

YOUTH ACTION & ADVOCACY

Culminating Project Tools for Students

High Impact Project

a publication of SERVICE LEARNING NORTHWEST



High Impact Project Manual

YOUTH ACTION & ADVOCACY

FOR SENIOR, CAPSTONE AND CULMINATING PROJECT

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 additional 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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FOREWORD

When I reflect on the current events of our time, I see that being informed and cognizant of the workings of our democracy and being civically engaged is more important than ever. Our nation's leaders are on a quest to spread democracy to other nations yet, increasingly, fewer of our own citizens have a basic grasp of what a democracy is, how it works, or their responsibility in contributing to it. We are experiencing natural disasters and are witnessing crimes against humanity abroad and here at home, and we struggle to find a way to sustain our focus on one disaster as another one begins. Furthermore, many of us feel powerless at a time when it seems as if the universal call for service, for getting involved, for giving back, is knocking us on the head...literally. Luckily, recent research from the Center for Information and Research on Civic Learning and Engagement (CIRCLE) tells us that there is a growing culture among America's youth, to step up to the plate, to take a risk and care by giving of their time and effort through service to the community. Maybe it's time for the youth of this nation to lead the way, but they will need some help.

If we look at where we've come in recent history regarding civic engagement, we are reminded by author Robert Putnam in his latest book, *Better Together*, that we Americans, excluding the Greatest Generation—those born before the baby boomers, have steadily lost interest in community affairs. This loss did not happen overnight. Putnam's book reveals that starting in the years 1964 through 1966, citizens nationwide began to turn away from community. This trend may arguably have been fed by our increased commutes to work and a shift of attention from community picnics, fairs, and local events to convenient TV-based entertainment and spectator sports enjoyed by rich and poor alike. We have seen the number of gated communities rise and they do an effective job of keeping out "the others." Online gaming and poker playing has grown enormously, enticing thousands to focus on the screen and shut out the world. These and many other distractions, along with a sense of powerlessness, lull us from meaningful civic engagement, and make it much easier to tune out and turn off our civic responsibilities, such as voting.

In high schools today, the thought of entering a government or American history class can understandably elicit a yawn because it has been taught, in many cases, in a low-impact, passive way, inside a room and away from authentic action that has real meaning and purpose for students. A teaching method called service-learning can help.

But what is wrong with letting others run the community and will it really make a difference if we "rock" the status quo? After all, can an individual or small group really make a difference? It will matter if you find yourself on the wrong side of a social policy that affects you or your family directly. Will you know what to do if this happens? Will you know the steps to take to speak up? Will you know who to speak to for real change? How about addressing social and moral issues that affect groups of people you care about—the elderly, veterans, teachers, and others?

It is important for young people, our future citizens, to take and make opportunities to be informed about social issues, to understand their rights and the rights of others, to engage in respectful discourse, and to be knowledgeable about how government is run as well as the nuances and delicate balances of community affairs. Armed with knowledge, youth can pull back the curtain on the Wizard of Oz and discover the keys to taking on the mantle of citizenship, discussing and seeking to right wrongs, and monitoring the critical policies that govern our communities.

Being civically engaged is an empowering concept much richer than placing a magnetic yellow ribbon on your car, making a donation, or voting during national elections; it means getting off the couch, away from the computer or TV, out of the car, or off the bus, to take an interest, get informed and engage directly with others.

This manual has been prepared to help youth who would take up the mantle of citizenship and engage in community action. There are many examples within of youth who have done exactly this. Also included is a brief history that helps to frame social issues from our nation's recent past as well as dozens of online resources to put youth in touch with tools and individuals who can help them develop civic leadership skills. From an academic standpoint, the manual has been tailored to help students prepare their senior, culminating or capstone project. It's easy to see, when reviewing the manual that youth are not alone in their endeavor to make a difference.

To all youth who have the courage to take action and choose to be civically engaged--- become the luminaries of tomorrow and carpe diem!

Sarah S. Pearson
American Youth Policy Forum
The Foundation of Social Justice



SECTION 1

Overview

THE FOUNDATION OF SOCIAL JUSTICE

In this manual you will have the opportunity to explore any number of issues and concerns that are important to you. In many cases this will lead to projects, activities and actions that seek to right wrongs or correct imbalances that you consider to be injustices. This work is often referred to as Social Justice.

Social Justice has a strong tradition in this country dating back to its earliest days. In fact, the notions of social justice are embedded in our founding document, the Declaration of Independence. To better understand the concept of Social Justice, look briefly at the Founding document that holds both a promise and a mandate.

Declaration of Independence:

“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.”

A Promise and a Mandate

“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. The Declaration of Independence is our nation’s founding document. It set the framework and established the fundamental values for the new country. Because, on the simplest level, American Democracy 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 they believed the words that would follow were 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 when these words were written, this equality did not actually extend to “all” men in the new country (for example African American 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 nobility is remarkably radical. This statement of equality set

the stage for future generations to examine this idea and to expand their own understanding regarding this notion of all being equal. As a result, succeeding generations have reexamined and redefined the concept of equality and the Constitution of the United States was amended in Articles 15 and 19, extending voting rights to all without regard to race or sex. In 1972 the right to vote extended further to all youth 18 years old to have an equal voice in the electoral process. Sometimes, from our current perspective, we lose sight of the fact that in the 1700s, the notion of equality of any kind for the common man, especially on such a scale, was a radical and dangerous notion, particularly to the established English nobility and European social orders.

That they are endowed by their Creator

Where do these rights come from? It is important to recognize that these rights originate from a higher power and are not subject to the whims of any individual, group, government, or king. This was not intended as a statement of religious faith as much as it was an appeal to a supreme origin of the following rights. This practice of appealing to a higher authority is common with many groups, both secular and religious. Take, for example, the Preamble to the Universal Declaration of Human Rights which reads: "This Universal Bill of Rights is promulgated under the authority of the Universal Supreme Law; the Law of God; the Law of Nature; the Law of the Constitution; and the Law of Common Sense." The Humanist Manifesto III (2003) contains the phrase, "We are committed to treating each person as having inherent worth and dignity..." It is this "inherent worth" that is central to this phrase. For those who operate from a general Judeo-Christian perspective (as many, but certainly not all, of the Founding Fathers did) this "inherent value" originates from the Creator. For those who do not subscribe to that perspective that value originates from a "Supreme Law." In any case, the source of human rights is not found in governments or human institutions. The government's responsibility is to protect those rights.

With certain unalienable rights

Because these rights are not granted by government, government cannot deny these rights to individuals or groups and these rights are not to be restricted, removed or taken away, except under certain extreme circumstances.

That among these are

The rights that follow are the basic, fundamental rights guaranteed to every person. Because these rights are universal, they are not just reserved for citizens. In fact, when this document was signed, there were no citizens of the United States, because there was no United States of America.

Life

This means that everyone has a right to the basic needs for sustaining life. They have a right to adequate food and shelter. They have a right to

participate in activities that sustain life. This right also 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

The Founding Fathers believed that all people have the right to pursue those things that bring them personal peace and joy. It is remarkable that the right of happiness is included with such essential and powerful concepts as Life and Liberty. And yet, happiness is a central right guaranteed by this Declaration.

Our country was founded on “these truths,” 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” that are now presumed “equal.” Moreover, whenever these rights to life, liberty, and happiness are threatened or denied, our Declaration of Independence serves as a mandate to action for every person who calls this country “home.”

This, essentially, 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 even to the pursuit of happiness. But social justice often takes this a step further, recognizing that “equal rights” is not the same as “equal access.” Social justice can address both of these important areas.

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 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 any individual or group these basic rights is to disrespect the Declaration of Independence. To ignore injustice is to ignore the very principles our country was founded on. Social justice is at the heart of our democracy. It can be expressed through our freedom of speech, our freedom to question, our freedom to protest, especially our freedom to act and our freedom to serve. It can be expressed through the combined power of our votes but must be expressed in ways that extend well beyond the voting booth.

NOTES

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."

YOUTH ACTION & CIVIC ENGAGEMENT THROUGH SERVICE- LEARNING

Putting YOU in YOUth Action Programs

An Introductory Perspective on Community Action and Service

America has a rich tradition of social action and advocacy. One of the most dramatic movements was the campaign to abolish slavery. Many of the most historical movements occurred during the last half the 20th century. All of these movements began with a question: "What can I do?"

"Ask not what your country can do for you..."

In the early 1960s President John F. Kennedy challenged the American people to "Ask not what your country can do for you. Ask what you can do for your country." Under President Kennedy's administration a team of social scientists and public officials developed a federal initiative called "Community Action Programs." Their work focused on growing concerns of unemployment especially in communities of color and economically depressed areas. The Council of Economic Advisors was established and began to look at how to measure poverty and identify effective solutions. The council suggested the idea for a development corporation which, rather than a program in the traditional sense, would generate community-based solutions to poverty. "Community Action Programs" was born from these discussions. Although work on domestic issues was put on hold with the assassination of President Kennedy, "Community Action" was launched in January 1964 when President Lyndon Johnson initiated the "War on Poverty."

Our country has a long and rich tradition of social action. Here are just a few brief examples from across the years that you will recognize from your study of American history and government.

Last Century: The Abolitionists

The abolitionists were the small minority of people who advocated emancipation of the slaves and equal rights for African Americans. In 1831 William Lloyd Garrison promoted the freeing of slaves in his newspaper, the *Liberator*. He founded the American Anti-Slavery Society and was joined by ex-slave Frederick Douglass and many others, black and white. Abolitionists wrote books and pamphlets and delivered lectures denouncing slavery, petitioned Congress and state legislatures for personal liberty laws and argued their cause in the courts. As the movement grew, bitter opposition divided abolitionists and slaveholders. In 1852, Harriet Beecher Stowe's *Uncle Tom's Cabin* conveyed the abolitionists' message to thousands of readers. The abolitionists triumphed when Abraham Lincoln issued the Emancipation Proclamation in 1863 and when the Thirteenth Amendment to the Constitution was adopted in 1865, abolishing slavery in the states.

The First Part of 20th Century: Women's Suffrage

The year 2005 marks a significant event in our history, the 85th anniversary of women's suffrage. The suffragists' long and courageous campaign won the right of citizenship for half of our citizens. Thousands of determined women circulated countless petitions and gave speeches in convention halls, meeting houses, and on street corners. They published newspapers, pamphlets, and magazines. They also were harassed and attacked by mobs and police. Some were thrown in jail and, when they protested with hunger strikes, they were brutally force-fed. Still they persevered. Finally, on August 26, 1920, they won their goal with the ratification of the 19th Amendment to the Constitution. In 1971, August 26 was designated as Women's Equality Day, an annual commemoration of the suffrage victory and a reminder of women's continuing efforts for equality.

The Last Part of 20th Century: Many Successes, More to Go

The Civil Rights Movement began as a challenge to segregation, the "legal" separation of blacks and whites. To challenge this, civil rights activists used protest marches, boycotts and refusal to abide by segregation laws. The movement began with the Montgomery bus boycott in 1955 and ended (supposedly) with the Voting Rights Act of 1965. For many activists, the Movement ended with the death of Martin Luther King Jr. Many say it is still not over since the goal of equality has not been fully achieved. The Civil Rights Movement did put fundamental reforms in place and legal segregation was dismantled. Below we will look further into the roles that youth played in the Movement.

The War on Poverty (1964-1968) was a campaign of legislation and social services aimed at reducing or eliminating poverty. The term was first introduced by President Johnson during his State of the Union address in 1964. The legislation

was designed in response to the poverty affecting over 35 million Americans as of 1964. One of the major pieces of legislation was the Economic Opportunity Act (EOA) of 1964. The Act was central to the War on Poverty. Although most of the initiatives in the EOA have since been modified, weakened, or rolled back, its remaining programs include Head Start, and Job Corps.

One of the major changes the EOA brought about was the creation of **Community Action Programs** whose purpose was to stimulate local communities to take the initiative in developing programs and mobilizing their resources in a concerted and coordinated manner for a broadly based, long-range attack on poverty. Examples include job training and legal aid services.

The Social Security Act of 1965 established Medicare, a program of health insurance for the elderly and disabled, and Medicaid, a program that provides health insurance for low-income parents, children, seniors, and people with disabilities.

The Peace Corps traces its roots to 1960 when then-Senator John F. Kennedy challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries. Since then, more than 178,000 volunteers have been invited by 138 host countries to work on issues ranging from AIDS education, information technology, and environmental preservation. Today's Peace Corps is as vital as ever, with individuals serving in emerging and essential areas such as information technology and business development.

More Recent Legislation: The Birth of National Service Programs

National and Community Service Act of 1990 created a new independent federal agency, the Commission on National and Community Service, charged with supporting four streams of service: service-learning programs for school-aged youth; higher education service programs, Youth corps; and national service demonstration models.

The National and Community Service Trust Act of 1993 established the Corporation for National and Community Service's three programs: AmeriCorps, Senior Corps, and Learn and Serve America.

AmeriCorps is a national network of programs that annually engages more than 70,000 Americans in intensive service to meet critical needs in communities. Members serve their communities through three programs:

AmeriCorps*State and National supports a broad range of local service programs that engage thousands of people in intensive service to meet critical community needs.

AmeriCorps*VISTA provides full-time members to community organizations and public agencies to create and expand programs that build capacity and ultimately bring low-income individuals and communities out of poverty.

AmeriCorps*NCCC is a full-time residential program for men and women, ages 18-24, that strengthens communities while developing leaders through direct, team-based national and community service.

Senior Corps (RSVP – Retired Senior Volunteer Program) supports programs that help older volunteers provide hundreds of community services such as tutoring children in reading and math; modeling parenting skills to teen parents; participating in neighborhood watch programs; and offering relief services to victims of natural disasters.

Learn and Serve America, the third program of the Corporation for National and Community Service, supports service-learning in schools. Service-learning as described by the Corporation: “Service-learning offers a unique opportunity for America’s young people – from kindergarten to university students – to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.”

The USA Freedom Corps, established in 2002, works to strengthen our culture of service and help find opportunities for every America to serve. Richard Kazis, Vice President for Policy and Research, Jobs for the Future, observes that public service has three dimensions: social service, social action, and social policy. We maintain that youth – working alone, with other youth, or with adult partners – can be involved in all three. When the history of social service, action, and policy is written for the first part of the 21st Century, what will be said about the role of youth? A great deal, we believe.

Civic Engagement and Public Service

President Bill Clinton often spoke about the unparalleled importance to our nation of individuals who make substantial contributions in the field of public service. To President Clinton, the classic example is holding elected office because that is where his own personal experience focused. Public community service could be elected office in a town or rural government or as president of the United States. But the field actually is much, much larger. The key word is public. Public service works for all of us, not just a few individuals. The focus can be in your community, the state, the nation, or the world. In other words, public community service is a set of actions and activities devoted to the common good.

The service can be full time, as in preparing for a public service career, or it can be a single or repeated set of limited actions. Individuals or groups can be paid for public service or they can voluntarily contribute their time and energy. Our perspective here is not solely on the broad federal programs like “Community Action Programs” but rather on what you can do in regard to public community service. So, what exactly does that term public community service mean? Let’s take a quick look.

Richard Kazis defined the term in the following way:

Public service work may be divided into three kinds: social service, social action, and social policy. Although the broad purpose of all three kinds of work is social change, they differ in their approach to it. Social service involves working directly with individuals to help improve their lives. Social action also involves working with individuals but in terms of organizing communities to effect societal change. Social and community activists seek to end injustice and to create strong communities fostering economic, social, and psychological health... Community organizing is another kind of social action... . Social policy work involves working for system change in a ‘top down’ strategy, whereby change is broad, [systemic?] and often effected through government and legislative changes.

By looking at civic engagement, or public service, as having three distinct expressions we can see that each issue can, and in fact must, be addressed from a variety of perspectives. Social service, sometimes referred to as direct service, is that activity which specifically meets a targeted need, such as feeding the hungry at a soup kitchen or participating in a food drive. This is often understood as community service. Social Action seeks to meet the targeted need but by making people aware or by increasing a community’s capacity to meet that need on a broader level. This often includes education and learning, or service-learning as when students research and gather information on hunger and generate materials to raise awareness about hunger and then identify resources to meet hunger in their community. Students might also focus on identifying organizations and resources that provide services. The third approach, Social Policy, seeks to change, usually through the political and legislative process, how the issue of hunger is addressed as a community from a governmental perspective.

National service programs supported by the Corporation for National and Community Service, particularly AmeriCorps, do an excellent job of providing direct services to communities and individuals. Another CNCS program, Learn and Serve America, engages students through service-learning activities that often provide direct service but also specifically link that service to educating both themselves and others in the community to raise awareness and to

empower communities to address their local needs. However, as a safeguard, and in order to protect these valuable programs from political criticism or manipulation, certain activities are prohibited for CNCS programs. These prohibited activities are particularly related to lobbying and attempts to influence legislation and policy. They also include any activity designed to influence the outcome of an election to any public office.

National service activities typically focus civic engagement on the first two components of Kazis' framework – social service and social action. However, there is still a need to address issues from all three perspectives, including social policy. While programs supported by CNCS funds are not able to participate in social policy activities, young people across this country are stepping forward to lend their voice and their support to address the root causes of many issues facing our communities and country through action and advocacy. This manual is designed to help those students who want to explore more deeply social policy associated with various issues. It seeks to do that by providing tools for action and advocacy. This manual does not seek to mobilize efforts around any particular cause or issue. The goal is simply to educate individuals about the process and provide tools for civic engagement that seek to not only meet needs, or empower individuals to meet genuine needs within their community, but to also identify root causes and possible solutions that call upon social policy as the third critical element of effective civic engagement.

Young people can make a difference. In fact, you can make THE difference.

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead



SECTION 2

Gearing Up & Getting Started

Even though after high school graduation only some of you may choose to follow a career in journalism, we have developed 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?

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

- What – So What – Now What?
- What are some of your primary issues, problems, 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?

Over the years, high school students have been deeply involved in a variety of direct and indirect community services. Direct services place students face-to-face in helping someone, for example, tutoring peers or younger students, teaching immigrants to read, and visiting the elderly. Indirect services are performed “behind the scenes” often by channeling resources to alleviate a problem. In these activities students may not even come into contact with those they serve, for example, they plant trees, clean rivers and streams, conduct food and clothing drives, and build ramps for the disabled. Students also engage in advocacy activities by lending their voices, talents and hands to correct perceived injustices. They often do this by conducting surveys to identify compelling community needs and presenting the findings to persons who are in positions to make positive changes.

The intent of this manual is to give you some resources, tools and ideas about how you can become involved in positive community action and/or increase your current involvement. We suggest that there are essentially two ways this can be done: by affiliating with established youth organizations (some of these groups are described in this manual) or by starting your own action programs in your community, state or nation. That is why we are calling this manual “Putting YOU in YOUth Action Programs.”

THE MANY FACES OF YOUTH ACTION

The Civil Rights Movement: Youth Played an Important Role in Changing Policies

In 1999, David Halberstam published a book that is “must read” for every young person. It was called *The Children* and it tells the story of the role of African American youth in the Civil Rights Movement of the 1960s. Halberstam, who covered the movement as a young reporter for a Nashville paper, has compiled the story of many youth, including eight black college students who became leaders in the struggle. The push for civil rights became something of a children’s crusade, Halberstam noted, for each victory gained called for further action. These young men and women risked their lives as soldiers would in challenging segregation in the Deep South, gaining world attention as they often were attacked by police wielding clubs, and dogs, fire hoses and angry mobs. The eight youth who led the revolution came together as part of workshops led by Reverend James Lawson, a preacher and former missionary recruited by Martin Luther King Jr. to train students in Gandhi’s pacifist techniques. The students came from various backgrounds, and included John Lewis, a sharecroppers’ son – now a Congressman from Georgia; Gloria Johnson, a Mount Holyoke graduate;; navy veteran James Bevel; Bernard Lafayette; Curtis Murphy; Diane Nash; Rodney Powell; and Marion Barry, who later became the mayor of Washington, DC. After lunch counter sit-ins, these young people and a growing number of recruits, some of them white, became known as Freedom Riders. Their mission was to desegregate interstate buses and to lead the fight for voting rights for blacks in the South. The early struggle pitted the Freedom Riders against police who often sided with the Klu Klux Klan, hostile local media, racist politicians, and angry white citizens who resented what they called outside agitation. After the successful marches from Selma to Montgomery, President Lyndon Johnson helped pass the civil rights bill and voter registration legislation. There were many young leaders among thousands of youth who led the way in the Civil Rights Movement. That movement, many argue, is still alive today.

