.
- Be creative. Think about – and act on – what you can do *each day* to promote peace in the lives of those around you.
- Start a “PSS Club” in your community that is open to everyone – all faiths, all colors, and all ethnic backgrounds. “PSS” stands for “Peace, Shalom, Salaam.”
- Learn about Amnesty International, the worldwide movement of people who campaign for human rights. Their mission is “to undertake” research *and action* focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination....” (in other words, promoting peace.) The words “research and action” are familiar to users of this manual. Consider starting your version of this group, perhaps calling it “Amnesty (insert the name of your community.)”
- Start your own website on promoting peace in your community (remember that includes your home town, county, state, nation, and even the world). Also, write articles and stories about how greater peace and social justice came to your community.

## Looking More Deeply

There are lots of places to look.

- [United for Peace and Justice](http://www.unitedforpeace.org/) [http://www.unitedforpeace.org/]
- [Waging Peace](http://www.wagingpeace.org/) [http://www.wagingpeace.org]
- [Women Waging Peace](http://womenwagingpeace.net/) [http://womenwagingpeace.net/]
- [Celebrating Peace](http://www.celebratingpeace.com/) [www.celebratingpeace.com]
- [Amnesty International](http://www.amnesty.org/) [http://www.amnesty.org]
- [Center for Peace and Conflict Studies](http://www.fresno.edu/pacs/) [http://www.fresno.edu/pacs/]
- [War & Peace](http://users.rnc.com/warpeace/) [http://users.rnc.com/warpeace/]
- [Peace Action](http://www.webcom.com/peaceact/) [http://www.webcom.com/peaceact/]

- The Peacemakers Speak [<http://www.thecommunity.com/crisis/>]
- United States Institute of Peace [<http://www.usip.org/>]
- United Nations Peacekeeping [[http://www.un.org/Depts/dpko/home\\_bottom.htm](http://www.un.org/Depts/dpko/home_bottom.htm)]

## Two Concluding Observations

- We are certain that you have picked up on this important point: *social justice issues are closely interrelated*. For example, look at the Building Blocks and Jumping Off Points to Service-Learning, especially in Hunger, Homelessness, and Poverty and Child Abuses and Neglect. You will note the obvious linkages between the issues and the possible services you can provide. Youth Violence and Promoting Peace in Your Community also overlap greatly (as we have pointed out.) Therefore, you may wish to develop your research paper and service-learning project across themes and create your own combinations.
- As we have emphasized several times, the services provided 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 become a citizen of the world. Perhaps the “most endangered species” in the world today are humans. But young people have 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 issues of hunger, homelessness, and poverty.

### English/Language Arts

- Tutor children at homeless shelters.
- Collect and distribute clothing, food, books, toys, and other needed materials for people in homeless shelters.
- Develop a Social Justice reading list.

### Social studies

- Volunteer your services at homeless shelters and soup kitchens.
- Report to local organizations the status of homelessness in your community.

**Family Studies**

- Assess and publicize various needs of local shelters.
- Establish reading (and homework) centers at local shelters.

**Science**

- Advocate for building playgrounds in or near project housing.
- Plant a community garden and distribute the food to the homeless.

**Math**

- Plan menus (and prepare meals) based on food stamp money.
- Advocate for raising income above the poverty level.

**Health and Physical Education**

- Plan and conduct recreational programs for shelter residents.
- Advocate for increasing school food programs.

**Music**

- Raise money for tapes and tape players at shelters.
- Perform for children and other residents of shelters.

**Art**

- Take photos of children to give to parents as gifts.
- Make buttons, posters, flyers, and other art work to illustrate how you feel about the issues of hunger, homelessness, and poverty.

**Technology Education**

- Develop maps directing the homeless to food banks and shelters.
- Investigate the potential of technology to end poverty and share your findings with policy makers in your community.

**Business Education**

- Assist residents in shelters to prepare resumes for job searches.
- Advocate local businesses to hire residents of homeless shelters.

**Foreign Language**

- Translate the “food pyramid” into languages spoken by residents of shelters.
- Write to embassies with recommendations to improve conditions of the poor wherever they live.



## SECTION 2

### Social Justice Resources

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**NOTES**

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# Social Justice Online Resources

With so many issues to choose from, finding a good social justice resource for your specific topic can be like finding a needle in a haystack. It might be hard for you to narrow down all the issues to just one in which you are interested. Below you will find resources that will provide much of the preliminary information you will need on a variety of topics and will offer direction for searching for sources. These online sources are listed under several categories. During your navigating, you might find out that some sites discuss multiple social justice topics. Each one is placed under the subject category that has the most information that will help you. While there are many social justice web pages, it would be hard to name them all; therefore, this list is a starting point in branching out into your own investigating. As you begin searching, you will find that many sites are connected to others, either being sponsor sites or on links pages, so you should always have a handful or more from which to choose.

## African-American Civil Rights History

### From Slavery to Civil Rights: A Timeline of African-American History

This interactive site spreads its wings from early 1800s to the 1950s - the start of the Civil Rights Movement. Click on any of the buttons to be directed to an era and great accomplishments towards the progression of civil rights. Photos, drawings, music, and other mixed media make this site an entertaining, and highly informative, glimpse at history. Go to this site to get a taste of various times in African-American history. <http://memory.loc.gov/learn/features/civilrights/flash.html>

## Civil Rights Movement History, General

### Public Agenda: Snapshots in Time: The Public in the Civil Rights Era

Public Agenda has a special site for Civil Rights in order to research its effect and explore other nuances within the history of the Civil Rights Movement. The organization reaches underneath the layers of society to research what American citizens truly think about issues and reflects on how their views are determined by other events in their life. The *Brown vs. Board of Education* decision in 1954 is discussed on this page, along with the Civil Rights Act, and present times. Each section has some statistics and data, and the section titled "The Way Things Are Now" has some resource links within the context to back up the statements. This page is a quick-read that will give you some key facts in linking crucial data together. Get creative and try to find other links between civil rights and people today by going to the "Research Studies" or "Issue Guide" buttons at the top of the page. There is also an "E-mail Alerts" button that can give you access to latest polls taken by Public Agenda. And if you want to do a little research yourself to connect civil rights with today's events, go to the "About Polling" button to find good tips on how to survey and get quality results. <http://www.publicagenda.org/specials/civilrights/civilrights.htm>