The Peace Movement

Much of youth activism found its roots in the 1960s Peace Movement that became the first successful mass protest that stopped a war. It was characterized by marches, sit-ins, teach-ins, and civil disobedience. Its symbols were peace signs and flowers on placards. Popular music on the radio called for an end to war and the evening TV news brought images of the war into the living rooms of Americans. The increasing numbers of protesters included high school

and college students, citizens from all walks of life, pacifists, clergy, young professionals, unionists, community organizers, war veterans, and conscientious objectors. As the movement gathered momentum, it successfully pressured the country to withdraw soldiers from Viet Nam and end the military draft. Parallel movements arose that sought fair wages for farm workers, an end to social and racial segregation – demanding equal rights and opportunities for minorities, women and the disabled – as well as protests and actions against destruction of the environment. While the majority of the protests were peaceful; there were some acts of civil disobedience that ended in violence against protesters and in some cases, death. At the May 1970 anti-war protest at Kent State University in Ohio, in reaction to President Nixon’s announcement of a military offensive into Cambodia, four students were killed by National Guard soldiers called in to maintain order. These young people paid a terrible price for their activism.

“The (Peace) movement took hold, a revival of social awareness spread across campuses from Cambridge to California. It spilled over the boundaries of the single issue of desegregation and encompassed questions of peace, civil liberties, capital punishment and others.” – Rev. Martin Luther King, Jr.

The Women’s Rights Movement

While it is more difficult to describe the role youth have played in the women’s rights movements, it is possible to identify some of the needed steps in protecting women’s human rights that could serve youth – and adults – in their quest to make this a more equitable society. Amnesty International, an organization that works to protect human rights worldwide, has done precisely that. They affirm that “human rights for women, as for all individuals, are protected in international law. Yet women suffer the full range of human rights violations known to the modern world. Women and girls often face human rights violations solely or primarily because of their sex.” Amnesty International maintains that the international community can play a role in protecting human rights through vigilant and concerted action. And, we maintain, so can youth as they apply several action steps in the communities where they live. Such action steps towards protecting women’s human rights include documenting women’s rights violations in your community, publicizing these as widely as possible and campaigning to press government authorities for an end to the abuses. Special emphasis should be given to making women aware of their rights and making society conscious of its duty to respect the human rights of all women.

The Environmental Movement

America’s youth have a long involvement in improving the environment. For example, a brief review of the web site for the Earth Legacy Initiative in King County, Washington indicates youth involvement in a variety of areas: hazardous waste, recycling, water waste, “streams and salmon,” and many more. Some of the specific titles of local and regional programs have been the Beach Naturalist,

the Computer Recovery Project, the Environmental Awareness Program, the Environmental Purchasing Program, Get Mower for Less, the Goodwill Reusable Collection Project, the Green Team, the Industrial Waste Program, the Integrated Pest Management Program, Master Recycler, Medical Industry Waste, Native Plant Salvage, the Noxious Weed Control Program, Puget Sound Fresh, the Small Habitat Restoration Project, the Waste-mobile, the Wildlife Program, and many others. Are Washington state's youth unique in their involvement in environmental issues? Not likely. But they have set a good example and should be proud that they are at the cutting edge. You can read more about these programs at <http://www.metrokc.gov/earthlegacy/youth.htm>. The history of youth in the environmental movement is yet not written, but you can play a significant role in helping to write it.

Earth Force: <http://www.earthforce.org/>

Youth play a significant role in Earth Force, an environmentally focused service-learning program founded in 1993. Earth Force attempts to move participants beyond service projects that generate simply good feelings toward community improvement through sustainable change. Their model draws on school and community resources to teach civic skills needed to organize for community action and persuade local officials to make changes. The program helps youth to reflect on their experiences. Projects have included bike trail safety and maintenance, water testing and cleaning, and pollution reduction. Earth Force also has a youth advisory board in its national office and local branches. Two representatives from the youth advisory board sit in as voting members on the Board of Directors, and two former youth members were elected to the board as college students. Enabling youth to serve as voting board members endorses their message that young people are an integral part of the policymaking process.

The Native American Movement

In 1942, Indian office staff in Chicago formed a national Indian organization. Other groups concerned with Native American welfare existed prior to this, but they were largely comprised of whites, many of whom had their own agenda for helping or "civilizing" Indians. The framers of the organization agreed on the need for a coalition of Indians who could speak and act for them and, thus, agreed to form an organization composed of reservation-based Indians delegated by their tribes in a way that emphasized tribe confederation rather than individualized membership. The National Congress of American Indians (NCAI) is the official name of this organization comprised of youth and adults from 27 states. According to their constitution, the organization was established to enlighten the public toward understanding of Indian people, preserve

Indian cultural values, seek an equitable adjustment of tribal affairs, secure and preserve Indian rights under Indian treaties with the United States, and promote the welfare of American Indians.

The American Indian Movement (AIM), founded in the late 1960s, provides services mainly for urban Indians. The members – youth and adults – have participated in various strategies which sometimes consisted of members joining together to occupy lands and claiming them “in the name of all American Indians by right of discovery.”

Today, one of the major issues of AIM, NCAI, and other organizations is the use of sacred Indian symbols by schools and sport’s teams which, along with advertising companies, extensively use names, images, and mascots that symbolize Native American people and culture. Many Native and non-Native Americans find this type of stereotyping offensive and discriminatory, arguing that witnessing another minority group in the same situation would be considered unacceptable.

Hispanic and Latin American Movement

Americans of Hispanic and Latin American heritage have a sophisticated ancestry. This ancestry dates back hundreds of years involving exploring and settling America long before it became the United States. There are many organizations that together, indeed, make a movement, and that have worked to support the civil and human rights of Hispanic-Americans. While we can not begin to list all of them, here are a representative sample: ASPIRA Association, Inc., the Cuban-American National Foundation, National Puerto Rican Forum, Inc., National Latino Children’s Institute, National Puerto Rican Coalition, Inc., National Council of La Raza (NCLR), Latino Institute, and the Mexican-American Legal Defense and Education Fund. Let’s take a brief look at two of these.

The ASPIRA Association, Inc. is devoted to the educational and leadership development of Puerto Rican and other Latino youth. It takes its name from the Spanish verb aspirar, “aspire.” Since 1961, ASPIRA has pursued its mission of empowering the Latino community through youth development programs. All of their goals and activities stem from the belief that Puerto Rican and Latino youth have the collective potential to move their communities forward. ASPIRA works with over 50,000 youth and their families each year to develop that potential. These are the Aspirantes, youth who will become committed community leaders.

The National Council of La Raza, the largest national constituency-based Hispanic organization, has a mission to reduce poverty and discrimination and improve opportunities for Hispanic-Americans. Several major functions provide the focus of their work: capacity-building assistance; research, policy analysis and advocacy; public information efforts; and special and international projects. These goals support LaRaza’s work in five strategic priorities: education, assets/

investment, economic mobility, health, and media/image/civil rights. Through its community-based efforts, LaRaza reaches more than four million Hispanics through a network of affiliates – more than 300 Hispanic community-based organizations that serve 41 states, Puerto Rico, and the District of Columbia – and a network of over 35,000 individuals and groups. – <http://www.nclr.org>

The Cesar E. Chavez Foundation's mission is to maximize human potential to improve communities by preserving, promoting, and applying the legacy and values of civil rights leader Cesar Chavez. His dream for a more just society has guided the Foundation which strives through various programs to empower individuals so that they may fully realize their potential to make a difference in their own lives, communities, and the world. One of the central programs is the Cesar E. Chavez Community Organizing Initiative that works with student, labor, religious, environmental, political, and community-based groups to train young people ages 18-35 in effective community organizing skills and strategies. Its goals are to equip economically disadvantaged communities with tools to address environmental, economic, and social injustices and to create more vibrant, democratic communities. – <http://www.cesarechavezfoundation.org>

The Voting Movement

"Both parties should be seeing their future in the eyes of young voters," – David King, associate director of Harvard University's John F. Kennedy School of Government.

Young voter turnout in the 2004 election was the highest turnout percentage since 1972, at least 20.9 million Americans under 30 voted (4.6 million more than in 2000). One of the most active players in this effort to get more youth to the polls was "Rock the Vote," a non-profit, non-partisan organization, founded in 1990 in response to a wave of attacks on freedom of speech and artistic expression. Rock the Vote engages youth in the political process by incorporating the entertainment community and youth culture into its activities. From actors to musicians, comedians to athletes, Rock the Vote harnesses cutting-edge trends and pop culture to make political participation "cool." It mobilizes youth to create positive social and political change in their lives and communities. The goal of its media campaigns and "street team activities" is to increase youth voter turnout. Rock the Vote coordinates voter registration drives, get-out-the-vote events, and voter education efforts, all intended to ensure that young people take advantage of their right to vote. They stress that the work doesn't end when the polls close. "We empower young people to create change in their communities and take action on the issues they care about. Regardless of whether youth are signing petitions, running for office, contacting their elected officials, or taking up a sign in protest, they are all rocking the vote." Information on Rock the Vote can be found at www.rockthevote.com/home.php.

The National Youth Commission, www.youth.net.ph/ also has been established to solicit the viewpoints of youth. The commission, in conjunction with MTV, has formed a partnership to produce a series of TV ads directed to youth. The theme is "Meeting Today's Needs with Yesterday's Words." The purpose is to let young adults know that the Bill of Rights affects their everyday lives. The intent of the National Youth Commission-MTV Alliance is to identify current social/political issues that are connected to constitutional interpretations of the Bill of Rights; select an issue that is related to the interpretation of the Bill of Rights; investigate opposing points of view, formulate a position on the issue; and, ultimately, produce a TV ad that takes a stand on the selected issue and encourages youth to get involved.

NOTES

WHAT IS YOUTH EMPOWERMENT?

Youth empowerment has been defined as “equipping today’s youth to meet tomorrow’s challenges” by becoming knowledgeable about compelling community needs, understanding the underlying causes of problems, and resolving to do something about them. All of the High Impact Project manuals focus on youth empowerment – suggesting ways in which youth can make a difference in dealing with environmental, social justice, diversity, and homeland security issues.

There are hundreds of examples of youth empowerment. A primary example is the peer mediation approach to violence prevention where youth join a community panel that discusses local violence prevention issues. Often they publicize the issues in a newsletter and other youth are asked to submit possible solutions. The panel meets to examine the solutions and, as a group, take the best ideas to community leaders. Together they discuss the issues and suggested solutions. This approach involves a cooperative solution to difficult social problems.

In a publication on Youth Empowerment and Community Action in the Central Valley, Jonathan Lincoln and Alison Young of the Davis, California office of Youth in Focus describe a wide range of youth empowerment efforts in central California. The following is a brief overview of a few programs and practices.

Youth Leadership in Youth Service (Oak Park Multi-Service Center, Sacramento) – Youth leadership in planning and implementing an annual summer camp; uses a peer-training model to empower youth as teachers, mentors, and leaders.

Regional Cooperation (Catapult, The Great Valley Center/The California Center for Youth Participation and Civic Engagement, Valleywide) – Includes community research, local service-learning projects, youth policy advocacy training, and networking.

Youth GRO (Grassroots Regional Organizing), Youth in Focus/Central Valley Partnership, Valleywide) – Youth-led issues on Central Valley education and equity.

School District (Fresno Unified Hmong Student Advisory Committee, Fresno) – Mobilized in response to a rash of Hmong teen suicides.

Municipalities/counties (City of Fresno) – Efforts to actively involve youth on numerous municipal boards.

Municipalities/counties (Sacramento Employment Training Agency)
– Youth-led documentation and assessment of youth employment, job training, and youth development support.

Youth courts (also called teen, peer, and student courts) are programs in which youth sentence their peers for minor delinquent and status offenses and other problem behaviors. Youth courts can be administered by and operated within a variety of agencies within a community including law enforcement agencies, juvenile probation departments, juvenile courts, private nonprofit agencies, and schools. Through youth court, young people are empowered to watch over their communities and hold their peers accountable for crimes. Youth processed through the system get swift justice by their peers and in most cases avoid a formal court record of their misbehavior. Youth courts can be found in almost 50 states and integrate service-learning (learning connected to service) and community service. For more information about youth court, visit <http://www.youthcourt.net>.

Youth Organizing (Sacramento Area Youth Acting Together) – Supports youth activists mobilizing on issues of concern, including school transportation and safe passage to school.

These are just a few examples from one small part of one state. Multiply these with examples from other states and you will see that the concept of youth empowerment has been widely translated into the practice of youth empowerment. To review the entire report, see www.youthinfocus.net/pdf/SCANReport.pdf

“Will all those who feel powerless to influence events please signify by maintaining their usual silence.” – Ashleigh Brilliant, artist and writer

WHAT ARE YOUTH ASSETS?

In their widely read and highly influential book, "Building Communities from the Inside Out", John Kretzman and John McKnight present a strong case for "releasing individual capacities," not only of senior citizens, people with disabilities, and welfare recipients, but also of youth. This 1993 book, published by ACTA Publications in Chicago, should be available at most libraries. We recommend that you pay particularly close attention to pages 29 to 45 in which the authors discuss the assets which youth "bring to the table." These include, among other attributes, available time, ideas, creativity, strong connection to neighborhoods, dreams, desires, credibility as teachers, enthusiasm and energy. They also present examples of what youth have done in their schools, parks, hospitals, community associations, and in the private sector.

In their own words, the authors of this important resource have this to say:

Given the proper opportunity...youth can always make a significant contribution to the development of the communities in which they live. What is needed for this to happen are specific projects that will connect youth with the community in ways that will increase their own self-esteem and level of competency while at the same time improving the quality of life of the community as a whole. (page 29)

In a related work published in 2005, "Discover Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity," the authors, along with several colleagues at the Asset-Based Community Development Institute of Northwestern University, present a Capacity Inventory which all of us, youth included, need to consider. The inventory is based on the realization that everyone has skills and talents that can be used to benefit communities. So before you turn to the next page, ask yourself these questions:

Gifts – What positive qualities do people say you have? Who are the people in your life that you give to? How do you do this? What was the last time you shared with someone else? What was it? What do you give that makes you feel good?

Skills – What do you enjoy doing? If you could start a business, what would it be? What do you like to do that people would pay you to do? Have you ever made anything? Have you ever fixed anything?

Dreams – What are your dreams? If you could snap your fingers and be

doing anything, what would it be?

Then complete the following list of gifts you can give to your community:

Gifts of the head – Things I know something about and would enjoy sharing with others, e.g., art, animals, books, hobbies.

Gifts of the hands – Things or skills I know how to do and would like to share with others, e.g, cooking, gardening, sports.

Gifts of the heart – Things I care deeply about, e.g., protection of the environment, civic life, young children.

These often are hidden treasures. They are your assets to use in serving others.

IMPORTANT DATES

Rather than construct a single timeline on youth involvement in community action, we have presented some key dates in several areas and indicate, where possible, when youth were involved. For example, in the area of civil rights, youth were both victims and heroes.

Significant Dates in the Civil Rights Movement

1954 – U.S. Supreme Court rules on *Brown v. Board of Education of Topeka (Kansas)* that segregated schools are “inherently unequal.”

1955 – Supreme Court prohibits segregation of recreation facilities like playgrounds. Rosa Parks is arrested for refusing to give up her bus seat in Montgomery, AL, spurring a boycott lasting more than a year. Emmitt Till, a 14-year-old Chicago boy is murdered in Mississippi after allegedly wolf-whistling at a white woman. NAACP forces the University of Alabama to enroll its first black student, Autherine Lucy.

1957 – At previously all-white Central High in Little Rock, Arkansas, 1,000 paratroopers are called by President Eisenhower to restore order and escort nine black students into the school.

1961 – Thirteen young Freedom Riders begin a bus trip through the South to force desegregation of terminals. The bus is bombed and passengers attacked.

1962 – Blacks become the majority at Garfield High, 51 percent of the student population — a first for Seattle. The school district average is 5.3 percent. Two killed, many injured in riots as James Meredith is enrolled as the first black at the University of Mississippi.

1963 – The Seattle School District implements a voluntary racial transfer program, mainly aimed at busing black students to mostly white schools. More than 250,000 civil rights demonstrators march on Washington, D.C., where Martin Luther King, Jr. delivers his “I Have a Dream” speech. Four young girls attending Sunday school are killed when a bomb explodes at the Sixteenth Street Baptist Church, a popular location for civil rights meetings in Birmingham, Alabama; riots erupt there leading to the deaths of two more black youths.

1964 – The bodies of three civil-rights workers — two white, one black — are found in an earthen dam, six weeks into a federal investigation. James E. Chaney, 21; Andrew Goodman, 21; and Michael Schwerner, 24, had been working to register black voters in Mississippi, and had gone to investigate the burning of a black church. They were arrested by the police on speeding charges, incarcerated for several hours, and then released after dark into the hands of the

Ku Klux Klan, who murdered them. U.S. Congress passes Civil Rights Act of 1964, prohibiting discrimination in public places, schools, lodging, federal programs and employment. Martin Luther King Jr. receives the Nobel Peace Prize.

1966 – Civil rights activist James Meredith is wounded by a sniper during a voter registration march. The next day, nearly 4,000 blacks register to vote.

1968 – Martin Luther King, Jr. is assassinated after addressing striking garbage workers in Memphis, TN.

1970 – Federal court orders the Internal Revenue Service to tax segregated schools in Mississippi.

1983 – Guion Bluford Jr. becomes the first black American astronaut in space

1996 – Oakland, California plans to use black English, or Ebonics, in schools and sparks a nationwide debate.

1999 – NAACP launches a campaign against TV networks to increase number of minorities in shows.

Significant Dates in the Peace Movement

Students played an enormous role in the Peace Movement in the 1960s and 1970s

April 17, 1965 – Students for a Democratic Society sponsor the first major anti-war rally in Washington, D.C.

October 15-16, 1965 – Anti-war protests are held in about 40 American cities.

October 21-23, 1967 – 50,000 people demonstrate against the war in Washington, D.C.

November 15, 1969 – 250,000 people demonstrate against the war in Washington, D.C.

December 1, 1969 – The first draft lottery since 1942 begins.

May 4, 1970 – Four students are killed by National Guardsmen at Kent State University in Ohio. The killings sparked hundreds of protest activities across college campuses. Some protesters, like those at the University of New Mexico, were met with violence.

May 6, 1970 – More than 100 colleges are closed due to student riots over the invasion of Cambodia.

January 23, 1973 – United States, South Vietnam, and North Vietnam sign the Paris Peace Accords, ending American combat role in war. U.S. military draft ends. A cease-fire goes into effect 5 days later.

March 29, 1973 – Last U.S. combat troops leave Vietnam.

Vietnam war protests, or the anti-war movement, initiated largely by college students, was instrumental in questioning the policies surrounding America's involvement in Indochina's affairs.

Significant Dates in the Women's Rights Movement

All young women students are affected by Title IX of the Educational Amendments of 1972. This timeline deals with this aspect of Women's Rights.

June 23 1972 – Title IX of the Education Amendments bans sex discrimination in schools. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

1974 – The U.S. Senate passes, but the House fails to pass, an amendment that would exclude revenue-producing sports from Title IX.

1975 – Original date schools were given to comply.

1978 – Health, Education and Welfare Department provides final guidelines for schools.

1979 – The Northwest Women's Law Center is successful in a lawsuit against Washington State University, forcing the school to comply with Title IX.

1984 – In *Grove City College vs. Bell*, the Supreme Court rules that only the programs that receive federal funding and not the entire college fall under Title IX.

1988 – Civil Rights Restoration Act overturns the *Grove City* decision, saying Title IX applies to all operations of a college receiving federal funds.

1997 – Supreme Court upholds a lower court ruling that found Brown University in violation of Title IX. The suit that forced the ruling, *Cohen vs. Brown University*, came when Brown dropped women's gymnastics.

1997 – Stephen Neal, the 1996 NCAA heavyweight wrestling champion from Cal State-Bakersfield, sues the university for trying to eliminate wrestling to comply with Title IX. A federal judge blocks the school from disbanding wrestling; the case is pending.

1998 – U.S. District Court Judge Ernest Torres approves Brown University’s plan for complying with Title IX, the final issue in the lawsuit that has become the standard for compliance. The university agrees to keep the percentage of female athletes within 3.5 percent of Brown’s female student total.

2001 – As a result of Title IX, enrollment of women in athletics programs and professional schools increases dramatically. Before Title IX, 7.4 percent of high school athletes in the U.S. were female; in 2001, the number rose to 41.5 percent.

January 16, 2002 – A federal lawsuit is brought by the National Wrestling Coaches Association to protect the sport from being eliminated from schools for the purpose of complying with Title IX.

August 27-28, 2002 – The first of four public forums on Title IX is held in Atlanta. On the 30th anniversary of Title IX, the Secretary of Education requested the forums and asks the Women’s Sports Foundation to report back its findings by January 2003.

Significant Dates in the Environmental Movement

The timeline in the High Impact Project manual on the environment begins on July 4, 1847 when Henry David Thoreau moved to Walden Pond and concludes on December 18, 1999 by noting that “After two years, Julia Butterfly Hill came down from Luna after concluding a deal with Pacific Lumber/Maxxam Corporation to save the tree and a three-year buffer zone.” Her aim in climbing a 180 foot California Coast Redwood was to prevent the destruction of some of the last remaining old-growth redwood trees in the world. We recommend that you look at the entire timeline in that manual. A more limited timeline is included below that encompasses some of the important environmental events in your lifetime.

1986 – The world’s worst nuclear reactor accident takes place near Chernobyl, Ukraine. The accident kills at least 31 people and wreaks havoc on the surrounding environment.

1987 – The Montreal Protocol on Substances that Deplete the Ozone Layer.

1989 – The first Basel Convention is held on the Control of Trans-Boundary Movements of Hazardous Wastes and Their Disposal.

1989 – 260,000 barrels of oil spill from the Exxon Valdez, a large oil tanker, into Alaska’s pristine waters.

1990 – Carbon dioxide emissions levels are estimated to be 2 percent of the gross domestic product for developed countries. The Oil Pollution Act (OPA) is signed into law in the United States.

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1991 – Pollution is used as a military tactic during the conflict in the Persian Gulf. The Iraqi military intentionally released as much as 1 billion liters (336 million gallons) of crude oil into the Persian Gulf and set fire to over 700 oil wells, sending thick, black smoke into the atmosphere over the Middle East.

1992 – President Boris Yeltsin signs a decree declaring Chelyabinsk to be the most polluted spot on earth. There were 8,790 reported spills in and around the United States waters, which is involving 5.7 million liters (1.5 million gallons) of oil.

1993 – The United States spends \$109 billion on pollution reduction.

1994 – The National Association of Environmental Safety Board (NAESB) is founded.

1995 – The United States Environmental Protection Agency reports that about 37 percent of the country's lakes and estuaries, and 36 percent of its rivers, are too polluted for basic uses such as fishing or swimming, during all or part of the year.

1996 – *Pfiesteria piscicida* was the reason that large amounts of fish were killed in the bodies of water from the Delaware Bay to the Gulf of Mexico.

1997 – NAESB joins International Students for Environmental Action.

1999 – Erika in North Biscay spills 26,000 tons of oil.

2000 – Maryland becomes the first U.S. state or territory to receive a final federal seal of approval on a state "coastal non point pollution control plan."

IMPORTANT TERMS

Citizenship. Citizenship can be understood both in its most literal sense – citizen as a legally recognized resident of a nation, and in its more theoretical sense – citizen as someone who contributes to creating a democratic way of life through values and public actions.

Civic responsibility. Civic responsibility means a citizen’s commitment to his or her community. Service-learning and community engagement are ways of developing civic responsibility.

Community. The term community can be used in a number of ways to apply to almost any group of individuals. In the most general sense, it describes a geographic group whose members engage in some face-to-face interaction. Such communities exist all around us in our schools and neighborhoods. Community assessment. Community assessment refers to a study (not necessarily formal) to determine the current status of a community. It may focus on both needs and assets; it precedes development of plans and action for work in the community.

Community development. Community development (and economic development) is generally used to express a similar idea: community members working together to achieve long-term benefits for the community and an overall stronger sense of community.

Community partnerships. The idea of partnerships based in a reciprocal relationship in which the community partner, the school, and the student each share and benefit from each others resources.

Community service. Community service refers to actions taken to meet the needs of others and better the community as a whole, or service within and for the community.

Democracy. Democracy is most commonly understood as a political system; however, this is a limited use of the term. Democracy in its fuller sense is a social idea that connotes a society where people share equally the freedom, power, and wherewithal to engage in meaningful forms of association with others.

Discourse. In order for communities to function within a democracy, community members must engage in discussion and dialogue, which includes diverse voices and opinions, through which they arrive at shared ideas and visions for their community.

Engaged schools. The engaged school is an institution which emphasizes community involvement through its activities and its definition of scholarship.

The engaged school is involved in community relationships, community development and community discourse.

Public good. The public or common good is the set of goals that promotes the overall well being of citizens. The public good are those goals which individuals in a community have in common and achieve by sharing ideas and working together.

Reflection. Reflection is a primary component of service-learning. It is the process of deriving meaning and knowledge from experience. Effective reflection engages teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience.

Service-learning. Service-Learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs through community service. Senator John Glenn, the famous astronaut, describes service-learning as “academics in action.”

Social capital. Social capital refers to features of social organization, such as networks, relationships, norms, and trust that facilitate coordination and cooperation for mutual benefit.

Social change. Social change describes efforts to address the root causes of problems that affect society.

Volunteerism. Volunteerism is the act of engaging in service that addresses social needs but does not necessarily address the conditions or root causes from which those needs emerge.

Youth voice. Youth voice is the ideas, opinions, involvement, and initiatives of young people.

Youth community action projects are initiatives planned and implemented by young individuals or groups to either solve a problem or build something beneficial to the community. Some principles common to such projects are that they are locally based; they have broad and inclusive participation; knowledge is generated from and owned by the community; collaboration between people and organizations is essential; and the activities are socially just, environmentally sound, and economically responsible.

TODAY'S YOUTH LEADERS

The following story, in part, appeared in several Washington state newspapers early in 2004. The story was titled *Washington's Top Volunteers Selected in National Awards Program*.

OLYMPIA, Wash., Feb. 3 /PRNewswire/ – Pierson Clair, 18, of Tacoma and Rebecca Dewey, 13, of Battle Ground today were named Washington's top two youth volunteers for 2004 by The Prudential Spirit of Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. The awards program, now in its ninth year, is conducted by Prudential Financial in partnership with the National Association of Secondary School Principals. More than 20,000 high school and middle level students submitted applications for this year's program.

Pierson was nominated by Bellarmine Preparatory School in Tacoma, and Rebecca was nominated by Maple Grove Middle School in Battle Ground. As State Honorees, each will receive \$1,000, an engraved silver medallion, and an all-expense-paid trip in May to Washington, D.C., where they will join the top two honorees – one middle level and one high school youth – from each of the other states, the District of Columbia and Puerto Rico for several days of national recognition events. Ten of them will be named America's top youth volunteers for 2004 at that time.

Pierson, a senior at Bellarmine Preparatory School, founded a chapter of Habitat for Humanity at his school in 2002, and has since led a group of fellow students in helping to build three houses for low-income families. Pierson began volunteering for Habitat for Humanity as part of an Eagle Scout project. He was so inspired by the experience that he decided to establish a chapter at his school to "create the structure for thousands of students to give tens of thousands of hours in the coming years to directly improve the lives of families struggling for survival," he said.

After navigating the extensive chartering process, Pierson recruited 48 students to join him in laying plans for the new chapter, conducting training exercises and fund-raisers, and working on three home-construction projects the first year. The chapter now has 132 active members and is working to help complete 16 new homes this year. "I am just one human being with one hammer," said Pierson. "But I can gather

three people together to put up drywall and the three of us can gather 30 together to raise money to buy roofing material and the 30 of us can call 140 people together to build 16 homes.”

Rebecca, an eighth-grader at Maple Grove Middle School, organized a daylong workshop to teach first-aid skills to 150 fellow Girl Scouts. Rebecca had taken several first-aid classes offered by the American Red Cross, and felt other young people could benefit from what she had learned. As a result, she was selected by her Girl Scout troop to manage a workshop for all of the Girl Scout troops in the area. “I love to work with other girls, teaching skills,” said Rebecca. After she had trained her own troop in basic first-aid techniques, Rebecca planned the various lessons to be taught during the workshop. Then Rebecca and her team gathered the necessary materials, promoted the event, handled the registration process, and set up for the workshop on the day of the event. Although the troop had planned for 100 attendees, the workshop drew 150 Girl Scouts from kindergarten through 12th grade. “We helped girls become more familiar with techniques they may need someday in an emergency,” said Rebecca.

In addition, the program judges recognized six other Washington students as Distinguished Finalists for their impressive community service activities. Each will receive an engraved bronze medallion:

Bethany Cruz, 18, of Wapato, a senior at Wapato High School, initiated a statewide drive that collected more than 700 diapers and 30 containers of baby formula for the Yakima Crisis Pregnancy Center. Bethany, who serves as state director of community service for Family, Career and Community Leaders of America (FCCLA), enlisted the help of FCCLA chapters all over Washington state for her campaign.

Kristina Gundersen, 18, of Belfair, a senior at North Mason High School, co-founded a mentoring program at her high school that paired 12 high school mentors with students from two neighboring elementary schools. Kristina obtained funding for the project, recruited and trained high school students to serve as mentors, assigned the mentors through a comprehensive matching process, and organized monthly social gatherings for all of the participants.

Kathleen Klaniecki, 17, of Lacey, a senior at North Thurston High School, researched, wrote and produced a resource guide to help low-income pregnant teens access agencies that provide food, clothing, shelter and medical care. Kathleen, who spent six months working on the guide, is now planning a baby-supplies drive that will provide a diaper bag filled with various supplies for these same teenage girls.

Jennifer Kronvall, 18, of Pasco, a senior at Pasco High School, organized a community “fun run” that raised more than \$1,300 to help people with genetic skin disorders. Jennifer’s event not only supplied funds to the National Foundation for Ectodermal Dysplasias, but also helped educate the public about this rare group of disorders.

Shirley Lou, 17, of Olympia, a senior at Capital High School, created an after-school tutoring program that arranged for 20 high school students to tutor elementary school kids who either were struggling academically or needed more challenges. Shirley, who started the program in September 2001, serves as head tutor, recruits and trains other high school students, and works closely with the elementary school teachers to ensure the program is successful.

Amber North, 17, of Snohomish, a senior at Snohomish High School, founded a community service club that pairs high school students with senior citizens living at retirement homes in her area. Through the club, called ROSS (“Reaching Out to Snohomish Seniors”), nearly 50 high school students make regular visits to the retirement homes and organize special events to brighten the lives of the residents there.

“People as caring and committed as these young students are critical to the future of our neighborhoods, our cities and our nation,” said Arthur F. Ryan, chairman and CEO of Prudential Financial. “By recognizing these honorees, we hope to encourage other young people – our future leaders – and all Americans to think more about the value and importance of volunteering in their communities.”

All public and private middle level and high schools, as well as all Girl Scout councils, county 4-H organizations, American Red Cross chapters, YMCAs, Camp Fire USA councils and Volunteer Centers, were eligible to select a student or member for a local Prudential Spirit of Community Award. Local Honorees were then reviewed by state-level judges, who selected State Honorees and Distinguished Finalists based on criteria such as personal initiative, creativity, effort, impact and personal growth.

On May 3, 2004, ten of the 104 State Honorees – five middle level and five high school students – will be named America’s top ten youth volunteers of the year by a prestigious national selection committee. These National Honorees will receive an additional \$5,000, a gold medallion, and a crystal trophy. In addition, the ten National Honorees will have a total of \$250,000 in children’s products donated in their names to needy children in their communities by Kids in Distressed Situations, Inc., the national charity of the children’s apparel and products industry.

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For information on all of this year's Prudential Spirit of Community State Honorees and Distinguished Finalists, visit <http://www.prudential.com/spirit>, or <http://www.principals.org/awards/prudential.cfm>.

Lastly, here is a brief account of a young woman from Bellingham, Washington who in 2002 was included in "The Kids Hall of Fame." The Hall of Fame spotlights positive achievements of young people under the age of 20. (For information contact "the kidshalloffame.com".)

Sondra Clark has published two books; visited Africa to help poor children; is spokesperson for Childcare International which raises funds for orphans with AIDS; and has given motivational speeches at schools, church groups, and conferences. These accomplishments explained in a 100-word essay written by her mother, qualified Sondra as an "inspirational person" entitled to carry the torch in its journey across America to Salt Lake City, Utah. Of the 210,000 applicants, Sondra was the youngest selected. She and her mother were one of 480 "inspirational pairs" to participate in the Olympic Torch relay. Sondra reports that "My mom inspired me to always do my best and also to help other people."

AWARDS PROGRAMS

The President Volunteer Service Award has incorporated the previous program, the President's Student Service Award. This award is open to individuals of all ages as well as families and groups. If your organization presented the President's Student Service Award, you can now participate in the new initiative - the President's Volunteer Service Award. If you are between the ages of 15 to 25 and serve between 100 and 174 hours in any 12-month period, you are eligible for a Bronze award; if you serve between 175 and 249 hours in this period you are eligible for a Silver award; if you serve over 250 hours you are eligible for a Gold award.

You and your teachers should look at the guidelines that define certifying organizations and what each organization needs to do since schools can be one of the certifying organizations. Schools will need to verify that the volunteers have completed the number of service hours required; nominate verified volunteers by completing an order form; and pay a nominal cost for the award package and shipping, either directly or through local sponsorship. The award package contains a lapel pin, a personalized certificate, a note of congratulations from the President, and a congratulatory letter from the President's Council on Service and Civic Participation. To earn an award, individuals, families and groups should keep a record of volunteer activities and hours served. This record may be kept as a diary, calendar, or tracked online using the USA Freedom Corp Record of Service. Many students from Washington state have received these awards. You can be the next. For more information, visit www.student-service-awards.org



SECTION 3

Building Blocks & Jumping Off Points

In the sections below, we present a number of pertinent facts and figures that are drawn from extensive research on this issue. They are the “Building Blocks” for you to begin to develop your research paper. We then suggest “Jumping Off Points to Service-Learning,” possible service-learning activities that can be designed in conjunction with the research-based themes. These represent only a starter list. You will want to “brainstorm” other activities that address compelling community needs and social problems and ways in which you can address them.

Building Blocks

Important “facts and figures” on which to build your research

Youth Disengagement

In 2003, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the University of Maryland and the Carnegie Corporation of New York published *The Civic Mission of Schools* in which they identified a number of “disturbing trends” relating to youth civic engagement. For example:

Many measures of youth civic attitudes show disturbing declines.

Surveys show that compared to earlier generations, young people today are less interested in political discussion and public issues and are more cynical and alienated from formal politics. Various measures of high school seniors’ trust for other people, which is important when working in groups focused on community problems, fell by an average of ten percentage points between 1976 and the 1990s.

Young people’s voter participation rates have declined substantially.

Today, young people are distinctly less likely to vote than older generations were at the same point in their lives. Since 1972 (when the voting age was lowered to 18), turnout among young people under 25 years of age has slipped by about 15 percentage points, whereas there has been no decline among people 25 and older.

Young people are less interested in public affairs than they once were.

From 1960 through 1976, the proportion of young people ages 18 to 25 who claimed they followed public affairs most of the time was about one quarter. Interest fell off in the next decade and by 2000 just five percent said that they regularly followed public affairs.

In a similar study by The Pew Charitable Trust, Michael Carpini reported some

disturbing data. He noted that although the recent decline in civic engagement is evident among all age groups, it is particularly acute among the young. Whether compared with older Americans or to younger Americans from earlier eras, today's young adults are less likely to:

(1) Feel a sense of pride or duty associated with American citizenship. Less than 20 percent of 18 to 29 year olds say they are very proud of how democracy works in the United States, compared with more than 50 percent of those 50 years old or older. Only 26 percent of 15 to 24 year olds believe "being involved in democracy and voting" is "extremely important," and only 28 percent mention civic obligation as a reason to vote.

(2) Follow the news. On any given day, more than 40 percent of 19 to 29 year olds watch the news on TV compared with 55 percent of those 30 to 50 years old and 65 percent of those older than age 50. Less than 20 percent of young adults read the newspaper on any given day compared with about 40 percent of those between the ages of 30 to 50 and 60 percent of those older than age 50. Newspaper readership among young adults is less than half what it was for this age group in 1965.

(3) Participate in policy-oriented organizations. Thirty percent of 18 to 29 year olds (and only 20 percent of 18 to 24 year olds) are affiliated with organizations that take a public stand on at least one policy issue compared with 55 percent of those between the ages of 30 and 69. Only 14 percent of youth (15 to 24 years old) have ever joined a club or organization that deals directly with government or politics, whereas 64 percent have joined a nonpolitical club or organization.

The Pew report also indicated that most high school students could not name a single government or non-government public leader who had the qualities they most admired: caring about average people, consistency in beliefs, strong leadership skills, ethical values, and good communication skills. Only one in four young Americans ages 15 to 24 believe that government has a major impact on their day-to-day life.

The withdrawal of youth from public life often results from the lack of opportunities to participate. It is perceived that political organizations ignore youth or are not equipped to provide them with meaningful opportunities. Schools, although increasingly acknowledging their responsibility to provide students with opportunities to become involved in public life, have largely limited their efforts to narrow definitions of public service such as one-to-one volunteerism.

Youth Civic Engagement

The Civic Mission of Schools also identified a number of "facts and figures" relating to positive trends in youth civic engagement that, we believe, more than

counters those relating to youth disengagement. Here are two of the key points which could serve as “building blocks.”

Young people are becoming more involved in community service and volunteering. Annual surveys of incoming freshmen find that the proportion who have volunteered has risen steadily from 67 percent in 1989 to 81 percent in 2000. According to an assessment of 90,000 14-year-olds conducted by the International Association for Evaluation of Education, American students are more likely to indicate that they have volunteered than are students in any of the 27 other countries examined. Moreover, Americans between 15 and 25 are more likely than any other age group to report participation; nearly 40 percent say that they have volunteered at some point in their lives. Although some analysts have speculated that young people are volunteering because of community-service requirements or they believe that volunteering will help them gain college admission, these reasons were cited by only a few young people surveyed. Many more claimed that they volunteered because it makes a difference or it makes them feel good, or because someone had asked them to help.