### **Voices of Civil Rights**

"Ordinary People. Extraordinary Stories." And with these words evolved the Voices of Civil Rights, an interactive and highly engaging journey into the Civil Rights Movement. And this isn't limited to just Martin Luther King, Jr. and Rosa Parks, people you've probably heard every MLK Day since kindergarten. No, Voices of Civil Rights is about *The Power of a Story*, the collection of personal recollections unlike any to be archived by the Library of Congress. Read these accounts under "The Voices" button and find stories using a search engine or by reading the "Featured Stories." Get a better idea of the time period during each story by going to the "History" button to find a Civil Rights Timeline link. There is also an amazing photo gallery and "Civil Rights Music Video," a montage of photos put together with music. "Civil Rights Today" takes you to a page that features stories on how the remnants of what the Civil Rights Movement started (and still is in progress today), and the legacy and culture it leaves behind. Find some fresh perspectives under the "New Voices" link to find how your peers are affected today by this Movement. The spotlight shines on the people who carry out the legacy and were the driving force that brought significance to the Movement to create life-changing results for millions of people today. <http://www.voicesofcivilrights.org/>

### **Child Abuse/Sexual Awareness & Prevention**

#### **National Center for Missing and Exploited Children**

Since the mental and physical well-being of children is important to the National Center for Missing and Exploited Children, it features the topics of sexual exploitation and missing children throughout its site. While both topics are very broad and can be different, many points are covered on the two under "Topics of Focus." Here there are "Sexual Exploitation" and "Child Safety" links. You can also go to the "FAQs and Statistics" to find answers to questions you may have on either one of the issues that are more common than you think. The "Megan's Law" link takes you to fact sheets on your state's legislative decisions on registering and notifying nearby communities of sex offenders. You can even stay informed on the latest news and outcomes of cases by going to the "Stay Informed" link under the "Help Now" section. The site is part of a global awareness program and if you are multi-lingual, you can go to the "Global Network" scroll-down menu located near the bottom of the sidebar and see what else is going on to help the coalition around the world. <http://www.ncmec.org>

#### **Promote Truth**

This site is catered to teens looking for information on sexual violence issues, so it is very easy to navigate. The "FAQs" link will give you answers to any questions you may have on sexual violence, and the "myths & facts" clears up the stereotypes or hearsay you might have heard on this issue. The majority of the information here is about the sexual violence common for teens, such as "dating violence," "drugs & alcohol" that may have been used in order to commit sexual violence,

and the “laws” that bring justice to these issues. All of these links include several pages that you can connect to for specific information. Going to the “News & Events” page will take you to the latest headlines on sexual violence from all over the country. The “Stats” page also has some very good data and facts on sexual violence. The information at the top of this page is about the state of Florida, where Promote Truth was founded, but by scrolling down you will find national percentages and statistics as well. <http://www.promotetruth.org/faq/default.htm>

### **Be a Child’s Hero**

This Oklahoma-based foundation has good information about the psychological aspects of sexual abuse and how to deal with it within a community. Scroll to the bottom of the page to find links under the categories “Sexual Abuse Prevention Topic Shortcuts” and “Sex Offender Behavior Topic Shortcuts.” Learn about a multitude of topics, such as the effectiveness of sex offender registration and the latest research on what factors appear to trigger a person to become a sex offender. These links will give you good information, but you can also scroll to the top of the homepage and skim through the links there. Much of the information at the top of the page is about how to donate or volunteer, but the “FAQs” page can supply more answers for you. <http://www.beachildshero.com/>

## **Community Action**

### **The New Dream Action Network**

Chinese philosopher Lao-Tzu once wrote, “A journey of a thousand miles must begin with a single step.” With this in mind, the “journey” toward protecting the world around us and enhancing the overall quality of our communities takes one person at a time to make a collective impact. This is where the New Dream Action Network comes in. This page is a directory of its various programs and campaigns brought by the Network, including Turn the Tide. Turn the Tide focuses on nine simple, everyday actions every individual can do that can be charted with calculators and calendars provided by the site. The “Who’s Turning the Tide?” link features people from communities across the nation joining the collaborative effort. On the New Dream site’s page, there are also youth-driven campaigns, such as the “Be, Live, Buy, Make A Difference” site, which provides resources to help youth take better responsibility on the way they can preserve and consume by conscious and wise spending. Overall, the New Dream Action Network’s sites focus on being able to understand the motives of commercialism and mixed media messages that may have a negative influence on the quality of living. Go here to be amazed at what a little help on your part can do to change the face of the planet. <http://www.newdream.org/campaign/index.html>

### **Institute for Global Education and Service-Learning**

This nonprofit training organization creates service-learning programs and initiates activity-based education in collaboration with schools and organizations around the world. The web site includes valuable background information on such

information as citizenship, intergenerational programs, philanthropy and literacy. Within these areas, find information on citizenship initiatives such as the Community Development Youth Corps (CDYC) and Kids Initiating Neighborhood Development (KIND), an intergenerational oral history program, a philanthropic service-learning program named Making Change, a literacy program entitled Read & Lead that connects upper elementary, middle and high school students to K-3 students, plus other trainings, workshops and publications. [www.igesl.org/NSLE.htm](http://www.igesl.org/NSLE.htm)

### **TV Turnoff Network**

TV Turnoff Network has a simple request of the people of America: please promote healthier communities by turning off the television. Information about the negative effects of too much television and other data can be found here, plus a downloadable Activity Book also can be retrieved. Under the "Allies" link, there are links to international and national organizations. Under the "Featured Organizations" link found within the text, there will be categorized groups, including what doctors say about too much television and how to support the fight to stop commercialism and advertisements in the media. Another section to check is the "Press Room," which contains new studies and articles. After you're finished skimming this page, click on the "More Reading, Less TV" link on the sidebar and click on the "Students" link found within the context. You will be directed to a site with points and counterpoints regarding the choice to read compared to watching television. <http://www.tvturnoff.org>

## **Human Rights Issues/Policies**

### **AlterNet**

This independent news source gives up-to-date facts that often are critical of government decisions affecting many civil rights issues. AlterNet is not afraid to serve up strongly-stated opinions backed up by relevant sources. This news database is acclaimed by media to be a political and civil rights watchdog. Get an idea of the material by going to "Top Stories." There is also a link that can connect you to "Special Coverage," which gives detailed sources on several topics. These heavy-hitting journalists stand behind their points: go to the "Columnists" page to find briefs on the writers behind the stories and what they report on. You can even find radical or conservative opinions of others regarding these articles by clicking the "Discuss" links to view the various forums and express your own passionate viewpoints. <http://www.alternet.org>