Young people are tolerant and committed to free speech. Merely being tolerant of others may not reflect what is most important: concern for others' rights and welfare and the ability to choose critically among the positions in a debate. Nevertheless, no picture of young Americans would be complete without acknowledging their tolerance. For example, people between ages 18 and 25 are more positive about racial minorities than their elders and are more likely to favor socializing across racial lines. At the same time, they support free speech for diverse groups. According to data in the study, young American's attitudes toward immigration are strikingly more positive compared to those of youth in many other countries.

The Pew Charitable Trust, therefore, reports “the other side of the coin,” the more positive aspects of youth civic engagement. They suggest that despite the “negatives,” there are reasons to believe that a concerted effort to engage young Americans could be effective. For example, the mid-teens through early 20s are when most civic habits begin to develop. As a result, young Americans, ages 15 to 22, are likely to respond positively to opportunities designed to increase their public involvement. The report presents two critical insights, summarized below, that support the fact that youth civic engagement is “alive and well.”

(1) Surveys suggest that America's youth lament the sense of disconnectedness they feel. For example, a recent poll found that 70 percent of young adults were “worried and concerned” about the future of our country. More than 60 percent

say that goals such as “being involved and helping their community become a better place” or “being a good American who cares about the good of the country” are important to them. Sixty-three percent of majorities say they are interested in volunteering for charitable causes. Young adults also are as or more likely than older ones to believe that there are important public problems facing the nation. Perhaps most tellingly, two-thirds of young Americans believe their generation has an important voice but that no one is listening.

(2) Young adults often are struggling to find their place in civic life and are ambivalent about their current disengagement. The tension produced by this ambivalence is perhaps best exemplified by current rates of volunteerism among the young. Student volunteerism is at record levels—73 percent of high school students in 1997 compared with 62 percent in 1989. Although some of this increase is attributable to the increase in high school programs that encourage or require this kind of behavior, it is a clear indicator that America’s youth are willing to participate in public life, given the incentive and opportunity to do so. Civic engagement, however, often has become defined as the one-on-one experience of doing community service such as working in a soup kitchen, cleaning trash from a local river, or tutoring a child once a week. What may be missing is the awareness that problems such as hunger, pollution, or illiteracy are public policy issues as well as personal ones.

Jumping Off Points to Service-Learning

“Jumping Off Points” are simply community service activities tied to your curriculum that can be designed in conjunction with your research papers. There are, of course, many places to begin. Below are some things to consider. Or you can do what other creative youth have done, that is, start your own community action program. To get started ...

Know your community. It is essential to know the assets of your community. Some of the typical assets are government agencies, e.g., human services; governmental and social services; local, county, or regional government; elected state and national representatives; non-profit organizations, e.g., homeless and food shelters, abuse resources, resources for the elderly; recreational resources, e.g., parks, pools, youth sports, entertainment, professional sports, free and for-fee activities; and physical characteristics, e.g., population, demographics, size. A good place to start your “community mapping” is with the telephone book, both the yellow pages and the government blue pages. When you have identified the organizations you wish to include in your asset map, it is a good idea to record information about each, e.g., their address, phone number, contact person, and the services or resources available.

Know the power structures in your community. Before anyone takes any actions in his or her community, it is important to understand and chart the laws, rules, and policies: who made them, why were they made, how are they enforced, and how to influence those who made them. For example, if the school board sets a dress code policy, then the teachers and principal enforce the policy. Appealing to the teachers or principal, enforcers, to change a dress code policy will most likely be ineffective unless they also are the rule makers. To change a dress code policy would require appealing to the school board – where the policy or rule originated. In order to be effective, the area of influence, change agents, must be identified. An action or activity then can be designated to target that area of influence for maximum change effect. The following chart should be helpful:

Power Source Chart

Rules	Rule Makers	Why	Enforcers	Change Agents
List of law or policy	Who is responsible for setting the policy or passing the law?	Why was the rule made?	Who is responsible for enforcing and ensuring compliance?	How are the rule makers influenced?
Laws, policies, rules, guidelines, regulations	Boards, agencies, legislation, citizens, federal government	Event, situation, circumstances, precedent	Police, schools, governmental agencies, organizations	Elections, advocacy, boycott/boycott campaigns

What to Know

Know yourself and what assets you bring “to the table.” Assets include your special knowledge, skills, values, and potential actions you might take. Also begin to structure a “plan of action.” Such a plan can be built on three broad questions: (1) What have I discovered about community issues, problems, or needs? (2) So what difference does it make that these issues, problems, or needs exist? (3) Now what can we do differently now that we know?

Know the diversity of issues. (1) Ask questions about cultural needs in your community as well as how to help build diversity. (2) Take interest in the ideas of people who don’t think the same as you and respect their opinions. (3) Recognize that we all are products of our backgrounds, but that our way is not the only way. (4) Be aware of prejudice and consciously try to control

assumptions about people. (5) Work to make sure that people who are different than you are heard and respected. (6) Know your own assets, liabilities, and biases.

Know ways to address the challenges. (1) Some adults have difficulty sharing decision-making responsibility, especially when planning projects; at the same time, some young people may be uncomfortable taking responsibility. Therefore, try to work toward distributing responsibilities and decision making at levels with which both youth and adults are comfortable. Discuss these issues openly. (2) Some adults may have stereotypes of young people – and vice versa. Try to build on the strengths of each individual, youth and adult. (3) Many adults – and some young people – have difficulty seeing youth as leaders or community resources. Develop clear roles, realistic expectations, and meaningful support for all involved.

Must Reading

Must reading #1:

Youth Voice: A Guide for Engaging Youth in Leadership and Decision Making in Service-Learning Programs. (www.ysa.org/pdf/files/YV_Guide.pdf)

Many organizations have published resources that include “jumping off points” and other good advice. In this publication the authors identify several models to consider as you become involved in community action programs. The models are (1) youth as planners, (2) youth as trainers, (3) youth as evaluators, (4) youth as funders, and (5) youth as policymakers. They also have good suggestions for youth advisory/action councils, youth governance/youth serving on boards, and organizing youth summits. Here are some of the key points in each model.

Youth can serve as planners. You can plan and implement service projects by identifying community needs, developing action plans and timelines, recruiting volunteers, conducting community outreach, and evaluating the outcomes. Clarify your roles and responsibilities “early on” and address logistical aspects related to the plans.

Youth can serve as trainers. You can act as trainers for others, including the agencies you work with as well as the staff and other young people in the service-learning program. Some of the roles you can play are in orienting and making certain that young people with whom you work are knowledgeable about the issues with which they are dealing.

Youth can serve as evaluators. You can help assess program effectiveness by conducting surveys and interviews, and documenting your findings. Determine

the methods of evaluation and develop a plan that includes such items as what you want to know, who you want to know it from, and how much time you will need to devote to it.

Youth can serve as funders. You can help raise money, develop requests for and review proposals, and determine who needs the resources. Identify potential funding sources and conduct outreach to them. Sometimes you will be involved in youth-driven projects and at other times in broader initiatives to provide needed resources to community problem-solving efforts.

Youth can serve as policy makers. You can connect your service-learning with policy initiatives to help ensure that you are not only cleaning polluted rivers or streams or serving in soup kitchens but are helping to set policies that will change the underlying environmental or social problem. Some of the specific activities you can do are to create a website, organize town hall meetings and community forums, and map community needs and assets.

Youth can serve on advisory/action councils. You can work with existing organizations to assure that youth are involved in achieving their mission, provide insights and advice, and address specific issues. Begin by identifying adult allies, define your roles and responsibilities, and reflect on your service on the council.

Youth can serve on governance boards. You can serve as a full voting member of an organization board or governance structure. You can be an equal stakeholder in decisions relating to identifying resources, budgeting, staffing, and strategic planning. You literally can be “on board” in more ways than one.

Youth can organize youth summits. You can conduct meetings to bring together youth from different organizations, regions, or outlooks. The sessions can provide opportunities to voice your concerns; develop potential solutions to problems; network with others; share resources, information, and ideas; and gain a better understanding of other people’s points of view.

Each of these “jumping off points” start with the words “You can.” – and you really can!

Must reading # 2:

A Guide for the Powerless and Those Who Don’t Know Their Own Power (For publications of the American Youth Policy Forum, visit their web site: www.aypf.org)

This publication of the American Youth Policy Forum includes many concrete suggestions. For example, when you visit an elected policymaker, be on time

and be prepared to wait; prepare your case thoroughly; be brief and to the point; and be informed and friendly – never pushy or threatening. Share your story and try to get the policymaker engaged in a hands-on project, working alongside you so that he or she has a visceral feeling for what you are attempting to accomplish as well as a sense of personal satisfaction that such service offers to its organizers. The Guide suggests that policymakers appreciate a photo opportunity, so give them one.

The guidebook also has some good advice about “working at a distance,” that is, advocacy through letter writing and e-mails which also should be clear, brief, courteous, and factual. Be original and never use a form letter or copies as originals; back up your arguments with pertinent facts and figures but never exaggerate or bury you readers in an “avalanche of statistics;” ask for a reply regarding the policymaker’s position on the issue; if the reply is noncommittal, write again but avoid undue pressure; write a letter of appreciation if the legislator supports your position; and keep writing and urge others to write as informatively and as often as possible. Other suggestions are:

- Prepare data and, if possible, compelling graphics.
- Be clear. As a young YouthBuild advocate counseled, “We don’t protest, we propose; we don’t attack, we persuade.” And as President Kennedy once said, “Things don’t just happen; they are made to happen.”
- Gather human interest stories, anecdotes, and other vivid examples that put your case in appealing, human terms. Or conversely, document “abject and appalling unmet needs” that help to move your presentation from the abstract to concrete action.
- Express your convictions and do not be afraid of your expertise.

Meeting with Elected Officials

Ten other tips for a successful meeting.

Face-to-face meetings with elected officials and their key staff aides are a powerful way to communicate your views on important issues. If you have the opportunity to meet directly with elected officials, you need to be prepared. Here are some guidelines (adapted from the United Advocates For Children of California) to make your meeting more successful. Legislators, busy as they are, usually find time to meet with their constituents. Here is some good advice.

1. Schedule meetings in advance. There are many demands made of legislators. Give them enough lead-time to schedule a meeting and try to be flexible about the time. Call to schedule an appointment. When you call, make sure

you identify yourself as a constituent and state the purpose of the meeting. For example, "I would like to discuss the Senator's/Assemblyman's/Governor's position on funding for children's mental health." The following script is intended to help you make such a call:

Hello. I'm _____ from _____. I will be in _____ on May 20th and would like an appointment to meet with _____ to discuss state policies to meet the needs of children with mental health problems and their families. I would be happy to meet with the legislative assistant who works on children health or education issues if the Governor/Senator/Assemblyman is unavailable. Is someone available the afternoon of the 20th? If no one is available, I would like to drop by the office anyway to leave some information for the Governor/Senator/Assemblyman to review.

Don't just "drop by" the office and expect to have a meeting. You may end up pulling them out of an important committee hearing or interrupting a staff meeting. They may remember you but not in the way you want.

2. Be prepared, informative, thorough, and concise. You will rarely have more than 15 or 20 minutes to state your case. So be well prepared and able to express your views succinctly and clearly. Here are some ideas to help you get to the point quickly and be understood:

- Prepare written notes listing the key points you want to make.
- Personalize the issue by explaining how it affects you, your family, and others in the community. However, avoid excessive background; get to the point quickly.
- Ask for action. Describe what you want them to do and explain briefly how your proposal will make things better.
- Be aware of who might oppose your proposal and why. Be prepared to defend your position with facts.
- If the issue is complicated, say so, and leave behind additional material or offer to provide something in writing that explains the problem and solutions more completely.

3. Bring written materials with you. Given the amount of time you will have for your meeting, have brief "fact sheets," position papers, or other relevant materials available. Bring a brochure of information about your organization, if you are affiliated with one.

4. Be on time and be flexible. Legislators are very busy and may be forced to skip your meeting if you're running even a few minutes late. If you get stuck in

traffic and you know you are going to be a late, call to indicate when you expect to arrive.

5. Don't be disappointed if you meet with staff instead of the elected official.

Last minute schedule changes may force a legislator to ask you to meet with aides. Staff aides are familiar with policy issues and many are the best persons to listen to your views. They will advise the member of legislature of your concerns.

6 Don't be argumentative. If there is disagreement over issues, present your case in a straightforward and firm way. Don't waste time in an argument. "Agree to disagree" for the moment and move to your next topic. You can follow up on points of disagreement with a letter explaining your views in detail.

7. "Personalize" the issue. It may be hard for officials to have a clear picture of how their votes on a complicated law actually end up affecting individual constituents. Clearly explain how the policy personally affects the lives of people in their district. Tell one or two short real stories to illustrate this.

8. Be inclusive. Remember that state laws also affect providers of services. Try to frame the matter as a "youth-driven" or "family-driven" issue.

9. Volunteer to be a resource contact. Legislators and their aides always welcome constituents who are knowledgeable on issues and willing to serve as a resource person. Let them know your area of expertise and leave your contact information.

10. Always follow up with a "thank you." Send the person you met a "thank you" note. This is an opportunity to briefly restate your position and requested action. Enclose additional information, if needed. If you met with a staff person, send a separate letter to the legislator to let them know that their staff aide has ably represented their views.

Some Do's and Don't

- Do speak up!
- Do invite adults to share their skills, experiences, and resources.
- Do commit time and energy to do the work.
- Do take responsibility seriously.
- Do seek to involve other youth.
- Don't stereotype adults.
- Don't assume all adults will treat you like a kid.

Source: Youth Voice: A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs, Washington, DC: Points of Light Foundation, 2001

A Concluding Note on Competent and Responsible Citizens

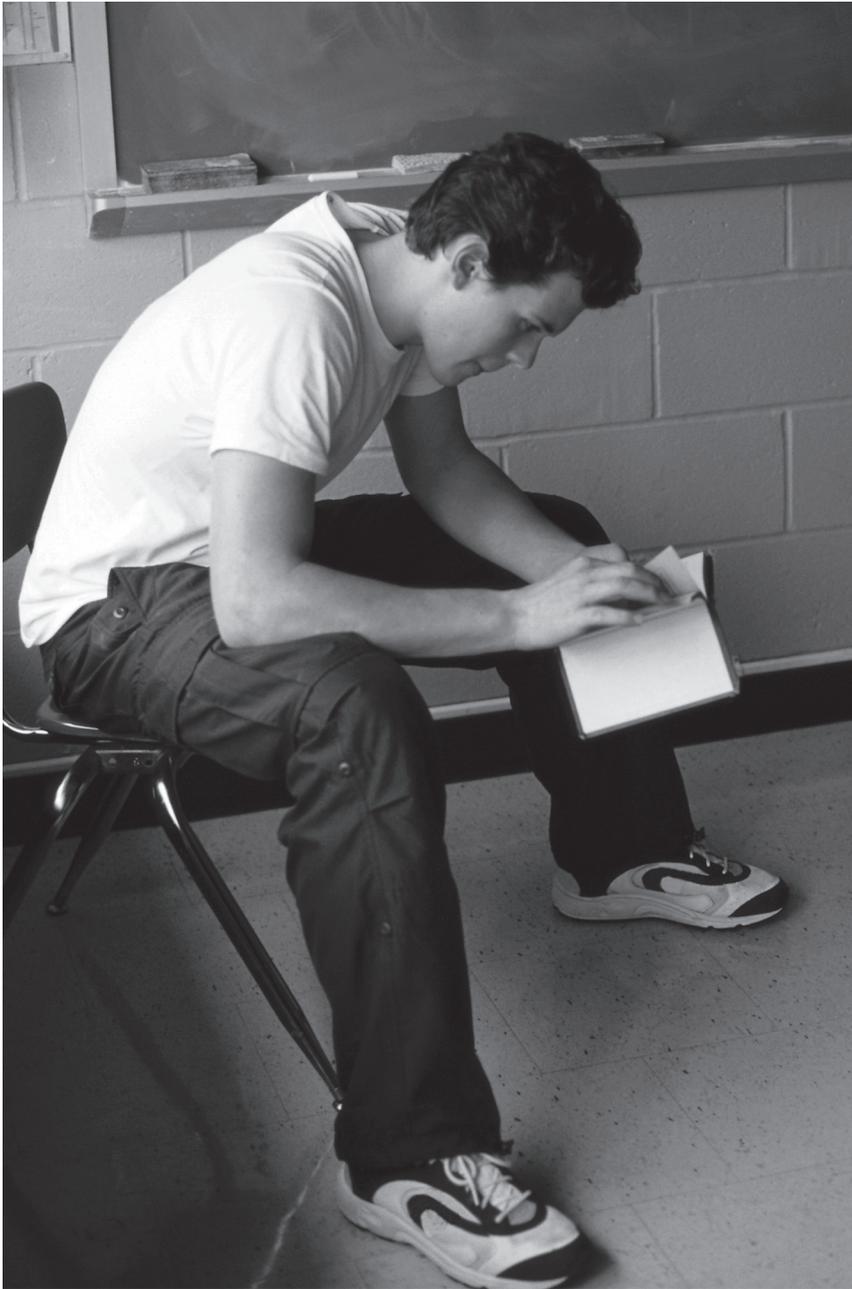
The Civic Mission of the Schools defined the overall goal of civic education in terms of students acquiring and learning to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. The authors of the report “recognize that being a competent and responsible citizen is not easy and can take courage, sacrifice, and passion to be civically and politically engaged. Engagement is especially difficult for disadvantaged young people who lack resources and are often discouraged from participating. [Emphasis added.] An essential goal of civic education, therefore, is to provide skills, knowledge, and encouragement for all students, including those who may otherwise be excluded from civic and political life.”

The Civic Mission of the Schools concludes that the competent and responsible citizens:

- **Are informed and thoughtful.** They have a grasp and appreciation of history and the fundamental processes of American democracy; an understanding and awareness of public and community issues; an ability to obtain information when needed; a capacity to think critically; and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives. They are tolerant of ambiguity and resist simplistic answers to complex questions.
- **Participate in their communities.** They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service, work together to overcome problems, and pursue an array of cultural, social, political, and religious interests and beliefs.
- **Act politically.** They have the skills, knowledge, and commitment needed to accomplish public purposes, for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting.
- **Have moral and civic virtues.** They are concerned for the rights and welfare of others, are socially responsible, willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to contribute personally to civic and political action. They strike a reasonable balance between their own interests and the common good. They recognize the importance of and practice civic duties such as voting and respecting the rule of law.

NOTES

These should be the ultimate goals of your senior or culminating project, your research papers and service-learning activities: you are informed and thoughtful, you participate in your community, you act politically, and you uphold strong moral and civic virtues. When you act in these ways, there is no doubt that you will have put the "You in Youth Community Action Programs."



SECTION 4 Looking More Deeply

WEB RESOURCES

These web resources provide more information about youth organizations. Many of the descriptions below include suggested service-learning ideas and/or tools for you to use. You also can find many more organizations at the local and state levels on the Internet by searching such topics as youth empowerment, youth involvement, and, of course, youth community action.

Action Without Borders/Idealist.org

<http://www.idealist.org>

Mission: This group connects people, organizations, and resources to help build a world where everyone can live free and dignified lives. It is independent of any government, political ideology, or religious creed. The work is guided by the desire of members to find practical solutions to social and environmental problems in a spirit of generosity and mutual respect.

Resources: You will find useful information including: (1) Over 40,000 nonprofit and community organizations in 165 countries which you can search by name, location, or mission. (2) Thousands of volunteer opportunities in your community and around the world and a list of organizations that can help you volunteer abroad. (3) The Nonprofit Career Center with hundreds of job and internship listings. (4) Information to receive by e-mail from among the volunteer opportunities, internships, events, and resources posted by organizations all over the world. (5) Volunteer opportunity by setting up one or more Volunteer Profiles with your interests, skills, and schedule. (6) People around the world who share your interests, goals, and ideas.

Look under Volunteer Centers and you will be able to search for volunteer listings in your area (we found 30 listings in Washington state in late 2004), receive personal e-mail updates of new listings, learn about international volunteering, find volunteer listings especially for youth, find family volunteer opportunities, join the volunteer discussion group, and search in Spanish and French.

There is a section on "Kids & Teens" in which you can "Take the Lead" by finding resources, project ideas, and organizations that can help you get started; explore "The World Around You" in the areas of human rights, nature, music, animals, politics, and more; "Help Yourself and Others" by seeking help in solving problems; and read descriptions of "Organizations Started By Kids." At last count, 25 organizations started as projects and run by youth were listed, including: Care Bags Foundation, Carolyn's Compassionate Children, Chores-

for-Charity, Grandma's Gifts, Kids for a Clean Environment, Kids Helping Kids in Crisis, Inc., Kids Who Care Foundation, PEACE Incorporated, Pennies to Save Police Dogs, Students for Organ Donation, Unite for Sight, Youth Action International and Peace for Kids, Youth for a Better World, Youth for Environmental Sanity – YES!

Alliance for Justice

<http://www.afj.org>

Mission: This is a national association of environmental, civil rights, mental health, women's, children's and consumer advocacy organizations. Its goals are to advance the cause of justice for all Americans, strengthen the community's ability to influence public policy, and foster the next generation of advocates. One of its focuses is Student Advocacy which includes "Co/Motion," a national program that helps organizations build their capacity to foster youth leadership in designing, implementing, and evaluating action strategies addressing community problems. They do this by partnering with organizations to provide training and technical assistance to young adults 15 to 25 in advocacy and organizing skills.

Resources: You will find useful information on public policy (policy alerts), research and publications, events, and news items. The Alliance works to shape public policy that affects communities. You will be able to learn about some of the most prominent public policy areas that the Alliance for Justice is watching, e.g., campaign reform issues. Look at Action Alerts in the Public Policy section of the web site as well as the AFJ Action E-List where you can receive action alerts in areas in which you are interested, for example, student advocacy.

America's Promise

www.americaspromise.org

Mission: America's Promise attempts to create a nation of neighborhoods, uniting citizens of all nationalities, faiths, and political parties in a common goal: to meet the needs of children and youth. Its mission is to mobilize people from every sector to build the character and competence of our nation's youth by fulfilling these Five Promises: ongoing relationships with caring adults, safe places with structured activities, a healthy start, marketable skills, and opportunities to give back. The organization's vision is to support local community efforts that fulfill the Five Promises for youth, connecting them to essential resources from organizations with national reach.

Resources: These resources include “how you can help,” community action, youth action, and partners in action – a diverse alliance of national organizations and leaders that are fulfilling specific commitments to deliver the Five Promises to children and youth. The ways people can help include: donating to America’s Promise, participating in a Community of Promise, becoming or supporting a national partner organization, providing the Five Promises to youth whom you know, and volunteering with the USA Freedom Corps volunteer network. Community action takes place when community sites and youth-serving programs collaborate to deliver the Five Promises to all children and youth. The Youth Action section is where you come in. There are five ways: get informed, get inspired, get going, get connected, and get linked. In each of these areas are many excellent suggestions as well as reports on what others have done. In the get informed section, you will learn about Schools of Promise, some of which have been started by youth who want to make life better for their community. E-mail them at schools@americaspromise.org to see how you can become involved.

American Youth Policy Forum

<http://www.aypf.org>

Mission: The American Youth Policy Forum (AYPF) is a non-profit professional development organization based in Washington, DC. AYPF provides nonpartisan learning opportunities for professionals working on youth policy issues at the national, state and local levels. To improve opportunities, services and life prospects for youth, AYPF provides learning experiences for national, state and local policymakers and practitioners, focusing on three overlapping themes: Improving Education and Academic Performance; Preparing for Careers; and Youth Development and Community.

Resources: Even though AYPF does not work directly with youth, except by having them speak on some panels to present on a variety of issues, their website provides some useful information that youth should review. Visit their website and go to the publications section. There are many publications and reports available for download.

At The Table

<http://www.atthetable.org>

Mission: An initiative of the Innovation Center for Community and Youth Development, At The Table works to build a national movement for youth participation in governance and decision making. Its primary goals are to connect individuals, organizations, and communities to resources they need to

successfully involve youth in decision making; to introduce like-minded youth and adults to each other so they can share stories and best practices; and gather information about where and how youth are engaged in decisions that affect them.

Resources: The website is an online clearinghouse that brings together youth involvement advocates and practitioners by providing opportunities to share information and to collaborate. Resources include a calendar of events and news from the youth participation field; online discussion boards; user-posted handouts and links; and an online workroom for youth voice advocates hosted as part of the Forum for Youth Investment's Youth Today, Youth Tomorrow site. Check the Resource page for a detailed look at "14 Points to Successfully Involving Youth in Decision Making."

In its own words, At The Table needs "your help to build the knowledge base on AtTheTable.org. We hope you will post your experiences, successes, resources, handouts, articles, links and anything else you think will be useful to others." They also invite you to join the "workroom" where you can work with other youth voice advocates. Some of the suggestions are to submit downloadable resources, upcoming events, your own "What's On the Table" items, and links. You also are urged to describe your success stories, suggest a survey or poll question, feature your organization in the Youth Voice Database, add your resources to the Online Resource Catalog, and participate in the Discussion Area.

Building Leadership/Organizing Communities (BLOC)

<http://www.blocnetwork.org/index.php?s=21>

Mission: BLOC is a national alliance of youth organizers, youth workers, artists and activists working through grassroots organizations and social networks to organize and develop young activists of color into active agents for change. BLOC connects workers from different ideologies but who are each committed to social transformation and community empowerment. BLOC seeks two ultimate goals: to elevate the leadership of young people in all social justice sectors; and to nurture, strengthen, and unify a social justice youth agenda and a youth movement in communities across the country.

Resources: The website is a place to share resources and ideas about leadership development and community change. The main topics include a people finder, transition projects, a training workbook, getting linked to organizations working on issues you care about, regional BLOC network gatherings, music, art, and culture. If you are concerned about issues relating to civic rights, racial justice, environmental justice, or the contemporary movements for Schools Not Jails, this organization will be relevant to your interests and to the opportunity of

applying your leadership skills.

Center for Democracy and Citizenship

<http://www.publicwork.org>

Mission: The Center, in its own words, “develops citizenship initiatives around the concept of public work. Public work is sustained, visible, serious effort by a diverse mix of ordinary people that creates things of lasting civic or public significance. The ultimate goal is a flourishing democratic way of life, created through a different kind of politics in which citizens take center stage.” The Center believes that citizenship is best seen as work, paid or unpaid, that has public meaning, lasting impact, and contributes to the community.

Resources: You will find much information on their specific linkages to work in progress (their varied initiatives), research (articles, papers, and reports), publications and videos, and education (workshops and presentations). In the “Public Achievement” section, you will find a highly relevant resource to explore to determine what contribution you might make. The program is an international youth initiative that focuses on the most basic concepts of citizenship, democracy, and public work. It draws on the talents of ordinary people to build a better world and provides the framework by establishing sites with the cooperation of schools and youth programs, recruits and trains site coordinators and coaches, and works to draw young people to the program.

Center for Youth as Resources

www.yar.org

Mission: Youth as Resources (YAR) recognizes youth as valuable resources and engages them as partners with adults in bringing about positive community change. The three principles of YAR are youth-adult partnership in governance; youth as grant makers; and youth-led service. Community-based programs, governed by a board of youth and adults, provide grants to young people to design and conduct service projects. The board members work together to solicit and evaluate project proposals from youth. The proposals must address a clear community need. Students and representatives from community-based organizations identify social issues that concern them and design projects to address them. The issues have ranged from health, housing, education, and the environment to drugs, gangs, illiteracy, and crime. Youth are the key leaders and decision-makers in implementing their ideas.

Resources: This website provides information on the organization, networks, information about upcoming conferences and trainings, a section called

“YAR in Action,” resources for youth, including links to civic engagement, violence prevention, environmental issues, other youth serving organizations, volunteering, media for youth, and youth funding. The Center has implemented YAR in schools as a service-learning strategy, in juvenile justice settings, and in public housing communities. Through these projects, youth have demonstrated that even young students can tackle tough community social issues. For example, students have aided foster families, people with disabilities, the elderly, and victims of domestic violence; produced videos on suicide, substance abuse, and seatbelt safety; performed puppet shows warning against the use of drugs and alcohol and on how to resist peer pressure; recorded fairy tales on tapes for after school daycare; repaired houses for low-income families; laid boardwalks for a nature center; and made holiday toys for needy children.

Funding for service-learning projects is available from local programs. Check to see if there are programs in your community by going to the “YAR Network.” We did and, while there are organizations in 20 states (and New Zealand), Washington state currently has none. But the program suggests ways to build a program in your community. You will need a local YAR program identity and sponsor, a local board of youth and adults to award grants, a pool of grant money to support projects, a director, and young people who design and conduct projects. Look into this opportunity to play a leadership role in your community.

City Year

<http://www.cityyear.org>

Mission: An “action tank” for national service, City Year seeks to demonstrate, improve, and promote national service as a means for building a stronger democracy. An “action tank” is both a program and a “think tank” – “combining theory and practice to advance new policy ideas, make programmatic breakthroughs, and bring about major changes in society.” Its vision is that one day the most commonly asked question of a young person will be, “Where are you going to do your service year?” City Year works to the realization of this vision through these core activities: running a full-time youth service corps; engaging citizens in service through large-scale, high-impact community events; and leading discussion and development of national service policies and initiatives.

Resources: You will find a wide array of useful resources, including events (such as Serve-thon, Martin Luther King Jr. Day, and National Youth Service Day), volunteering opportunities, such as “becoming a social change free agent,” alumni (over 1,700 contacts), volunteer opportunities, press releases, strategic partners, and ways to support and invest in City Year. With regard to suggestions

about volunteer opportunities, here, in part, is what they have to say:

By becoming a volunteer you will become a civic leader in your community, as well as inspire others to action. As a volunteer you will aid corps members in their community service, assist them with leadership development and civic engagement, coordinate community service projects, help support the City Year staff with the execution of City Year special events, and provide general office assistance. Event day volunteers will serve as project coordinators, help with the set-up and break-down of props and equipment and provide various support to City Year staff...

They also suggest volunteering through SERVENet, www.SERVENet.org, one of the primary web sites on service and volunteering. Through SERVENet, users can enter their zip code, city, state, skills, interests, and availability and be matched with organizations needing help.

Note: As part of the USA Freedom Corps, City Year Seattle/King County encourages students to volunteer their time to help the children and youth of Seattle and King County. High school students can complete their service-learning hours that are mandated by the Seattle Public Schools by volunteering with any of the service programs. If you are interested in learning more about volunteering, contact the Service Director, 206-219-4995, or the main office at 309 23rd Avenue South, Seattle, WA, 98144, or call 206-219-5010.

Community Celebration of Place

www.communitycelebration.org

Mission: This organization works with schools and communities “to use music, performance, art, and oral history to bring together youth and elders and people of different backgrounds – economic, faith, racial, and cultural – to honor and celebrate our commonalities and differences.” The goal is “to strengthen community spirit and pride by using music and art to honor the dignity, hard work and resiliency of people from communities across the United States and beyond.”

Resources: You will find a great deal of information on their specific community-building programs; conference services; materials such as guidebooks, audiotapes, and videotapes; “faces and voices” (for example, a slide show of the Rosa Parks Museum dedication ceremony); hundred of sponsors – school districts, communities, and art groups throughout the United States, Canada and Mexico. If you have talent along these lines – or interest – you might wish to sponsor and support a group in your community. To learn how you can go about this, contact

larrylong@communitycelebration.org – or – ellenweiss@communitycelebration.org

Community Partnerships with Youth, Inc.

<http://www.cpyinc.org>

Mission: The organization “empowers youth in partnership with adults to better serve communities.” It is a non-profit, national training and resource development organization that has over ten years of experience in promoting increased youth voice in organizations and communities. Their services include training for youth and adults, consulting and technical assistance, writing resource materials, conference/camp planning, and project work.

Resources: You will find information on training resources, conferences, and curriculum materials, especially relating to youth as philanthropists. In the Writing and Design section, a program called Dream Builders is described. This new curricula was developed by utilizing past curricula into a compilation that includes the addition of a youth advocacy section. It was written primarily for use by small organizations or community volunteers who have little or no experience in community work. It is for 13-19 year olds and “instructs them on ways to create positive social change in their community.” They also have an International Youth Worker Exchange with the United Kingdom which might interest you.

Some students may be interested in learning more about the Fellowship program described in “All About The Journey” which is intended to provide two sets of “fellows” opportunities to make strong commitments to the field of youth work. The two are Explorers and Trailblazers. The former includes pre-career, 18-22 year old, prospective youth workers, students who have likely had some exposure and experience and a great deal of interest in pursuing long-term work in the field. The latter are early-career and experienced youth workers with an interest in renewing themselves personally and professionally. Although the program focuses on Indiana, it might be worthwhile to see if similar fellowship programs can be developed in Washington.

Constitutional Rights Foundation

<http://www.crf-usa.org>

Mission: Constitutional Rights Foundation is a non-profit, non-partisan, community-based organization dedicated to educating young people about the importance of civic participation in a democratic society. It develops, produces, and distributes programs and materials to teachers, students, and citizens.

They describe their mission in this way: "The CRF seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights and to educate young people to become active and responsible participants in our society. CRF is dedicated to assuring our country's future by investing in our youth today."

Resources: You will find references to many resources including programs, publications, online lessons, research links, and a youth internship program, among other things. The online lessons deal with such issues as America's response to terrorism, foundations of our Constitution, the Bill of Rights in action, school violence, and "Giving Back," a step-by-step manual that applies service-learning methods to the needs of youth courts. The list of programs is awesome. Here are just a few that will lead you to useful information: Active Citizenship Today, City Youth: Education & Community Action, Cops & Kids: Working Together for Peace on the Streets, Deliberating in a Democracy, Free Expression in a Free Society, Global Democracy Dialogues, Lawyer in the Classroom, Mock Trial Program, National Outreach in Civic Participation and Youth Service, Sports & the Law, Summer Law Institute, Youth Internship Program, Youth for Justice, and Youth Leadership For Action (YLFA).

YLFA is a leadership development program for youth who are committed to initiating positive change in their communities. The program emphasizes the importance of active citizenship through interactive and developmental workshops. Participating youth identify community needs and assets and develop effective responses to issues. Participants network with local service providers, policymakers, and business leaders to design and implement collaborative projects that promote positive community change. The program operates in teams of 5-20 high school students and an adult sponsor. Students are those with leadership potential and a willingness to participate in CRF workshops and events and in developing a service project.

The program components include a youth forum, a project proposal, a taking action workshop, service project assistance, and a culminating event. Some of the projects conducted were called "Communities are the responsibility of everyone," and "Reaching out for the sake of others." Although the YLFA has been operating in Los Angeles, here too it would be worthwhile to see if and how the program could be extended into Washington state.

Cultivating Peace

<http://www.cultivatingpeace.ca/>

Mission: This non-profit organization is dedicated to instigating positive social change by strengthening the education and parenting of Canada's youth, and they have important lessons to share with American youth. The organization

was founded on the premise that real societal transformation has to start with youth. The goal is to create classroom resources that assist teachers and community leaders to educate for change. The program encourages youth “to respect diversity, think globally, value human rights, recognize injustice, and respond to conflict with methods other than violence. These resources will engage youth in the search for a culture of peace in their homes, their schools, their neighborhoods, and their global community.”

Resources: You will find links to materials such as student handbooks and activities, parent reference materials, school/community workshops, videos, CD ROMs, and web-based materials. You also will find links to such timely issues as Conflict and War, Culture of Peace, Human Rights / Children’s Rights, Women for Peace, Economic Justice, Environmental Issues/ Stewardship, Equality/Anti-Discrimination (gender, race, sexuality, ability, religion, culture, etc.), and Youth Action. There is one item in this web site that especially caught our eye: “The Cultivating Peace initiative is about you. It is about helping you to equip yourself with the tools you need to transform the prevailing culture of violence and injustice into a culture defined by peace, justice, and collaboration. The power of change exists in each of you. Shape the world you want.” You will want to look into the link to “One Hundred Actions to Build a Culture of Peace.” This activity is useful to help inspire students to recognize the range of possible actions that can be taken on any given issue. Also look at the “Student Guide To Action.” In order to access these resources, you will need to complete a simple sign-up process.

Do Something

www.dosomething.org

Mission: Do Something: Young People Changing Their World provides challenges in three areas: community building, health, and the environment. The two-week programs, which can be after-school activities or in-school projects, help youth develop life skills and give them the chance to lead. Four million youth have participated in these programs. Thousands of schools download curricula materials from their website and participate in challenges, including the MLK Day “Kindness & Justice Challenge,” the “Fitness Challenge,” and the “Financial Education Challenge.”

Resources: A portion of this web site appears to be under construction. However, perhaps the item in the site that is most relevant is the magazine: Welcome to Do Something: The Magazine! “Its mission is to give young people the ideas and inspiration to make change possible.” The magazine is an appropriate outlet for making others aware of community issues. The web site suggests that you should “submit, get published, be heard.” They also suggest

that “if you’ve already got a swingin’ project, check out our BRICK Awards” and “if you’re idea is still swimming around in your brain, have a gander at our grants program.” The Awards honor and fund change-makers age 25 and under who identify problems in their communities, and then get off the sofa and do something to change their world. Each winner in the 18 and under category receives a \$5,000 higher education scholarship and a \$5,000 grant; winners in the 19 to 25 age category each receive a \$10,000 grant. All winners receive media recognition and the chance to meet with celebrities and make their voices heard at the annual Awards Gala. They also award \$500 grants to change-makers and potential community leaders age 18 and under who identify problems in their communities and then create “game plans” to do something to change their world. Young people can apply on their own behalf or on behalf of a team. A total of \$10,000 in grants is awarded annually.

Forum for Youth Investment

www.forumforyouthinvestment.org

Mission: The Forum is a nonprofit, nonpartisan organization dedicated to helping communities make sure all youth by age 21 are ready for work, college, and life. This goal requires that youth have the supports, opportunities, and services needed to prosper and contribute where they live, learn, work, play, and make a difference. The Forum provides youth and adult leaders with information, technical assistance, training, network support, and partnership opportunities needed to increase the quality and quantity of youth investment and youth involvement.

Resources: The web site describes their work, resources, and ideas. Their approach is to start with the “big picture” of what youth need, do, and offer and of what it takes to make a difference. The work relates to research and analysis of current issues, communications and public information, training and technical assistance, network development, and implementation. Their area of expertise is extensive and includes such topics as youth policy and youth development research, skills development, youth service and civic engagement, high school education reform, and community building and local assets development (focused on empowering those in disenfranchised neighborhoods). Resources include news and updates, publications, articles and commentary, and speeches and presentations. The Forum is built on the belief “that every young person can be problem-free, fully prepared and fully engaged.” Coordinated by the Forum, the White House Task Force for Disadvantaged Youth Action Center is devoted to tracking the implementation of the Task Force’s recommendations; many of which relate to youth. Look at their “key first steps” to take on national, state, and local advocacy.