### **American Radio Works**

A concept created by the American Public Media Organization, a list of interactive media on a variety of local and international issues brings justice to your computer screen in innovative and engaging media sources. Click on the many topics, from the war crimes in Sierra Leone to the death of many U.S. soldiers in the Iraq war. Some sites include Flash, while others have audio feeds and scripts. Many of the

links to the stories connect you to colorful homepages with photos and creative website designs. Browse through the topics to see if what you're investigating is here or if you want to learn more about particular subjects. <http://americanradioworks.publicradio.org/documentaries.html#justice>

### **Global Exchange**

Many topics of interest can be found at Global Exchange, an organization that builds partnerships around the world and within groups in the United States. Issues are categorized under the headlines "Economic Issues" and "Human Rights Issues." Clicking on the links underneath these will take you to detailed pages, which include ways to help and the roots of the problem. The "Weekly News" link on the homepage can also give you the latest on the civil rights of humanity across the globe. <http://www.globalexchange.org>

### **Human Rights Watch (HRW)**

Viewed as the largest human rights organization in the country, journalists, academics, and lawyers come together with leading experts to ensure the civil liberties of the world. Human Rights Watch has stopped countries from using child soldiers in armies, banned landmines where they could harm the innocent, and put on trial leaders who were responsible for death and destruction. Under the "Publications" link, search articles by date, country, or human rights theme. One theme is "Children's Rights," underneath the "Global Issues" section on the sidebar. Clicking on this link will take you to a page with various children's abuses from around the world. There are also issues that hit closer to home, such as hatred in schools against gays, lesbians, and transgenders, and HIV/AIDS. Each Global Issue has links on the top of the page titled "Links to Related Sites" for further investigation. On the bottom of the homepage's sidebar, make sure to go to the "Photo Gallery" to find disturbing and moving pictures, as well as related material to find out more about the event. The "Campaigns" link also will give a myriad of issues around the world on which to take action. <http://www.hrw.org>

### **The National Council of La Raza**

The National Council of La Raza - the largest national constituency-based Hispanic organization - is the leading voice for this community. It is a private, non-profit, non-partisan organization established to reduce poverty and discrimination and improve life opportunities for Hispanic Americans. When you explore this website, you will find side-bars that detail the mission, operating principles, history, governance and funding of the Council. One of the most interesting and useful areas is a description of the affiliates program that has grown to more than 300 community-based organizations whose diverse services include developing charter schools, after-school programs, job readiness and training, English language preparation homeownership counseling, health centers and community activity centers. These organizations provide services to approximately 4 million Hispanic Americans and have the umbrella support of the Council as it works on the "front lines" to improve opportunities for this growing population. <http://www.nclr.org>

### **Slum Dweller's International**

Slum Dwellers International (SDI) is a network from a number of countries (mainly in the southern hemisphere), consisting of organizations and grassroots initiatives. As they develop a loose federation, here is their goal: SDI affiliates join together to give voice to the poor in the arena of decision-making that, until recently, had been confined to global organizations that champion "neo-liberal theories" of development. There is a diminishing number of organizations who have mobilized poor individuals, mainly through micro-finance, to help improve the individual standard of living by adapting to the reality created among larger governments and organizations. SDI affiliates are attempting to pioneer alternative routes that share a common vision: the state (country) on its own cannot solve problems of poverty and under-development. The affiliates seek to remind nations, which can range from a country such as Zambia with a few hundred citizens in poverty to India with more than one-and-a-half million, of their obligations with respect to equity. Check out the following web sites beginning with SDI's: <http://www.sdinet.org> or <http://www.dialogue.org.za>. SPARCO, the support group for the Indian Alliance is at <http://www.sparcindia.org>. The Asian Coalition for Housing Rights is at: <http://www.achr.net>. The Community Organisation Urban Resource Centre is at <http://www.courc.co.za>

### **Oxfam International**

Lobbying for change on an international level, Oxfam gives researches helpful tools with its educational material. You can go to the "Programs & Campaigns" link to look up the efforts going on around the globe by clicking on a location within the map provided. The "Policy & Analysis" includes papers and other publications on human rights. If you want specific information, use the search tool at the top right-hand corner of the page. <http://www.oxfam.org>

### **Connect For Kids**

This site is a directory focusing on issues targeting policy and justice for "kids." There are different ways to find the latest information, and the sidebar allows you to search "Topics A-Z," "State-By-State," and "Organizations." In addition, the "Volunteer" link has resources for local volunteer opportunities wherever you may live in this country. <http://www.connectforkids.org>

### **The Forum for Youth Investment**

The mission of this organization is to provide enriching opportunities for young people to take action and learn about controversial issues. In the "Our Resources" link, information exists about newsletters, publications, and many other resources. <http://www.forumforyouthinvestment.org>

### **Youth NOISE**

As if the title isn't self-explanatory, Youth NOISE will give you some ideas that will make you feel like a pretty powerful person. Learn how to be heard: go to the "Explore" button to discover social justice issues that affect you. Check out "Top

10" to find very do-able and teen-approved ways to participate in making a change. Click on the "Take Action" button to find ways to get involved. You've probably run into these buttons many times during your research to find projects you are "leery" about joining, but don't be fooled: these aren't your normal ideas on volunteering. Here, you can actually find out youth-focused ways on how to "Change Rules," "Be the Solution," and "Speak Out." On the homepage, look for the "Get Local" section at the lower right-hand corner to get wired to valuable service projects in your hometown. Wherever you go, there's a guarantee you'll find effective ways to impact justice. The "Yellow Pages" can also give you access to search Youth NOISE's site by category, organization, or keyword. Many of the sites featured in the Yellow Pages are teen-friendly and also cater to youth. Make sure to check Youth NOISE on any issue regarding teens or youth involvement. This site is just "buzzing" with information all over its pages to tear down the notion that you can't do anything because "you're just a kid." <http://www.youthnoise.com/>

## **Disability Rights**

### **Americans with Disabilities Act**

This is a government-affiliated site that presents the laws that are currently enforced that assure equal opportunities for disabled persons. Go to "General Publications" for quick information on the regulations. "Businesses and Non-Profit Service Providers" gives you an idea on what other disability services exist outside the government sector. On the bottom of the page, on the lower left-hand sidebar, there is the "Other Resources" link that shows other government-related services. <http://www.usdoj.gov/crt/ada/adahom1.htm>