Freechild Project

<http://www.freechild.org>

Mission: Freechild is a community organization in Olympia, Washington that is committed to engaging children and youth through radical democracy. Their motto is "Only through action do words take power." They state their purpose in the following terms: "We envision radically democratic communities worldwide that foster the active, collective, and meaningful engagement of all people. The mission ... is to advocate, inform, and celebrate social change led by and with young people around the world." Their goals are to promote the complete integration of children and youth in every community around the world; to engage children and youth as agents of radical democratic social change; to share existing resources that support the mission (and when those resources don't exist, create them); and to cultivate meaningful, relevant, and sustainable networks to advance their mission. In order to accomplish its goals, the Freechild Project implements projects with communities and schools. Their primary approaches are: training and technical assistance for local, regional, national, and international organizations; public outreach – conference presentations, network gatherings, and regional conferences; and resource development – publications and websites for individuals and organizations.

Resources: The web resources and linkages are most comprehensive, for you will find information on their services, staff, publications, and much more. What is perhaps most insightful are the assumptions under which they operate: (1) Our society's concept of childhood must change. (2) Our communities do not have youth problems. (3) All youth are not the same. (4) Young people should be connected to something larger than themselves. (5) This should not be "feel good" work. (6) Every young person must participate in decision making throughout education, governance, community, and families. (7) We must look at our work in a critical light and encourage others to. Seldom will you find the depth of insight as in the following summary statement which we cite in full:

Violence, competition, and alienation continually take power away from young people, as well as adults. The news tells us everything is getting worse, and that it's "their" fault and "their" problem. That's not true. It's our problem. And we can change the situation. Our actions, ideas, involvement and perspective can make a huge, powerful, and beautiful difference. So this website is dedicated to the near future, and a world of peace, justice, and hope. Fight the good fight, don't give up, and know that there is a goal in sight.

The web site also includes a number of very valuable items, e.g., suggested actions, issues, "Firestarter" – a Youth Power curriculum, a glossary, publications, a reading list, and much more. The following is only a partial list of what you

will find: programs dealing with community change, suggestions for educational transformation, including service-learning, and numerous approaches to youth involvement, such as youth as community planners. The web page on youth-led social activism will provide you with contacts to many youth activism organizations, youth activism databases, and publications. The program's complete title is "The Freechild Project: Promoting Young People & Social Change." This Olympia-based organization appears to do both very well.

Giraffe Project

<http://www.giraffe.org>

Mission: This is how the "Giraffe Project" describes itself: "Moving people to stick their necks out for the common good. The world needs heroes, people with vision and courage, people who are willing to stick their necks out and take responsibility for solving tough problems, on the planet and on the block. The Giraffe Project has been finding these heroes and commending them as "Giraffes" since 1982. We tell their stories in the media, from podiums and in schools, inspiring others to stick their necks out. We're training tomorrow's heroes."

Resources: There are many places to look, for example: (1) The Giraffe Heroes Program is a story-based K-12 curriculum that teaches courageous compassion and active citizenship. (2) The Giraffe Media Service has gotten stories on all the major TV networks and in hundreds of publications. (3) The Giraffe Project Network connects Giraffes to each other and to useful resources. (4) Giraffe Speeches and Workshops bring inspiration and street-smart strategies to communities, conventions, universities, companies, service organizations, and government agencies. (5) Giraffe Productions is developing television programming for families, based on Giraffe stories and themes. (6) www.giraffe.org – is their "main window on the world." You also will find sections on school materials, heroes' stories, pressroom for media, latest news, and links to web sites of Giraffe heroes. Look at the New Initiatives for Voices of Hope, literacy and service-learning in one program.

You also can take A Guided Tour of Giraffe Country "... to meet some Giraffe Heroes, take a quick quiz and bingo ~ you're a citizen of Giraffe Country, and you can print out a certificate to prove it." Check the section in the web site called Giraffe Sightings: "Have you spotted your own Giraffe Hero? Make a Giraffe commendation for the hero you've found. And how can you become a Giraffe Hero by serving your community?" Lastly, visit their offices on Whidbey Island located between Seattle and Vancouver.

Global Action Network

[http:// www.globalactionnetwork.org](http://www.globalactionnetwork.org)

Mission: The Network is an online community designed to connect, educate, and empower youth working in the global population and reproductive health field. Its goals are “to empower your community, revolutionize your work, and connect to a world of change.”

Resources: The major features include: E-Mentoring – “connecting the leaders of today with the leaders of tomorrow;” Global Connections – links to research, organizations, and activism; Discussions – monthly online conversations moderated by young leaders in reproductive health; Program Planning – a place to post, download, and comment on program designs and evaluation tools from around the world; Program Toolkit – information including program development and activism; a Member Search – connecting to members of the global community; and Opportunities – resources on fellowships, funding, and other opportunities.

You will find the Resource section valuable in that it includes suggestions for program planning, such as program designs and evaluations that are available to Network members; research, academic papers, reports, and members’ works in progress; and a program toolkit – resources for program development and management. The resources or tools deal with such topics as advocacy, communication, community assessment, fundraising, grant writing, project management, and strategic planning. You might wish to explore membership in the Network which indicates that, as a member, the Network provides a “variety of information, resources and tools that will help you strengthen your work, connect to your community, and expand your opportunities.”

Global Kids

<http://www.globalkids.org>

Mission: The mission is to prepare urban youth to become global citizens and community leaders. The program works to ensure that youth of diverse backgrounds have the knowledge, skills, and experiences needed to succeed in the workplace and to participate in shaping public policy and international relations. This is accomplished through leadership development, academic enrichment and support, global education, peer education, social action, and teacher training. Global Kids uses interactive, cooperative learning techniques in the classroom to increase students’ knowledge and skills, tap the richness of their diversity, and integrate a global perspective across disciplines.

Resources: This comprehensive web site includes sections, and numerous

sidebars, on such topics as participating schools, leadership programs, online programs, professional services, international trips, and action projects. Each of these major areas will lead you to more specific information. You will see that although the program is based in New York City, you might wish to explore how a local program can be set up. Although they currently have no chapters in other states or countries, they partner with different organizations who want to learn from them and apply successful strategies to own their situations.

Idealist on Campus

<http://idealistoncampus.org/ioc/learn/curriculum/index.html>

Mission: Although this organization is focused on college students, there is much here for everyone, particularly the Civic Engagement Curriculum designed to provide students with training tools and strategies needed to enact social change in their schools and communities.

Resources: Trainings consist of more than 40 modules which can be found at this web site and which can be used and adapted by students. The curriculum is built around a developmental progression of skills and knowledge and addresses all aspects of civic engagement, including service, activism and advocacy. When you explore one of the many modules, "Advocacy 101: Tools for Exercising Citizenship," you will find resources and basic strategies for activism. The activities are intended to improve individuals' abilities to advocate change to a policymaker or elected official. These practices are linked to the development of active, informed citizenship. Some of the specific tools that will help you with your service-learning project are: Meeting With Your Congressperson: Tips for Best Results, Letter Writing Campaign: Tips for Best Results, Phone Calling Campaign: Tips for Best Results, and Sample Letter to Congresspersons. One piece of advice should be especially memorable: "Take your campaign everywhere you go."

iEARN

<http://www.iearn.org>

Mission: iEARN (International Education and Resource Network), a non-profit organization made up of over 20,000 schools in more than 109 countries, empowers teachers and youth to work together online using the Internet and other communication technologies. Approximately 750,000 - 1,000,000 students are engaged daily in collaborative project work worldwide. Since 1988, iEARN has pioneered on-line school linkages to enable students to engage in meaningful projects with peers in their country and around the world. The program is described as an inclusive and culturally diverse community, a safe

and structured environment in which young people can communicate, an opportunity to apply knowledge in service-learning projects, and a community of educators and learners making a difference as part of the educational process.

Resources: The web site describes the projects, news, a “globe” that talks about world-wide iEARN projects, and professional development. Each area leads to numerous drop-down items. All projects are designed and facilitated by participants to fit their curriculum needs. When schools join iEARN, the network is open to all teachers and students at a school with resources available for finding iEARN projects across age levels and disciplines. Participants may join existing structured on-line projects or work with others to create their own projects to fit their curriculum needs. Classrooms also can join Learning Circles which are interactive, project-based partnerships among a small number of schools throughout the world. All projects involve a final product or exhibition that has taken place as part of the collaboration. These have included magazines, creative writing anthologies, websites, letter-writing campaigns, reports to government officials, arts exhibits, workshops, charity fundraising, and other examples of youth taking action as part of what they are learning in school. You also will find descriptions of such current programs as Building Respect through Internet Dialogue and Global Education (BRIDGE); Feeding Minds, Fighting Hunger; and Friendship through Education. Past programs have included the Alliance for Global Learning United States-Africa HIV/AIDS Initiative; Community Voices, Collaborative Solutions (CIVCS); the Democracy Education Exchange Program; Save the Children International, and Training a Community of Learners.

For committed users of the Internet, this resource will provide many ideas for community service. Teachers and youth organizations can apply online or download and print a pdf application. You also can contact iEARN-US to request information or an application by mail. Membership means access to all ongoing, online curriculum-based projects; access to searchable online databases of partners and projects; and an over 80 page project description book.

Innovation Center for Community & Youth Development

www.theinnovationcenter.org

Mission: The Innovation Center’s mission is to unleash the potential of youth, adults, organizations, and communities to engage together in creating a just and equitable society. They indicate that they have succeeded when, among other goals, youth “are viewed as valued resources and partners in every community, and they respond to their respected status by devoting their tremendous energy and focus to the pursuit of social and economic justice.”

Resources: The web site has sections on innovations, resources and services, and a press room of press releases and information on recent and upcoming events. Under the innovation section you will find a great deal of information on many topics, e.g., youth and civic activism, community development, organizational development, leadership development, youth development, program evaluation, and emerging ideas. The resources and service section describes training programs, materials, partnerships, youth in decision making, planning and evaluation, research reports, and civic engagement and activism. In the innovations section, you will find information of service-learning in the description of "Service-Learning for Community Change" which combines service-learning with community youth development. A goal of the project is to create and share models of service-learning focused on sustainable community change. The project is based on several key principles: building youth/adult partnerships, generating broad civic engagement, and contributing to ongoing community-building work.

Join Hands Day

[http:// www.joinhandsday.org](http://www.joinhandsday.org)

Mission: Join Hands Day is a national day of volunteering that brings youth and adults together to improve their communities. On May 7, 2005, many communities came together for a national event that united youth and adults in an effort to improve their neighborhoods. Volunteer teams repaired playground equipment, helped seniors, and removed trash from streets, among other things. Join Hands Day calls on all citizens to reach across generations and work with new friends in identifying and fixing problems and conditions. The mission is summed up briefly: "Join Hands Day will increase understanding and rapport between a growing number of young people and adults who participate in local projects, and other activities and events that follow."

Resources: You will find information on many topics: a press room; awards; and planning, registering, and locating a project. "Planning a project" has sub-sections on ten steps to success, an action guide, a publication's kit, recognition certificates, resource links, and much more. The web site also includes items on "15 tips of the day," relevant statistics on youth and adults, contacting the Action Center, viewing the project photos, and giving to Join Hands Day.

Be sure to look at "50 Great Join Hands Day Project Ideas that Work." Experts have reviewed the top projects from the last four years and come up with these ideas. Here is #1 – Repair bicycles to give to disadvantaged children and teach them bicycle maintenance. Here is # 50 – Work with an environmental group in monitoring river water, saving rare plants, removing evasive plants, and/or mulching a hiking path. Review the other 48 ideas and then circle the following

dates on your calendar: May 6, 2006; May 5, 2007; and May 3, 2008. If you need more information, contact the Action Center at the toll free number (877) OUR-1DAY or e-mail: actioncenter@joinhandsday.org.

Just Act – Youth for Global Justice

<http://www.justact.org>

Mission: Since 1999, Just Act has been a leader in taking youth of color on exposure trips that introduce them to international events such as the World Youth Festival and World Social Forum. Combined with a curriculum that addresses corporate-led globalization, racism, sexism, militarism and movement building for social change, Just Act has strengthened the ability of youth of color to articulate the direct links between globalization and the devastation of low-income communities and communities of color in the US. Just Act also has partnered with grassroots youth organizations to create and lead the Movement Rising Network, convening two conferences to coordinate exchanges between youth nationally. Its mission statement explains that “Just Act supports the leadership development of grassroots youth groups by providing experiences and opportunities for personal development that will further strengthen their justice work in their community and global context.”

Resources: The site describing programs includes a Core Group Program that involves young people of color in leadership development and assists them in understanding and placing their work in a global context. This is a pilot project that in the coming years will develop into a national program. Other programs focus on national and international partnerships, a global links newsletter and communications, and educational workshops. Links are also provided for three other related programs. For anyone interested in pursuing youth action programs for global justice, this site will offer a place to begin your initiative.

Kids Voting USA

www.kidsvotingusa.org/

Mission: This is a national nonprofit, nonpartisan organization that teaches students about the concepts of citizenship, civic responsibility, democracy, and the importance of political participation. The mission is to foster an informed, participating electorate by education and actively engaging students and their families in voting and other elements of effective civic engagement. The program encourages students to become more involved in the democratic process and especially to realize the importance of voting when they turn 18. The program also combines innovative classroom activities with an authentic voting experience to help students gain knowledge, skills and confidence to be

active citizens. What makes the program truly dynamic is that students have the opportunity to cast a Kids Voting ballot on election day, voting on the same candidates and issues just as adults do.

Resources: A great deal of resources are available here, e.g., "Election Day authentic voting experiences for students," a newsletter and annual report, and links to local programs in 30 states. A page of ideas for family involvement is in development. Since Washington state currently does not have an affiliate, your service activity might include contacting the national organization [480/921-3727] and exploring how to establish one. They will ask you about the size of your community and school district, community support for developing a nonprofit board, funding opportunities from corporations and businesses, volunteer resources, support of election department officials, and the background and experience of the key contact person. After you receive a packet of information, you will need to follow the suggested next steps: form a steering committee, review the organization's implementation standards, sign an agreement, get staff and develop a strategy, recruit key fund-raisers, and generate immediate support. Since this is a lot to do, the project may well extend beyond your graduation.

Learning to Give

<http://www.learningtogive.org>

Mission: This organization focuses on "teaching the importance of voluntary action for the common good in a democratic society." It attempts to do this by educating students about the independent sector (knowledge), by developing behavior and philanthropic experience (skills), and by stimulating private voluntary citizen action for the common good (behavior). The program defines itself as "an action of the heart and a project for the mind."

Resources: The web site, primarily for teachers, includes linkages to such topics as teacher orientation, a resource room, teaching materials, a lesson search engine, a quotation engine, a philanthropy curriculum, and a section on teachers and schools. The themes in the curriculum deal with the definitions of philanthropy, philanthropy and civil society, philanthropy and the individual, and volunteering and service. While the program is targeted to teachers, the Resource Room includes the tasks of providing a needed service for other students in the school or citizens in the community; describing the goals of the project and the consequences for the school or community; describing your tasks and roles; demonstrating skills needed for the successful performance of the volunteer job; and describing the procedures for and importance of sensitivity to the people with whom you are working.

Local Initiative Training and Education Network (LISTEN)

<http://www.lisn.org>

Mission: The mission is “to develop leadership and strengthen the social capital of urban youth ages 14-29 for civic engagement and community problem solving.” LISTEN is based on a number of beliefs, including that youth are a community asset, not a problem; that it is important to build meaningful relationships across race, class, gender, sexual identity and generations to strengthen the existing social capital of youth in poor urban communities; that youth need to be actively engaged in the process of community change; that society must acknowledge the idea that urban youth are talented and capable of leading community change; that urban youth of color must lead positive change themselves in order for it to succeed; and that the process of developing young leaders begins with learning how to listen.

Resources: The web site includes “Food for Thought” – featuring essays by and about LISTEN – and essays and articles of interest, useful links to many relevant groups, publications (occasional papers and newsletters), and opportunities with LISTEN and other organizations. No matter what service activities you engage in, LISTEN’s principles of leadership development are relevant. The first principle is the importance of organizing youth to formulate their own questions, define their own problems, and find their own solutions. The second is the need for urban youth to set and achieve high performance standards of leadership. The third principle requires agents of social change to recognize that they are participating in a life-long process. Social change is about the development of leadership and the transformation of individuals, social relations, and institutions – processes that do not happen overnight. The advice they offer is to remain as patient and engaged in the change process as a long distance runner.

Millennial Politics

www.millennialpolitics.com

Mission: To educate and motivate people about youth activism and tell people about the high degree of activism that exists among the Millennial Generation. To encourage people to get involved, they host an online discussion and organize “Coffee and Politics” and Book Clubs throughout the country. They also publish a weekly newsletter about youth activism and organize a clipping service for articles about youth activism.

Resources: Young people can discuss issues, learn what others are doing, and find out more about how to get involved. You can become a more informed activist and better prepared to “take on the world.” At this site, youth can raise their voices and be heard. You will find linkages for discussion on issues

such as, abortion, campaign finance, civil rights, drugs, education, entitlements, globalism, guns, media, military, religion, service, taxes, technology, terrorism/war, and voting. There also are linkages to many other types of information, books, and youth sites. This is an excellent resource to use when you are exploring specific issues and wish to learn more about them.

Mobilizing America's Youth

www.mobilize.org

Mission: This is an all-partisan network dedicated to educating, empowering, and energizing youth to increase their civic engagement and political participation. The aim is to empower youth to advocate on behalf of their passions and to initiate change in their communities. This element of political involvement gives youth a reason to vote and a sense of why it is important to be involved. "By learning about how issues affecting their lives can be influenced by public policy, then getting out there and voicing their opinions, America's youth will be increasingly engaged for years to come." The guiding principles include an open-minded approach, a civic engagement emphasis, a youth empowerment focus, and a close-knit family feeling. The group works primarily by establishing Mobilizer Teams in communities. "These teams are the ground troops in our war against youth apathy."

Resources: The components of the web site are "March Across America," Mobilizer Teams, press items, friends of the organization, and resources. The most relevant is the Mobilizer Teams, a group of youth who work together to change the way youth are engaged (or disengaged) in the political process. "These teams can be found in ... teens hanging out at school during lunch. All you need is a few young people interested in making our world a better place through increasing civic conversation and political engagement." The Team structure provides a community that connects youth, adult allies, networks, and supports to unify the collective wisdom and voice of its members. The structure allows the community to collectively design a process to support the issues local youth are passionate about and brings other organizations, clubs, and activists together under common goals with joint ownership. Some of the suggested ways to "Get Active" are to "speak your mind" and "tell your stories," support the group financially, or join the organization.

National 4-H Council, At The Table

www.fourhcouncil.edu

Mission: The Council, the national, private sector non-profit partner of 4-H and the Cooperative Extension System, manages the National 4-H Conference Center, a full-service conference facility and the National 4-H Supply Service,

the authorized agent for items bearing the 4-H name and emblem. The Council partners with 4-H at all levels – national, state and local – providing training and support, curriculum development, fostering innovative programming, facilitating meetings, and connections within the 4-H partnership. They also provide grants, establish programs, designs and publish curriculum and reference materials, and create linkages fostering innovation and shared learning to advance the 4-H youth development movement.

Resources: You will want to explore the linkages to the many programs that relate to such topics as the environment; health, wellness, and safety; workforce preparation; community building; youth partnerships, grants, and 4-H camps. The grant program will interest anyone who is designing and implementing service-learning projects: The Strategic Initiatives Team of National 4-H Council offers grants for youth in local communities, counties, and the state level. The grants provide opportunities for young people and adults to take action on issues critical to their lives, their families, and their communities. Youth take the lead in designing the project, the proposal writing process, the implementation, and the evaluation of funded projects. Grant deadlines are determined in conjunction with their funding partners. Once a grant is announced, grant proposals are normally solicited for a four- to eight-week period. This resource could be valuable for implementing your service-learning activity.