### **National Center for Disability Services**

Living normally. For some people, it's easier than for others. Life might seem pretty hectic to you, but you might not be aware of how "normal" and "hectic" can be defined for others. It's the varsity soccer player who wears a back brace under her jersey. Or it is your classmate who secretly suffers from dyslexia and who has a hectic time just trying to be allowed an equal chance at doing things that are easier for people who aren't affected with a disability. To them, "normal" might not be so simple, and they go to huge efforts to not allow anyone to take notice, trying to avoid anything that would label them "disabled." For some, it's harder to hide than for others. A teenager in a wheelchair will have more difficulty taking a hike or dancing at prom, while someone with a speech impediment is afraid to speak in front of groups. Hiding these disabilities or finding ways for people to have an equal chance to do normal things and live decently is what the National Center for Disability Services is all about. Click on their "Programs" link to learn more about the nationwide effort. The "News" link will take you to some of the results of these programs in the news. Under the "History" button, read up on how the organization got started, and find links within the texts to take you to the other branches of the National Center for Disability Services. <http://www.ncds.org/index.asp>

## **Fair Trade**

### **United Students for Fair Trade**

College and high school students take action by promoting fair trade policies and campaigns throughout America. Fair trade is the idea of determining equality and sustainability to all parties within trade and production. Important crops such as cocoa and caffeine come from farmers around the world who are not making enough profit from their work for adequate living or production. Fair trade helps establish profits for farmers, workers, and businesses within the production line. It even impacts you, the consumer. To find out how, go to the link located on the sidebar titled "FAQs." While this web site focuses more on taking action than providing information about fair trade, it helps you connect to people who can help you with your research or project. Go to the "Student Database" link to find high schools or college campuses near you that participate in the organization. <http://www.usft.org/>

## **Global Hunger Awareness**

### **Student Friends of the World Food Program**

Committed to providing aid to prevent famine and hunger in dangerous and underdeveloped areas of the world, this organization gives a very logical reason to care: Because "Hunger is curable." The "Interactive Map" gives you a chance to explore the globe by clicking on various countries and finding out about conflicts that began their own battle with the hunger epidemic. Along with highly touching pictures of people who are affected by hunger, the "Curriculum" link offers school presentations to download and youth-friendly "Bite-Sized Lessons in Hunger" to sate your knowledge on the latest trends and relevant facts. This is a good site to go to if you are doing a presentation or activity in your community, since there is a variety of media you can access within the links located in the "Advocacy Material" section. Under the "Act Now" link, there are ideas for activities to spread understanding on hunger, and networking opportunities to connect with local advocacy groups. Browsing through the pages, there also are many student voices working around the globe that contribute to the site through journals, first-hand accounts, interviews, and press releases that can give your project a valid perspective on global hunger through the efforts of young people. <http://www.waronhunger.org>

## **Global Policy Database**

### **Interhemispheric Resource Center (IRC)**

The IRC exists as an effort to bring forth information about U.S. government-affiliated policies that affect the citizens around the world. The site focuses on democracy around the world and informing the American public on global affairs to bring researchers and organizations together to form a "think tank" of ideas and sources. To learn more about the organization, go to the "About Us" link. Here there is information regarding the history and people behind IRC. The sidebar also includes sponsored sites that focus on foreign policy, war, and international

law. Click on any of the links to find information about global policies in which the U.S. is involved. Also click on the "Site Map" and find the "Projects" section to obtain a list of topics to which the IRC brings attention. Some of these sites include links to organizations that take action on the issues; they also include other written materials. <http://www.irc-online.org>

## **Health in the Schools**

### **PE 4 Life**

In today's society, youth activity dwindles as obesity and health problems increase. PE 4 Life is a strong advocate in attempting to sustain physical activity at schools and to teach healthy life-styles. This site is easy to navigate, and its links provide comprehensive material. For instance, visit the "Resources" link on the sidebar and find sources and ways to take action that are summarized and organized in various categories. Reading the brief headings of the links within the context will give you exactly what you're looking for. In the same fashion, the "Research" page provides labeled sections to find research on specifics about physical activity you need. <http://www.pe4life.org>

## **Homelessness**

### **National Homeless Coalition**

One of America's top 100 charities, the National Homeless Coalition is on a campaign to end homelessness. The "K-12 Educational Materials" is a sidebar link that allows you to access material written for high school students and other advocacy tools created for youth. "Legislation & Policy" gives you a heads up on the priorities and the rights of the homeless. There is also a left-hand side bar link titled "Fact Sheets" that will take you to the current statistics. Back at the homepage, go to the "Personal Experiences of Homelessness" to reveal candid thoughts of a variety of people who have dealt with homelessness. This can strengthen your research because these are first-hand reflections that peel the layers of statistics and facts to bring them alive and closer to home. After reading the material on the site, go to the "Internet Resources" link at the homepage to see what else you can find on the web. <http://www.nationalhomeless.org/>

### **U.S. Department of Housing and Urban Development (HUD)**

This government-affiliated site gives some good starting links and background information on homelessness. Under the "Resources" section on the sidebar, there are several links that may be helpful. The site does not just focus on the problem of homelessness but offers solutions. Information is covered regarding public housing and the services offered to aid in the home-buying process. In the "Communities" section, you can find data about your own neighborhood, including which Housing and Human Development (HUD) programs are available regionally. The "Newsroom" links also has the latest initiatives and reports which you can search by state. You can also see the top stories and the most frequently requested information. There is also a glossary of terms and the current activities of the federal government. <http://www.hud.gov/homeless/>

### **Washington State Coalition for the Homeless**

The State's Coalition for the Homeless advocacy group features local action taken in your community. A great local site, go to any link to connect to useful information. The "About Homeless" link contains data and news within counties throughout Washington. The Coalition is divided into counties. To access your hometown organization, go to the "County Coalition." Other interesting links include the "Photo Gallery," which has black and white photos of those affected by homelessness. After seeing what the web pages have to offer, go to the "Other Resources" link and find local sites on homelessness. <http://www.EndHomelessnessWA.org>

### **Hunger Awareness in America**

#### **Food Research and Action Center (FRAC)**

Did you know that there is a link between hunger and obesity? Did you also know that this growing epidemic hits people who live in suburbs and aren't homeless? Addressing the issue of hunger and its effects on health, the Food Research and Action Center's web site explains the problem that Americans face everyday. To learn why this is an important issue and for demographics on people suffering every year, go to the "Hunger in the U.S." link. There are links found on the right-hand side of the page that can direct you to the latest news and data on hunger and a Profile of U.S. Food Insecurity. While there is little information on how to take action, FRAC is a good resource for learning about the facts and details on their campaigns to prevent hunger. <http://www.frac.org>

### **Internet Rights**

#### **Coalition Against Unsolicited Commercial E-mail (CAUCE)**

Internet "spam" overwhelms e-mail and causes unnecessary aggravation. Instead of complaining, find out how you can take political action. Go to the "About the Problem" link to see how this affects communities and technical facts that detail the problem. "FAQ" also has similar information, but it also defines what kind of e-mail advertising the group is trying to prevent, among other answers. There are many links that describe the problem, including pages that connect you to additional sources. This is a good starting site to learn about what's being done to stop spam overload in your e-mailbox. <http://www.cauce.org>

### **Legal Assistance**

#### **Northwest Justice Project**

The sponsor site of Washington Law Help (see below), this site provides additional information on the Project and other advocacy groups supporting Northwest Justice. Some are also accessible through Washington Law Help. Go to the "Site Help" link located at the top of the page to find descriptions on where to navigate for the information you are seeking. <http://www.nwjustice.org/>

## **Washington Law Help**

Tired of all the legal jargon found in court documents? Washington Law Help not only explains problems and provides glossaries to break down information into “Plain English,” it also includes contacts on finding local legal help. This database includes outside links, downloadable reading material, and an extensive search engine. On the site, find topics categorized into headlines. These vary from “Native American Issues” to “Youth Law and Education.” You can also use the search engine to find information by keywords, zip code, county, or even a different language. Once you find an issue, you can view the “Self-Help Information” to educate yourself. The “Find Legal Help” tab displays contacts that provide services that help ensure the legalities of an issue. Going back to the homepage, go to the “Find More Legal Information” button to find out about Washington state laws, definitions of legal terms, and assistance on court proceedings. With its large buttons and text, organized links, and helpful resources, Washington Law Help is a site not to be overlooked. <http://www.washingtonlawhelp.org>

## **Media Awareness**

### **Media Scope**

Issues and legalities surrounding the problems of media are available through Media Scope’s collection of books, web, videos, reports, and many other resources. At the homepage, you can go to the library to find outside links at the bottom of the page that provide educational tools and reference materials. Looking for some good statistics and reliable references that back up the data? Go to the “Publications” button and behold media issues categorized under the “Issue Brief Series” section. This is your entrance into patterns, trends, and demographics gathered together into a substantial collection so you don’t have to do all the work. <http://www.mediascope.org>

## **Mental Health**

### **Bazon Center for Mental Health Law**

This organization brings services to people with mental illnesses and ensuring they receive social dignity and rights they deserve. Explore advocacy issues that affect mental health rights by going to the “Issues” link found at the top of the page. The “Links” page can take you to state directories and information on how to participate in advocacy groups. The “Newsroom” link will show the latest Bazon media releases along with the most recent policy updates. You can even go to the “Reporters Corner” link on the page, a unique option that allows those who want resources to contact mental health experts in the organization for interviews or further questions. Also, explore articles and reports about mental illnesses under the “Further Information” link on the right-hand sidebar. Back at the “Newsroom” page, the right-hand grey box features the latest coverage on mental health. The “Take Action Link” on the top of the homepage will also provide quality information on latest events and legislative progress. While here, find “The Bazon Center Health Policy Reporter” link to download files of annual records of Bazon’s activism. <http://www.bazon.org>

### **National Mental Health Information Center**

This government-affiliated site addresses all the popular mental health issues which you can connect to by locating the link at the left-hand side bar and also at "Mental Health Topics" on the top of the page. Also go to the "Related Links" page found on the sidebar to find other federal contact information associated with mental illnesses and outreach programs. Mental Health Service information can also be obtained by going to the "Publications" link at the top of the homepage. <http://www.mentalhealth.samhsa.gov/highlights/may2004/mentalhealth/>

### **School Violence**

#### **Mendez Foundation**

School violence and drug prevention are the main topics on the Mendez Foundation's website. The "Resource Links" is an excellent source of information that links you to the organization's programs and projects. While the Foundation is based out of Tampa, Florida, its reach extends nationwide. <http://www.mendezfoundation.org>

#### **Keep Schools Safe**

Here is a good resource about protecting the safety of students around the world. Go to the "For Students" section on the homepage and access the Student Safety Center for tips on preventing violence. At the bottom of the page, there is a "Resources and Links from our Safety and Security Directory" that includes outside links, statistics, and related school violence reports. <http://www.keepschoolssafe.org>

#### **Safety Zone**

Just when you thought you couldn't get any better information on school violence, you find out about Safety Zone, whose greatest feature is its search engine. Along with looking up material using the keyword method, you can also search for State Safety Centers or Useful Publications. You can look for a variety of topics by clicking on the "Links" button. There is also a "Library" link where books with topics of interest can be borrowed for free. <http://www.safetyzone.org/>

#### **Washington State School Safety Center**

Learn about state efforts on school violence prevention by checking this government-affiliated site. On the sidebar, school violence information is categorized by subjects: state laws, educational training materials and research links. Model programs, at-risk services and a search engine links are located at the bottom of the sidebar. <http://www.k12.wa.us/safetycenter/>

### **Sweatshops/Factory Worker Rights**

#### **Musicians Against Sweatshops (MASS)**

Musicians Against Sweatshops is trying to drive out the sweatshop labor used to create such merchandise as the t-shirts you might get at a show or the pin of your favorite band to adorn your jacket. Click on the "Press" link to find out background

information on the organization, a Sweatshop Fact Sheet, and latest MASS news headlines. In the "Volunteer" link there are opportunities to help organize music shows in your area. If you are a musician or just want to help the cause, click the "Join" button to submit your information. Under "Who," a list with the likes of The Pretenders and Chumbawumba are among the many rock and rollers supporting this cause. The "Free feed" link will give you free music downloads and inspiration to motivate the rhythm of service in you. <http://www.nosweatshop.org>

### **Sweatshop Watch**

Sweatshop Watch has a community of labor, civil rights, immigrant rights, woman, religious and student organizations that are working against the abuse of sweatshop workers. The "Garment Industry" link on the homepage's sidebar, which will answer your questions on sweatshop production includes charts, data, and referenced news sources. The FAQs link is also very useful as it has answers to legal issues and includes a link to a glossary. A "Resources" link has information beyond the web, including videos, action kits, and current reports. The "Links" button on the homepage gives a whole new list of sources to find sweatshop problems and other advocacy groups. Under "Campaigns," a wide variety of ways to help various organization's sweatshop protests will give you a perspective to see what other projects exist. It won't be long until you decide to go to the "What You Can Do" link on the homepage to find local anti-sweatshop organizations near you and to discover the Students Against Sweatshops web site. <http://www.sweatshopwatch.org>