National Indian Youth Leadership Project

www.niylp.org

Mission: The mission is “to engage Native youth in challenging activities and meaningful experiences in the community and the natural world, preparing them for healthy lives as capable, contributing members of their family, community, tribe, and nation.” A brief introductory quote also summarizes the mission: “In the beginning were the instructions. We were to have compassion for one another, to live and work together, to depend on each other for support. We were told we were all related and interconnected to each other.”

Resources: The website includes a great deal of information, including articles about the programs and the philosophy that highlight the cultural wisdom underlying what they do with youth and the community. Some of the programs include: Project Venture – a youth development program recognized by the Center for Substance Abuse Prevention as a “Promising Program” for Native youth and communities. It is currently being replicated in at least 20 places across the country. Walking in Beauty – a youth development program tailored to adolescent girls, predominantly Navajo, uses the traditional Navajo Kinalda ceremony and other rites of passage as a metaphor for girls making a successful transition to becoming young women. Web of Life – an experiential approach

to youth development for ages 12-17 that emphasizes outdoor adventure, community service, cultural discovery, health, wellness, and native values. Turtle Island Project – a multi-state effort to incorporate service-learning into schools that serve Native American youth, colleges that are training Native teachers, and policies to support service as a culturally appropriate teaching method.

The NIYLP suggests several ways you can be involved in their work with Native youth. As with other small non-profit organizations, they indicate that they can always use cash donations to help build a long-term endowment to free them from dependence on government and private grants and to enable them to develop long-term programming. They also state that “If you are able to donate time, machinery, labor or other building materials, this will help us utilize this great facility [the Sacred Mountain Camp in New Mexico] to serve Native youth from many tribes and states. We have service work opportunities at the camp and will post dates and other information on this site.” If you are interested, contact them at NIYLP/ PO Box 2140, Gallup, NM, 87301-4711, or call 505-722-9176.

National Network for Youth

www.nn4youth.org

Mission: The Network engages its members to foster vision, leadership, and innovations in policies and practices to meet the challenges of today’s world. The national office promotes standards of excellence for youth worker practice through training, technical assistance, and consultation. It does so by advocating for legislation and appropriations affecting youth; reporting best practices; conducting symposia; developing publications; and sponsoring the Council on Accreditation of Services for Families and Children, an independent accrediting group of community-based behavioral health care and social service programs.

Resources: The web site includes sections on becoming a member, the accreditation council, meetings and conferences, and public policy as well as on specific topics such as HIV/AIDS. Look at the “National Runaway Switchboard” which has information on “Kids and Teens” and such topics as bulletin boards, a crisis prevention process, “tips for teens” that deals with crises, research statistics, a “home free” program for runaways, and a “Kids Call,” letting teens and pre-teens know there are alternatives to running away. Each year more than two million youth and families are served by Network member agencies. Members operate out of agencies, community centers, classrooms, storefronts, houses, vans, and on the streets. They provide safety; shelter; counseling; and social, health, educational and job-related services. They also promote youth development through community service, peer education, alcohol and drug-free clubs, drama groups, adventure-based programs, and youth involvement

on governing boards and other decision-making bodies. Check the ways for reaching a member (an individual or agency) in your area by searching the membership directory. Youth, age 21 or under, are eligible for membership. Youth attending the Network's annual symposium have a one-year membership included as part of registration. The dues are \$5 annually.

National Youth Leadership Forum

[http:// www.nylf.org](http://www.nylf.org)

Mission: The Forum is a tuition-based, nonprofit educational organization established to help prepare extraordinary youth for their professional careers. Its mission is to bring various professions to life, empowering outstanding young people with confidence to make well-informed career choices. The programs are held in 11 cities. Forums are offered in a variety of career fields, such as defense, intelligence, diplomacy, law, medicine, nursing and technology. Over 50,000 high school and university students have attended these programs. Participants wishing to attend are nominated by educators, organization advisors, alumni, and participating institutions or through classroom surveys. Students also may be admitted through an application process. Participants demonstrate strong academic abilities, leadership, and interest in the career field being studied. The program is funded through tuition and offers need-based scholarships.

Resources: The web site describes Forums in the following areas: Defense, Intelligence, Diplomacy; Law, Medicine, Nursing, and Technology – as well as schedules, testimonials, mentors, jobs and internships. Here is just one of the brief sample descriptions: "National Youth Leadership Forum on Defense, Intelligence and Diplomacy – Held each fall and spring in Washington, D.C., the forum offers intensive exploration of the fields of national security, diplomacy, and other related areas. Participants hear from some of the nation's top decision-makers and go behind the scenes at nerve centers of national security throughout the area." As you get close to graduation and are thinking about next steps in your education, public service, and public policy careers, you will want to look more deeply at this resource.

National Youth Rights Association

<http://www.youthrights.org>

Mission: The organization "is dedicated to defending the civil and human rights of young people in the United States. We believe certain basic rights are intrinsic parts of American citizenship and transcend age or status limits... NYRA aims to achieve its goals through educating people about youth rights, working with public officials to devise fitting policy solutions to problems affecting

young people and empowering young people to work on their own behalf.” They also state that their “position papers can’t and don’t cover every issue out there, nor do they only cover the issues which are on NYRA’s forefront. They choose to cover the issues which are sensitive, and where they feel NYRA should have a specific stance (or should not, as is in some cases).” The current position papers are on such topics as age discrimination, curfews, drinking age, driving, economics, emancipation, entertainment, free speech, status offenses, and voting age.

Resources: The very “busy” web site includes many sections, e.g., ways to support the organization, membership, news, community forums and chats, youth rights, contact information, related links, and a detailed list of accomplishment (under the heading of “What We’ve Done.”) If you are interested in pursuing community service issues relating to civil rights (defined by this organization as freedom from oppression or discrimination by government, business, or other powers – rather than entitlement rights), you might wish to look here.

One Million Voices For Youth

<http://www.millionvoicesforyouth.org>

Mission: The One Million Voices for Youth Campaign is about changing how people think about and live with young people. The organization wants the focus to be on strengths or assets and not just problems - opportunities and not just challenges. Their position is that too often society identifies young people by the challenges they face or the problems they represent. Terms such as “at-risk” or “highly impacted” are used to describe youth. Prevention programs often are designed to reduce risk with little regard for the strengths presented by the youth in the program.

Resources: The two most relevant sections are “Building on strengths makes a difference” and “How can you get involved?” They maintain that by changing the thinking from youths’ problems to youths’ strengths, adults begin to see a positive vision of young people – one that allows them a role in acknowledging, reinforcing and building on youths’ talents and strengths. As more and more adults reach out to youth with encouragement and guidance, young people feel supported and valued in their communities.

Points of Light Foundation

www.pointsoflight.org

Mission: The mission is to engage more people more effectively in service to

help solve serious social problems. While Points of Light Foundation does not directly mobilize or coordinate specific volunteer initiatives in communities, they do support the efforts of Volunteer Centers and other agencies responsible for coordinating volunteers. They believe that a sustained long-term commitment by volunteers is the best way to make significant differences in the lives of others. They believe, "Episodic, occasional or one-time volunteering is also important but may not develop the appropriate long-term knowledge or experience necessary for volunteers to solve today's serious social problems."

Resources: This valuable site includes sections on volunteer centers, networks, resources, awards as well as items on the media center, Foundation leadership, and related links. The volunteer centers are one of the centerpieces of the organization. The Foundation partners with the Volunteer Center National Network to mobilize people and resources to find creative solutions to community problems. The Centers are conveners for the community, catalysts for social action, and key resources for volunteer involvement. They bring people and community needs together through a range of programs and services.

Look closely at the Program section where you will find descriptions of three important youth-related activities – and directions to "learn more" about each: 1) International Youth Hall of Fame (IYHF) – helps communities come together to recognize, celebrate, encourage, document, and publicize positive efforts of youth who are making a difference at home, in school, and in the community. 2) Points of Light Youth Leadership Institute – provides youth with the encouragement, networks, and skills to make meaningful contributions to their communities and begin a life-long journey of leadership and service. 3) Youth Engaged in Service (YES) Ambassadors – places community-minded youth between the ages of 18-25 with statewide "Partner" organizations for one year.

Another section is on "Youth and Family" whose goal is to increase the number of youth and families volunteering together and to discover how nonprofit organizations, educational institutions, faith communities, and corporations can work together to address community issues. Youth work in cooperation with their peers and community leaders to create positive change, identifying problems and implementing solutions. Family volunteering offers many advantages to the community that are summarized in a link to "the virtues of family volunteering."

The Foundation has developed a variety of resources including events, trainings, and awards related to service. Other specific programs include Jumpstart, Kids Care, Family Cares, Family Strengthening and Neighborhood Transformation, Mentoring Program, National Family Volunteer Award, and Youth and Family Resources. For more information on these programs, contact: YouthAndFamily@PointsofLight.org.

Project 540

www.project540.org

Mission: Project 540 is a new approach to civic education. Schools around the country have asked students to talk about what matters most to them and to work with adults for positive change. Since 2002 more than 140,000 students have participated at over 250 schools. Project 540, created to give students a greater voice in their schools and communities, is based entirely on students' insights, ideas, and dreams. Once you have zeroed in on the issues that are most important, Project 540 will help you turn the ideas into action. Students create a Civic Action Plan that outlines key concerns and specific action steps. The plan is presented to the entire school and community so that students, teachers, and community leaders can work together to make the plan a reality.

Resources: The web site includes "540 news;" a press room with articles, press releases and media highlights; and 11 projects sites – but none in Washington state (yet). There also are resources such as dialogues, implementation tips, civic engagement information and organizations; and a message board to post updates from your school, ask questions, and upload your completed Civic Action Plan.

Project 540 asks, "Do you have things you want to change in your school? In your community? How about in your world? The information and materials on the web site will show you how to get your school involved, and how to find the tools and the people who can help."

The project suggests the following steps: (1) The Student Organizing Guide will help you lay the groundwork, learn more about Project 540, and help make it your community's turn for a change. (2) Contact them to answer questions, help you start the project, and provide support when you are ready to implement your plan. (3) Talk to other schools, meet students and teachers from around the country facing issues like yours on the Project 540 Message Board. Share stories, ask questions, and get to know the Project 540 community. (4) Post updates, share your progress by posting your Civic Action Plan online. (5) Apply for a Project 540 mini-grant to implement your plan. (6) Search the Civic Resource Guide for potential community partners.

Teens as Community Builders

www.pps.org/tcb/index.html

Mission: The project is a nonprofit organization dedicated to helping people of all ages create the kinds of places that build communities. They attempt to achieve this through technical assistance, training, research, and education as well as programs in parks, plazas and central squares; transportation; public

buildings; and public markets. Since 1975 they have worked in over 1,000 communities. They indicate that negative press coverage of youth makes it important to tell the stories of those who are doing positive things to improve their communities. Examples of success provide inspiration to others who are trying to make a difference. The projects' overarching theme is "Community Building: Teens Turning Places Around."

Resources: You will find many valuable resources at this site: "placemaker tools" (including issue papers); research, workshops, and assistance in program design and implementation; projects from that have been developed by and for youth, books and videos, links to other resources, tip sheets for starting programs, and opportunities to tell your stories. The following is just a brief sampler of their good suggestions: 1) If you are not getting a response to your ideas, be persistent. 2) Voice your concerns and opinions about your program ideas. 3) If you are given responsibility, step up to the plate and take it. 4) Be willing to accept assistance from adults. 5) Have patience. 6) Check the Links section for places to turn to on a national level that may be able to help you launch a program locally. 7) Email them to share any problems you might be encountering for improving the public spaces in your community and they will try to assist.

Public Achievement

www.publicachievement.org

Mission: This international youth initiative focuses on the concepts of citizenship, democracy, and public work and draws on the talents of ordinary people to build a better world and create a different kind of politics. Their work is anchored on four core ideas: "(1) Everybody can do citizen work. There are no pre-qualifications; all people, regardless of age, nationality, sex, religion, income, education ... are citizens. (2) Power starts in you. It's personal. When things are important to you, it's easy to get excited, become passionate and work hard. (3) Citizenship isn't easy. Democracy is messy, often frustrating, but when you work hard at it, you can accomplish extraordinary things. (4) We learn by doing. The most important lessons of democracy come from doing public work, from solving problems, and finding ways to cooperate with people who are different and can disagree." Public Achievement provides the framework by establishing sites with the cooperation of schools and works to draw youth into the program.

Resources: The web site includes sections on Work in Progress, a Forum listserv, and Resources (publications, videos, and links to other organizations). You also will see that the Core Elements focus on such "participant elements" as: 1) youth participate as teams of 6-8; 2) teams choose issues through a deliberative process; 3) issues are grounded in participants' passions, values, and interests; (4) team actions are real work that take place over time (several months or longer),

involve many steps, and have identifiable results or products; 5) young people use evaluation to learn from experiences, including successes and failures; and 6) teams meet formally at least once a week. Currently there are programs in Kansas City, Milwaukee, Mankato and St. Paul, Minnesota and Northern Ireland. A pilot project is underway in Denver. Several new sites have been planned. If this program interests you, find out if it could be established in your state. Contact them at: Public Achievement, Center for Democracy and Citizenship, Humphrey Institute of Public Affairs, 301 19th Avenue South, Minneapolis, MN 55455, e-mail address: eeschenbacher@hhh.umn.edu

Seattle's Young Peoples Project

www.sypp.org/ and www.volunteersolutions.org/uwkc/org/219626.html

Mission: This United Way of King County project is a youth-led, youth-driven organization that empowers youth to express themselves and take action on the issues that affect them. The project encourages and supports youth-led projects for social change. Any youth under age 19 can start his or her project or get involved with one of their current projects. Contact them to learn of these current initiatives.

Resources: The web site includes such sections as Our Community, Giving, and Volunteering. In the Our Community, you will find information on a community safety net fund, partner agencies, other initiatives, research and reports, and – most importantly – Youth Connection, a youth service effort whose goals are to promote youth volunteerism and inspire volunteer service at an early age, provide opportunities for agencies to learn how to work with youth, and establish resources to support youth workers and educators. They write that “There are many ways for young people to get connected to volunteer opportunities and lots of community-based organizations looking for great young people. The United Way of King County’s Volunteer Center offers a database of over 700 opportunities with community agencies throughout King County working with a variety of social services, arts and culture, and environmental issues.”

If you want to volunteer, United Way of King County suggests that it can: 1) Connect you to hundreds of qualified agencies that are looking for volunteers. Search by keyword, zip code, or your specific skills and interests to find the right opportunity and by creating a volunteer profile. 2) Provide training opportunities to enhance the knowledge of current and potential non-profit board members and staff. They also offer Project LEAD, a leadership program for people of color that provides skills for effective membership on non-profit boards and connects graduates with local community organizations. 3) Help youth and their parents by offering resources and assistance in matching youth to service-learning opportunities.

SHiNE

<http://www.shine.com>

Mission: SHiNE, which stands for Seeking Harmony in Neighborhoods Everyday, is a national non-profit organization that uses art, technology, and sports to engage youth to take a stand and impact their world. The mission is to help youth develop tools needed to build self-esteem, embrace diversity, promote social harmony, and practice non-violence. SHiNE strives to connect with young, motivated, diverse, and passionate people. The target audience is youth 10-24 years old from all socio-economic backgrounds and races. SHiNE works to help them find solutions to problems and create and implement relevant programs and activities. They also have a nationwide network where youth may start their own clubs. SHiNE supplies club leaders with guides to conduct projects with peers as well as workshops that build self-esteem, self-expression, and motivate youth to speak up and be heard.

Resources: You will find lots of information in the major sections: a photo gallery, contests, press information, a message board, a poetry board, member profiles, journals, hot topics, polls, book notes, fact guides, ways to support the program through donating and volunteering, and more. The site also provides information on relevant social and political issues, entertainment and pop culture, news and resources to help youth impact the world around them. It is a place where youth can connect with others and share their views. Look at the section called "Get Involved" to learn about the ambassadors program, networking, and volunteering as well as the "Get Connected" section on registering and communicating. Also look at the brief Action Guide that will lead you to things to do, tips, and online activities. Some of the suggested "things to do" include creating a peace quilt, organizing a community cleanup, creating petitions, hosting a "Speak Out," and building a skate park. Action tips are provided on holding fundraisers, getting heard, combating racism, and learning how to accept others. Online activities include "looking to volunteer" and sharing your ideas on how to "spark change in your area." The last two suggestions are to "Get off the Couch" and "Reach for the Stars."

Taking IT Global

<http://www.takingitglobal.org>

Mission: This network of youth in over 200 countries aims to create positive changes in communities around the world. It describes itself as "a global, online community that provides youth with inspiration to make a difference, a source of information on issues, opportunities to take action, and a bridge to get involved locally, nationally and globally." Membership is free and allows youth to interact with various aspects of the website and to contribute ideas, experiences,

and actions. The TakingITGlobal (TIG) Online Community, sprung from a conversation between its two co-founders, Jennifer Corriero and Michael Furdyk, aged 19 and 17 at the time, who were striving to use technology to improve education and opportunities for youth around the world. Jennifer and Michael wanted to share their leadership experiences with other youth and provide them with empowering, meaningful experiences. As young technology savvy leaders, they were able to make their visions a reality with the help of a core team of volunteers, equally dedicated to their mission.

Resources: The web site provides online resources in the following areas, each of which can be explored by clicking on the link: Action, Community, Expression, Opportunities, Understanding, and Voice. Action includes a youth project directory, a guide to action, and a workshop kit. Community includes a discussion board and updates. Expression includes directions for art work, writing, and “e-cards.” Opportunities include organizations, events, and financial opportunities. Understanding includes information on diversity and equity, education, employment, environment, health and wellness, information communication technologies, digital opportunities, media, poverty, social justice, and human rights. Voice includes National Youth Council and UN Youth Delegates. They suggest that “you can browse as much as you want, and when you are ready to participate you can sign up as a member” at no cost. The site also includes updates and events, discussions, monthly contests, and a section on featured members.

The 16-page Guide to Action should be helpful since you will find steps to 1) reflect on changes you would like to see occur in yourself, your school, community, country, or even the world; 2) identify your interests and passions; 3) evaluate your progress and obstacles that need to be overcome; 4) get informed and inspired by gathering needed information; 5) create an action plan; and 6) implement your plan. Some of the many projects on which they have worked deal with alcohol and drugs, climate change, crime prevention, fitness and nutrition, homelessness, peace and conflict, poverty, racism and tolerance, women’s rights, and youth rights.

Note: In partnership with TakingITGlobal, the Global Youth Action Network, <http://youthlink.takingitglobal.org/home.html>, is a growing collaboration among youth organizations around the world, providing resources and recognition to inspire, inform, and involve a generation in creating a better world. Online databases, searchable by topic or geographic region, catalogue thousands of articles, interviews, organizations, resources, events, and opportunities. The site also posts information for project ideas, funding possibilities, and material on the annual Global Youth Service Day. Members can join discussions with real-time translations available in seven languages. Also see the Global Gallery which accepts online submissions of art and writing and exhibits the work of youth from all over the world.

Teen Web Online

www.teenwebonline.com

Mission: Teen Web is a web site whose goal is “to making the world a better place.” Created by Billy Hallowell, at the age of 15, in 1999, the site offers youth opportunities to get involved in their communities through writing, journalism and community activism. It was created in response to the Columbine massacre in Colorado. Each year Teen Web Online initiates various youth projects with the help of organizations such as SHINE and Youth Venture. Teen Web helped launch and became a part of a company called Path-U-Find Communications. “Path-U-Find represents speakers and brings them around the nation to help change young hearts and minds.”

Resources: The site includes information on such “hot topics” as violence, discrimination and drug use. Some of the self-described “cool projects” focus on the Peace Project, the Path-U-Find Communication Youth Leadership Conference, and other Path-U-Find Communications initiatives such as public speakers, summer camps, and “documents and contracts.” If you are interested in getting involved “through writing, journalism, and community activism,” get in touch with them at the address above.