### **Responsible Shopper**

Want to know what brands have done animal testing for their products or if your favorite store has been in trouble for sweatshop labor? This site has records of any concerns you might have about social or environmental issues of well-known corporations. Go to the link on the sidebar labeled "Investigate Industries," to find short summaries on industries, including current problems, what to be aware of, and how to take action. The "Research Issues" link is helpful, and includes a list of assorted civil rights-related issues and latest headlines regarding various companies involved in these issues. There are not many outside links available but going to this site might give you a good overview of many topics such as sweatshops. <http://www.responsibleshopper.org/>

## **America's Work Unions and Worker's Rights**

### **American Federation of Labor-Congress of Industrial Organizations (AFL-CIO)**

A federation of more than 13 million workers who are members of 60 unions, the AFL-CIO is dedicated to guarding worker's liberties and standing up for working people. Every link located at the top of the page includes detailed information. For example, the "About Us" link not only summarizes what AFL-CIO is all about, there are links and summaries extending to more information. Just what are

unions? If you haven't gotten enough information by researching on "About Us" or the "FAQs," then go to the "All About Unions" button at the top of the page and click on "How & Why People Join Unions." If you want to know about rights unions are fighting for, go to the "Jobs, Wages, and Economy." Another feature to find out about worker's rights can be found by going to the "Site Quick Find" scroll-down menu at the top of the page. Go to the "Rights @ Work" and explore the various discriminations and workers rights and what legal rights employees are entitled to. If you're investigating corporations, go to the "Eye On Corporate America" link and find "Research Resources." When looking through this site, you can avoid getting overwhelmed by keeping in mind what information provided on the site will be most helpful for your research. <http://www.aflcio.org/>

### **Environmental Working Group**

Researchers and experts act as watchdogs within the Environmental Working Group, educating the public with investigations into the facts about what happens on farms. Go to the "Issue Areas" to find topics the Environmental Working Group has dealt with ranging from Human Pesticide Testing to the deadly poison arsenic in lumber wood. Read these reports at your own discretion since some of the information can be disturbing. Or, as the Environmental Working Group puts it, "It shames and shakes up polluters and their lobbyists. It rattles politicians and shapes policy. It persuades bureaucracies to rethink science and strengthen regulation." Go to "Reports Archive" to find other articles catalogued by date. You can also go to the "Quick Index" scroll-down menu on the top right corner for the latest news and research. <http://www.ewg.org>

### **National Alliance for Fair Employment**

The National Alliance for fair Employment (NAFFE) is an alliance of organizations across a broad range of constituencies affected by problems associated with non-standard work such as part-time, temporary and contracted employment. NAFFE supports equal treatment (pay, benefits and protection under the law) regardless of one's employment status. Their mission indicates they are part of a broader fight to ensure that working people have the right and opportunity to provide for themselves, their families and their communities. You will want to explore some of the sidebars, particularly those dealing with workplace rights as well as the resource page. Workplace rights deal with a variety of issues including legal rights, wages and fees, job descriptions, personnel policies, assignments, termination, benefits and health and safety issues. There also is a helpful page on what you can do to expand your rights. The site also has an excellent number of resources including reports, research and legal information. Lastly, the legal page includes a descriptive note on Bendich, Stobaugh and Strong, a Seattle-based law firm specializing in employee benefit claims. The firm has litigated on behalf of workers in Washington state as well as the Washington state community college system. [www.fairjobs.org](http://www.fairjobs.org)

### **United Farm Workers of America (UFW)**

The United Farm Workers of America is one of the largest and most well-known organizations supporting immigrants and citizens working on farms across America. This web site includes many useful areas: Action Alerts, legislative information, history of the UFW and a variety of white papers on topics that would be useful in developing research papers and service-learning initiatives. The papers, for the most part, relate to the use of pesticides including "Fields of Poison 2002," cancer incidence in the UFW, the failure to protect child farm workers, insecticides in children's food and poisoning the air. Many of the reports are available in English and Spanish. A link will also take you to a videos on Cesar Chavez, the founder of the UFW. You will find current news items, newspaper articles and press releases on issues relating to farm workers and agricultural production as well as suggestions for advocacy and action. There is also links to such topics as the Commission on Farm Worker's Rights, Cesar Chavez, Latino issues, environmental issues and the labor movement. One of the most interesting links -- and one relevant to the Pacific Northwest -- is Pineros y Campesinos Unidos del Noroeste (Northwest Treeplanters and Farmworkers United). <http://www.ufw.org>

### **United Farm Workers of Washington**

This is the "Latest News" page, an extension of the United Farm Workers of America, but featuring the latest news on Washington worker's rights. If you are looking for local print resources, this page will be useful. Much of the material comes from outside newspaper sources such as *The Seattle Times*, *Tri-City Herald*, *Yakima Herald*, and *The Oregonian*. <http://www.ufw.org/wanews.htm>

### **United States Department of Labor**

The U.S. Department of Labor site is filled with resources to find out about unemployment, job statistics, and government programs. At the homepage, the "Find It" sidebar can be used for efficient navigation. If you want information on "Health Plans & Benefits," click on the link to read about different initiatives that protect these rights and further contact information. "Subtopics" can guide you to more specific research. At the homepage, one of the best links is the "Research Library" which connects you to the Wirtz Labor Library. Established in 1917, it chronicles the history of the labor movement. Much of its compilation is available online, allowing web surfers to access historical documents. If you want to search for a particular program, go to the "DOL Agencies" link. Find the "State Labor Offices" link to access your state's office. <http://www.dol.gov/>

### **AFT Washington**

Educators from around Washington collaborate under this union, formerly known as the Washington Federation of Teachers, an affiliate of the American Federation of Teachers. Find all the recent news on how your teachers are standing up for their rights under the "News and Events" section. You will find events such as Worthy Wage Day, a time to rally for better wages for child-care providers who can make less than minimum wage an hour. Find more about other events under

the “News and Events” section. At the bottom of the page, under the “Information and Links” section, there is a “Get Active” link where you can register for an AFT “Legisletter,” current legislative news. In this same section, there is also information regarding part-time faculty rights. <http://www.wftaft.com/>

### **Washington Education Association**

The largest public employee union in Washington state, the Washington Education Association is an affiliate of the National Education Association. There is an opportunity for student membership for future educators which you can explore while looking through the “Who We Are” section links. Each section reveals a considerable amount of links to connect the topics. The “Issues, Advocacy & Politics” link is set up to help parents and children understand the association’s policies. Looking at the “Education Statistics” can give you an idea of annual average wages and the education budget. Much of the site gives brief information on topics and encourages legislative action. If you want to view everything on the site, go to the “Quick Links” to find the available links. <http://www.wa.nea.org/>

### **Washington State Migrant Council**

Only local information will be found here. The Council focuses on 11 counties that have a heavy population of migrant farm workers in Washington state. If you want to find out what a local organization is doing to provide services to farm workers, this site will be very helpful. The “Program Listing” will give links for the social services offered. If you want to find someone to answer your questions, go to the “Contact Us” page which lists the counties’ regional locations and phone numbers. Reach out to similar groups by going to the “Partners” page. <http://www.wsmconline.org/>

## **Conservative Think Tanks and Groups**

### **The Federalist Society for Law and Public Policy Studies**

The Federalist Society for Law and Public Policy Studies is a group of conservatives and libertarians interested in the current state of the legal order. It was founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is the role and duty of the judiciary to say what the law is, not what it should be. The Society seeks both to promote an awareness of these principles and to further their application through its activities. This entails reordering priorities within the legal system to place a premium on individual liberty, traditional values, and the rule of law. Exploration of their web site opens the reviewer up to an extensive listing of special projects, a listing of what they term “practice groups,” and an introductory description of a number of other program activities. The special projects include items on corporate responsibilities, international law and American sovereignty, state courts, and the war on terror. The many “practice groups” include – among others things— items on civil rights, corporations, criminal law, environmental law, intellectual property, labor and employment law, religious liberty, and

telecommunication. There are numerous links to a variety of issues such as the Clean Air Act, a report on the "explosive growth of federal crime legislation," and a state court overview. <http://www.fed-soc.org>

### **The Heritage Foundation**

Founded in 1973, the Heritage Foundation is a research and educational institute whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense. The comprehensive website includes linkages to a wide variety of resources dealing with such issues as taxes, intelligence reform, the United Nations and the family. However, it is the research linkages that stand out and which should be of value to both novice and experienced researchers. The research dealing with domestic affairs includes agriculture, crime, the economy, energy and the environment, family and marriage, health care, labor, religion and civil society, transportation, social security, taxes, urban issues, and welfare. Foreign issues include defense, homeland security and terrorism, trade and economic freedom and the Middle East. For example, in the area of educational research, the following reports, are noted: No Child Left Behind Act and on school choice,—"A Head Start for Poor Children?," "Expanding Opportunity for Low Income High School Students," and this seemingly controversial report called "Girl Power: Why Girls Don't Need the Women's Educational Equity Act." <http://www.heritage.org>

### **Cato Institute**

Founded in 1977, the Cato Institute is a non-profit, public policy research foundation headquartered in Washington, D.C. The Institute is named for *Cato's Letters*, a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution. Its mission is: "to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve greater involvement of the intelligent, concerned lay public in questions of policy and the proper role of government." The Institute undertakes an extensive publications program dealing with the complete spectrum of public policy issues. Books, monographs, briefing papers, and shorter studies are commissioned to examine issues in nearly every area of the public policy debate. All of their events are taped and archived on Cato's web site. The site also describes a unique aspect of their program: Cato University (located in Quebec City). In part, this is how they self-describe it. "Cato University is more than just books and lectures - it's an intellectual excursion with some of liberty's greatest contemporary thinkers.... (The) lectures are designed to improve your thinking on current events, as well as to reconnect you with the classics of liberty—from Adam Smith, Frederic Bastiat, John Locke, Alexis DeTocqueville, and more. Cato University ...helps you become the kind of person friends and colleagues will look to for insight and advice." <http://www.cato.org>

## Television Violence

### Center for Media Literacy

“Empowerment Through Education” is the Center for Media Literacy’s motto and what its web site is all about. You can go through the scroll-down bar to choose the topic or subject area. Go to the “Site Overview” to read about what each link can help you on your research journey. [http://www.medialit.org/reading\\_room/article459.html](http://www.medialit.org/reading_room/article459.html)

### Nielsen Media Research

By providing media ratings throughout the United States, this site is your best source for what goes into evaluating such ratings. Who watches what and how many people are tuned in is the extent of the research provided by Nielsen Media. Go to the “About Us” link to find out more. Locate a box on the right-hand side of the page that includes questions not answered in the “FAQ” area. The usual “News” and “FAQ” links can be located on the sidebar. Alongside these links are “Reports Available to the Public,” which takes you to a search engine to find sites. “Ethnic TV Audiences” reports on the latest national data and statistics on television audiences of color. On the homepage, the right-hand side includes the latest publications that deal with television data which are updated regularly. <http://www.nielsenmedia.com/>

## Video Game Violence

### Culture Shock’s Video Game Violence Quiz

What is considered too violent in video games? Is this a reflection of today’s times? These answers and others are explored in-depth and will help shape your opinion on video game violence. Take the quiz, read the information provided after each answer, and then be directed to Culture Shock’s webpage that includes more information on related topics. <http://www.pbs.org/wgbh/cultureshock/provocations/videogames/warning.html>

### Entertainment Software Rating Board (ESRB)

If you’ve ever seen those “Mature” or “Adults Only” labels while browsing the collections of your local video game store, it was most likely rated by ESRB. You can search a video game’s rating by its name or find out more on the ratings at the ESRB site. Each button is self-explanatory and will direct you to the information you need to learn about what determines video games are “safe” or “too violent.” <http://www.esrb.org/>

### Game Spot’s A History of Video game Controversy

Game Spot is known for its materials on the latest video game information. This lengthy article is biased toward video game violence but does chronicle its history and reviews an extensive amount of video games deemed violent. Read the articles to see if it can give you any helpful information. <http://www.gamespot.com/features/6090892/>

## **Women's Rights**

### **Equality Now**

Women helping women on a global level brings Equality Now's efforts to the newest wave of protecting civil rights. There are the United Nations campaigns and other projects at the sidebar links. Also included are "Women's Actions," past and present, and "Annual Reports" to download on women's rights. Equality Now will update you on the latest headlines on women's rights and reveal startling ways women are abused and unprotected in countries where being free and obtaining justice is not as simple as it seems. <http://www.equalitynow.org/>

### **Women's Human Rights net**

Women's issues are analyzed in-depth by this web site that also provides reasons why women around the world are not receiving equal treatment. Many of the links are research-oriented rather than action-oriented. You will have to navigate the site to see where you can retrieve the best information for women's rights subject. <http://www.whrnet.org/>

### **Western New York Suffragists: Winning the Vote**

One of the greatest ways women gained equal power to men was obtaining the right to vote. This historic event has been preserved by this site dedicated to explaining the Suffrage Movement. Go to the "How to Use This Site" page to determine what information each link provides. After browsing the pages, go further by finding the "Other Resources" link located on the sidebar. You will find a variety of materials, depending on what component and what type of source you are looking for. <http://www.winningthevote.org>

## **Youth Justice**

### **Children's Defense Fund**

The organization's mission is stated clearly on its homepage: "Leave No Child Behind." Not to be confused with the No Child Left Behind Act, the Children's Defense Fund works on ensuring child welfare and advocating for youth. Many of the programs featured involve adults helping youth, but there is some relevant information on the impact youth make. Under the "Preventing Poverty" section on the sidebar, find the "Student Outreach Programs" to locate a wealth of information on student-operated programs. There are links to SHOUT, an organization ensuring accessibility to child health care through parental outreach, and SPROUT, a program that prevents poverty of families with children by educating low-income families on governmental benefits. On the top right hand corner, find the "How Can I Get Involved?" button to find several ways to take action. On the homepage, there are many diverse programs, such as the Black Community Crusade for Children and Freedom Schools. Find a program in which you're interested, all under the following categories: Meeting Children's Needs, Preventing Poverty, Advocating For Children, and Engaging Faith Communities. <http://www.childrensdefense.org/childwelfare/default.asp>

**National Youth Court Center and Youth Court Youth (YCY)**

The National Youth Court Center affects all the parole, probation, and court issues for youth under 18. This means helping the management of the Juvenile Detention Centers (or, as many kids call it, "juvie") and other court issues. The YCY site gives access to tips for preparing for court hearings and other resources. Both are good resources with related information.

At this site, look at the "12-Month Campaign" button. You will find information aimed "to provide a forum for educating youth on a variety of social issues that affect young people and provide them with an opportunity to enhance their understanding of social issues." Learn about laws and court decisions such as dating violence or traffic violations. While much of the material concerns the educators of youth court programs, go to the home site and click on the "National Listing of Youth Courts" button to discover youth court programs located near you. Inspire the lawyer within you by navigating the Youth Court Youth site, sponsored by the National Youth Court Center. Youth court programs engage young people in sentencing their peers. It may seem confusing at first without going to [www.youthcourt.net](http://www.youthcourt.net), its sponsor site. To understand more about youth courts, go to the "Links" portion and find the FAQs button. Learn about how youth courts operate, their effectiveness, and if one exists in your area. Also at the homepage, go to the "Resources" link to find additional online court-related sites. The "Newsletter" link contains news bulletins written by youth court volunteers. Use the "Search" tool to find out about a specific subject. As of publication, there are 943 youth court programs throughout America. Both the National Youth Court and Youth Court Youth site can give you a new perspective on how to become involved in government decisions that directly affect your age group. These sites could also be helpful if your research concerns youth criminal activity, laws enforced on youth, or the people who make up a court hearing. <http://www.youthcourt.net>  
<http://www.ycyouth.net>

**Children's Alliance**

Advocating for a variety of policies for children, the Children's Alliance focuses on Washington's youth. Much of the information is targeted to educators and adults, but links such as the "Child Facts" present statistics on issues in Washington varying from foster care to child obesity. The "Publications" link includes reports and newsletters from Children's Alliance. Another good link is "Advocacy Works!" which showcases how the organization's programs have helped create change. The "Act Now" link shows different ways to get involved and ways that Legislature has impacted the well-being of children to motivate those to represent the cause. <http://www.childrensalliance.org>

## **Animal Rights**

### **Humane Society (HS) of the United States**

Find out about animal rights from one of America's most popular organizations. The links at the top left-hand side categorize the information about pets into "Animal Information Centers" which are helpful in finding particular material. The "Issues Affecting Our Pets" link provides more detailed articles on animal abuses and the necessary protection needed. Clicking on a link will guide you to further help about what to do to take action in an animal rights situation. "Field Projects" at the top of the page shows the developing programs Human Society needs help on to improve their communities. There are campaigns that shed light on mistreated creatures ranging from badly-treated farm animals to trained fighter pets. Another attribute to the site is the Bill Finder which is accessed by going to the "Government Affairs" button. Type in any key word to get a result of bills passed affecting the animal population. For example, a bill in New Jersey proposed students have the right to choose if they want to participate in science class dissections. There's no limit to the bills and legal rights that can be acquired for all animals, including animals native to your state. [http://www.hsus2.org/sheltering/library/state\\_federations.html](http://www.hsus2.org/sheltering/library/state_federations.html). and <http://www.hsus.org>

### **Print Resources**

You may be wondering where the print resources section is. Within the web pages indicated, there are numerous downloadable publications, print material, and libraries that catalogue books and allow you to obtain many of the latest print sources online. Browsing through the databases and the information provided on your subject, you will find many print sources can be retrieved through the web.

### **Books**

Here are just three books worth reading:

*Bowling Alone* by Robert Putnam

*Soul of a Citizen* by Paul Loeb

*A Single Act of Conscience* by Billy Shore



## 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 be 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

## COMMENTS

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 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.

<b>RULE</b>	<b>RULE MAKER</b>	<b>WHY</b>	<b>ENFORCERS</b>	<b>CHANGE AGENTS</b>
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.

<b>WHAT?</b>
<b>SO WHAT?</b>
<b>NOW WHAT?</b>

## Additional Service-Learning Web Based Resources

### SERVICE-LEARNING RESOURCES AND LINKS

The following 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/](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](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](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](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](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](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://nationalservicerresources.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](http://snipurl.com/NSRC_33556)

Holding an eyeglass drive for the medically underserved in developing nations

[http://snipurl.com/NSRC\\_33555](http://snipurl.com/NSRC_33555)

Identifying community needs with an informal opinion poll

[http://snipurl.com/NSRC\\_33554](http://snipurl.com/NSRC_33554)

Protecting police dogs and the communities in which they serve

[http://snipurl.com/NSRC\\_33557](http://snipurl.com/NSRC_33557)

Operating a multi-lingual Foster Grandparent/Senior Companion program

[http://snipurl.com/NSRC\\_33558](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](mailto:srichards@sw.wednet.edu)

Susie Richards and her 8<sup>th</sup> 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, 8<sup>th</sup> grade YIP students (identified as high risk) met once a week throughout the school year with their “littles” – 5<sup>th</sup> 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 8<sup>th</sup> and 5<sup>th</sup> 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.freedomsanswer.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](mailto: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.