United Native Indian Tribal Youth (UNITY)

<http://www.unityinc.org>

Mission: The mission is to foster the spiritual, mental, physical and social development of Native youth and to help build a strong, unified, and self-reliant Native American community by involving youth. Headquartered in Oklahoma City, UNITY has served Native American and Alaska Native youth since 1976.

Resources: The primary components of the web site are UNITY Incorporated which tells the history of the organization which has served the leadership needs of American Indian and Alaska Native youth for 27 years. Today UNITY is a national organization with 211 youth councils operating in 34 states and Canada. These youth councils represent thousands of Native American youth. UNITY e-community includes private messages and a chat room – and also lists a number of forums including those on creative expression; celebrating fitness; native youth vision; sports; movies, music, pop culture; alcohol, drug, and substance abuse; cultural preservation; education; gangs, violence, and crimes; character; life and coping skills; and funding for college or vocational training. There also is a newsletter, web links as well as a section called “Let’s Clear the Air” that addresses tobacco use by Native American youth. UNITY Youth lists projects and activities in each state; for example, 18 projects are listed in Washington State. If you want to know more about the perspectives on Native American and Alaska

Native youth and how to develop your community service-learning activity on issues relevant to these groups, this web site is a good place to start.

USA Freedom Corps and USA Freedom Corps for Youth

<http://www.usafreedomcorpskids.gov/home.htm> and

<http://www.usafreedomcorpskids.gov/youth>

Mission: The USA Freedom Corps is an office of the White House. Their sole mission is to help expand volunteer service around in our country.

Resources: To achieve their goal, USA Freedom Corps has collected ideas on two web sites to help you find a way to start giving back to your community. Areas to explore on the main web site are Volunteer Service Action Priorities (Youth Achievement, Parks and Open Spaces, Healthy Communities, and Homeland Security). Also look into the section called "Find Volunteer Opportunities." They suggest that "...you can find a need in your area that isn't being addressed and create a plan to help answer it... While you may be young in age, you already know the kinds of things you care about – helping animals, helping your neighbors, or keeping your neighborhood and our environment clean." On their web site directed at youth, they add: "Every one of us can do something to make a difference – mentor a younger child, help out at a food bank or homeless shelter, clean a park, learn how to respond to a natural or manmade disaster, or help build a playground. The opportunities are limited only by your imagination and energy. Most importantly, you can dedicate as little or as much time as you have – every bit helps."

Voices of Youth

[http:// www.unicef.org/voy/voy.html](http://www.unicef.org/voy/voy.html)

Mission: This program of the United Nations Children's Fund (UNICEF) focuses on child protection, girls' education, HIV/AIDS, immunization, and early childhood issues. They work through a variety of means, including working on adolescence issues, communities and families, communities in crisis, gender equity, health, life skills, nutrition, policy analysis, securing supplies for children, research, and water/environment/sanitation issues. Each of these areas will lead you to specific policies and programs.

Resources: The web site contains information on such topics as "Information by countries," UNICEF people including young leaders, a press center, scores of publications and audio-visual resources, and a rationale for their work, "Why We Do It", namely, because "children have rights; the world has set goals for children; children demand a voice; poverty reduction starts with children; the

people of the world say 'Yes' for children; and children should not be dying from preventable causes." If you have a global perspective, you can make a difference for children in all countries. UNICEF depends entirely on voluntary contributions for all of their work.

What Kids Can Do

<http://whatkidscando.org>

Mission: This national nonprofit organization stresses the value of youth working with teachers and other adults on projects that combine learning with civic purpose for an audience of educators and policymakers, journalists, community members and students. The goal is to expand current views of what constitutes challenging learning and achievement. The project combs the country for compelling examples of schools and communities working together to challenge youth intellectually, enlist their help with real problems, nourish their diverse talents, support their perseverance, and encourage their contributions as citizens. In their own words, "We put youth voices and work at the forefront of all we produce, on the web and in print anthologies of work by and for students. Their energy, idealism, and new knowledge will grow and thrive, we believe, only when our nation fosters more spacious expectations and opportunities for youth of every description." Connecting the previously separate fields of school reform, youth development, community development, service-learning, and school-to-careers also is central to their mission.

Resources: This comprehensive web site includes stories about civic engagement, community development, the environment; "kids on wire" – a bulletin of current news involving youth; student work and voices – a directory of essays, interviews, articles, speeches, products, projects, discussions and gatherings; research and publications on current issues; resources on youth voice, action, citizenship, service, and policy; and news reports of the organization's activities. The best place to look for ideas is to review the projects and products section and build on them. Here are just a few examples, but you will want to look at the entire list:

A Close Look at Student Work in Small Schools – Detailed portfolios document how students in two small schools in Rhode Island and Massachusetts pursue senior projects and school-wide, year-opening activities.

Students Push for Equity in School Funding – Many schools face major budget cuts. Here are the efforts of Alabama students fighting to save their small school from consolidation, Ohio students rallying against state funding inequities, and a government class in New York involved in their town's school budget deliberations.

A New York City Sketchbook: Students Rebuild Hope Through Art
– Youth exhibited works in the visual arts and gave performances in drama, dance, and music, as part of a summer arts program to help them work through the 9/11 attack on their home.

Online Activists – Combining computer savvy with activism, youth in the U.S. and Canada develop web sites that champion the causes they care about most.

Tell Us How It Was – When elders share their life stories with students, the resulting oral histories can change the way we all look at the past.
Student Filmmakers Campaign for Social Justice – Video clips of student documentary on the International Criminal Court.

YouthAction

<http://www.youthaction.net>

Mission: YouthAction is “a national organization that provides resources for building a social change movement in which young people play an important role in creating and fighting for solutions to the problems affecting them and their communities.” It works with community-based organizations in socially and economically oppressed communities and specifically with communities of color and low income to actively involve youth in community organizing efforts for social, economic, and environmental justice.

Resources: The web site includes programs, events – meetings and seminars, publications on youth organizing, links to community-based organizations, support organizations, related resources, and “411 on Youth Organizing.” The programs focus mainly on trainings on youth organizing, fundraising, and planning; and technical assistance to individuals and organizations.

YouthAction asks, “What can young people do then about the injustices facing them? How can they access the information and develop the skills and networks they need to build power and make changes for their communities?” Their answer lies in community organizing that empowers youth to transform their lives and create changes for their communities. If community organizing is an area of interest, you will want to contact this group for more information. See also YouthActionNet described below.

YouthActionNet

<http://www.youthactionnet.org>

Mission: This related web site, created by and for youth, highlights the role that youth play in leading positive change around the world. Launched in 2001 by the International Youth Foundation and Nokia, YouthActionNet serves as a virtual gathering place for young people looking to connect with each other – and with ideas on how to make a difference in their communities. YouthActionNet seeks to connect, inspire, and nurture present and future young leaders. The website serves as a virtual space where youth can share lessons, stories, information, and advice on how to lead effective change. It is a space where you can get up-to-date information, resources, and tools to strengthen your work. Make a Connection, a related initiative, is a global, multi-year program of the International Youth Foundation and Nokia aimed at promoting positive youth development by giving young people an opportunity to “make a connection” to their communities, families and peers themselves.

Resources: The major components of the web site are a forum to debate and discuss issues; opportunities – including education opportunities, grants, and jobs; resources – recommended reading and organizations; and media – press releases and recent articles. Other sections focus on youth projects that you can search by issue or geographic area, an action center to help you manage your activities, featured projects relating to AIDS, an action tool kit of resources aimed at helping raise financial support for your cause, youth action visionaries, youth web pages, an essay contest, and “what’s new.” A section of the site provides ideas on raising money for your project. It includes a resource guide, suggestions on generating local resources, “rules of the road,” writing proposals, and fundraising events. Another section on “communicate your cause” includes suggestions on how to write a press release, conduct a successful interview, and enlist the support of local “stars” in communicating your cause.

Youth Activism Project

<http://www.youthactivism.com>

Mission: This initiative, formerly the ACTIVISM 2000 PROJECT, was founded in 1992 as a private, non-partisan organization to encourage youth to speak up and pursue lasting solutions to problems about which they care deeply. This clearinghouse has many dimensions. For example, they strive to promote youth civic engagement; train adults how to collaborate successfully with young people; provide advice to youth to help them transform ideas into proposals and be taken seriously; convince community, educational and government leaders to engage youth in meaningful roles and the decision-making process; promote youth involvement on citizen task forces, school boards, community

coalitions, and organizations; share best practices and resources with nonprofit and governmental agencies; and act as a network, connecting like-minded individuals who are tackling similar public policy issues in this country or abroad.

Resources: You will find linkages to success stories, publications, advice for adult allies, resources about fundraising and youth serving on boards, and information about their clearinghouse. The “Youth Action Line” provides you with “a variety of strategies that will help you work your way through the process of making a meaningful difference.” The steps to follow include picking a cause, joining a team or building your own, determining who has the “power,” getting publicity, “tips for beating the odds,” and organizations to consult.

YouthBuild USA

<http://www.youthbuild.org>

Mission: This national nonprofit organization supports a nationwide network of 200 local programs in which unemployed and undereducated youth ages 16-24 work toward their GED or high school diploma while learning construction skills by building affordable housing for homeless and low-income people. Emphasis is placed on leadership development, community service, and creating a positive mini-community of adults and youth committed to success.

Resources: The extensive web site includes descriptions of programs, state and national coalitions, an academy (workshops), programs, services, resources; alumni; a calendar; research reports and more. In About YouthBuild USA, you will find ways in which to support their network, advocate for the program and opportunities for career and academic advancement; leadership roles in the Alumni Association, the National Leaders Council, and other community development groups that can make an impact beyond their local communities; civic engagement and community service; and asset building and financial management skills; and networking through conferences and youth councils. As noted, the program involves youth in meaningful work in their communities constructing or rehabilitating much-needed homes for homeless and low-income people. Projects range from rehabilitating multi-family housing to constructing single-family homes. Finished buildings are rented as affordable housing. Burnt-out shells and abandoned buildings are becoming attractive homes in communities with a critical housing need.

Youth Crime Watch of America

<http://www.ycwa.org>

Mission: This program brings youth together to identify and correct problems

unique to their schools and communities. Youth take ownership of their projects for their school, neighborhood, public housing site, recreational center, or park. The organization assists students in developing youth-led programs that can encompass up to nine key components that encourage “watch out” activities such as crime reporting and “help out” activities such as mentoring or mediation. The goals are to provide crime-free, drug-free environments through a youth-led movement; instill positive values, foster citizenship and build self-confidence; and enable youth to become resources for preventing crime, drug use, and violence in their schools and communities.

Resources: This web site includes information on training and events, network links and news, and – of course – the nine key components: crime reporting, youth patrols, drug/violence/crime prevention education, bus safety, mentoring, conflict resolution, mediation, peer and cross-age teaching, and action projects (including six key steps and numerous program examples). You might want to begin a local crime watch program and run your own site. A number of suggestions are offered for start-up and on-going programs. For example, you will find information on how it works, why it works, step-by-step approaches, site standards, membership and information packets, and a start-up kit. Ideas are presented for running programs, including suggested activities, getting funding, spreading the word, networking, connecting with homeland security, tips for schools, and evaluating your program. Some of the activities have dealt with alcohol and drug prevention education, conflict management, property crimes and vandalism, motor vehicle responsibility, youth leadership, and youth-to-police relationships.

YouthElect

<http://www.youthelect.org/pages/935288/index.htm>

Mission: YouthElect (National Voice) is a non-partisan, not-for-profit organization dedicated to increasing political and civic participation among youth by opening up opportunities for their involvement and educating young people on the benefits of such participation. It is a student-organized corporation that “uses the tools of the Information Age to operate a national organization that draws its strength from grass-roots volunteers operating independently in their own communities.”

The programs include an annual student conference, public relations campaigns, legislative advisory boards, and other activities that open up opportunities for youth to participate in the political process. Since they are especially focused on states that do not allow 18-year-olds to run for the state legislature, they have compiled a packet of information for youth who are interested in approaching their legislators about lowering the qualifying age to 18.

Resources: You will find sections on “Volunteer Matchmaker” that focus on voter participation issues; media (public service announcements and videos); listservs that deal with voting issues, links to voter projects, links to library resources on voting, links to “vendors” (organizations with similar interests), and “groups and states.” The latter leads you to a list of 36 Washington state voter participation projects. They suggest that if you have a good idea that needs funding, send a copy of your proposal as an attachment to: mark@nationalvoice.org. They also provide 11 tips for writing these proposals.

Youth Engaged in Service (YES) Ambassador Program

<http://www.pointsoflight.org/programs/yes/default.cfm>

Mission: This program places community-minded youth between the ages of 18-25 with statewide “partner” organizations for one year to provide technical assistance, training, advocacy, and program development around youth service, service-learning, and youth leadership. The Points of Light Foundation works with each partner organization and YES Ambassadors to determine the needs of their state and how they can improve the youth service infrastructure through the work of the YES Ambassador program. Each year YES ambassadors have served in many states including Washington.

Resources: Among many other things, you will find information on awards, training, research and evaluation. The web site also describes programs relating to business, faith-based groups, international, non-profit and government, older adults, and youth and family. The latter, for example, describes a number of programs, including:

AmeriCorps Promise Fellows Program – A leadership cadre of talented individuals who dedicate a year of their lives to ensure that local youths receive the Five Promises identified at the Presidents’ Summit for America’s Future.

AmeriCorps*VISTA Strengthening Communities Initiative – Over three years, 75 VISTAs per year will serve in Volunteer Centers to recruit volunteers and develop organizational capacity for programs to meet community needs in four areas: Empowering Faith-Based and Grassroots Organizations, Asset Development and Wealth Creation, Strengthening Families, and Homeland Security: Emergency and Disaster.

Points of Light Youth Leadership Institute – Provides youth with the encouragement, networks, and skills to make meaningful contributions to their communities.

Seasons of Service – A portfolio of opportunities for volunteers to service projects throughout the year – Join Hands Day —Youth and Adults Volunteering Together; Make A Difference Day—A National Day to Help Others; Martin Luther King, Jr. Day; National Family Volunteer Day, National Volunteer Week, and National Youth Service Day.

YES Ambassadors provide training for other youths and adults in areas of youth leadership and adult-youth partnerships, advocate for youth service and youth leadership programs, build and support youth opportunities in policy settings, and develop and manage programs related to youth service and youth leadership. There could be a YES ambassadorship in your future.

Youth for Justice

www.youthforjustice.org

Mission: This initiative uses the power of active learning about the law to build on the vitality of young people and to address the risks of being young in America today. Over one million students participate in its programs annually. With support from the U.S. Office of Juvenile Justice and Delinquency Prevention, Youth for Justice’s five national partners and state programs offer an array of law-related education programs and activities. The program helps young people avoid delinquent behavior and develop the knowledge, skills, and attitudes of effective citizens. The organization involves youth in programs that address national problems, particularly violence by and against youth. Youth for Justice works closely with legal, educational, governmental, and community groups to initiate and strengthen programs.

Resources: You will find details about the five national partners: the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, Phi Alpha Delta, and Street Law, Inc. These organizations develop curricular and teaching materials; support a national network of state and local leaders; provide professional staff development for educators, lawyers, and juvenile justice professionals; prepare community volunteers as co-instructors and co-leaders in classrooms and community activities for youth, and conduct programs for students. Learn about how you might get involved in the program in Washington state. The contact information is: Washington Youth for Justice Program, Office of the Administrator for the Courts, PO Box 41170, Olympia, WA 98504-1170, Phone: 360-705-5341 or 206-329-2690. Also explore the related Youth Act Supersite programs of Street Law, Inc. that provide youth with skills needed to become effective community advocates. Whether you are concerned about gun violence or energy policy, Youth Act will help define the issues and work to influence public policy decisions. They can be reached at www.streetlaw.org.

Youth in Action

www.youthlink.org/us

Mission: The mission is to create opportunities, recognition and financial support for the voices, ideas and solutions of youth. A Youth In Action Campaign serves as an umbrella to provide programs, recognition, and incentives for youth-initiated activities to improve communities. The programs include: The Youth Action Guide – a team building curriculum for youth 12-18, and Community and University Youth Action Summits – a youth convention model for middle schools, high schools, universities and youth-serving organizations. Youth are encouraged to take action on issues and solutions for improving America. All resulting youth-initiated projects that create positive community impact are eligible for \$1,000 Youth In Action Awards.

Resources: You will find a number of informational items such as a list of partners and supporting organizations. You also will be able to download the current Youth Action Guide (on Violence and Education) as well as information on the National Youth Action Council, the National Youth Platform, and the National Youth Convention. For those interested in the issue of youth violence prevention, the Youth Action Guide provides starter-project ideas. The Youth in Action Campaign is based on three questions: (1) What are your top three concerns for your country and community? (2) What are your solutions to address your concerns? (3) What is your message to political candidates and leaders? The web site will provide the communication link necessary for youth to contribute ideas for improving their nation and world. Youth delegates summarize the top issues and solutions to create National Youth Platforms. These documents are presented to candidates for national leadership. This activity could provide the opportunity to voice your concerns and suggested solutions – and to begin your own campaign about issues which you strongly advocate.

Youth in Focus

www.youthinfocus.net

Mission: This organization works for social justice by training underrepresented youth and adult allies. Their work is rooted in the belief that youth can effectively partner with adults to address social and organizational challenges and that these partnerships are crucial to making just, democratic, and sustainable social change. Their mission is to educate underrepresented youth and adult partners in youth-led action research, evaluation and planning to create the conditions for social justice.

Resources: The main sections of the web site include service activities, initiative areas, and resource materials (newsletters). The services include

Youth REP orientation workshops for youth groups, boards, staff, funders, and policymakers; intensive training and coaching on program development and implementation; education and advocacy through presentations, workshops, conference papers, publications, and participation in related networks; and resource development and dissemination to youth and adult practitioners, policy-makers, researchers, and funders. The current program areas include community and youth development, adolescent health, public education improvement and youth justice. The publications are highly relevant, particularly Youth Empowerment and Community Action in the Central Valley by Jonathan Lincoln and Alison Young of the Davis, California office.

Youth in Philanthropy

<http://youth.fdncenter.org/>

Mission: The mission of the Foundation Center, which operates Youth in Philanthropy, is the strengthening of the nonprofit sector by advancing knowledge about philanthropy. To achieve this goal, they compile, organize, and communicate information on philanthropy; conduct research on trends in the field; provide training on the grant-seeking process; and ensure public access to information and services through their web site, print and electronic publications, five library/learning centers, and a national network of Cooperating Collections.

Resources: Sections of the web site include a news digest, an item on finding funders, a learning lab, researching the topic, and a marketplace of available products. There also are "sidebars" for individual grant seekers, individuals with disabilities, helpful tools, frequently asked questions, an online librarian, newsletters, and library web sites. The section on "children and youth" guides you to Youth In Philanthropy which explains what philanthropy is, lists famous and celebrity philanthropists (athletes, entertainers, and TV personalities), gives scholarship information, and reports stories from youth philanthropists. Most importantly are "links to get involved" and specifically "Educating Young Philanthropists and Volunteers." You also will find several valuable tools. Here are three examples: Engaging Youth In Philanthropy and Volunteerism: A Resource List – This list contains citations to selected works from the Foundation Center's bibliographic database. Youth Grantmakers – Youthgrantmakers.org, a communication of the Michigan Community Foundation Youth Project of the Council of Michigan Foundations, presents resources for youth grant-makers including best practices, lessons learned, and sample documents. Youth Philanthropy and Service – This includes curricula for teaching service-learning in the classroom and conducting a youth grantmaking program

Youth Leadership Institute

www.yli.org

Mission: The Institute “builds communities where youth and their adult allies come together to create positive social change.” The aim is to design and implement community-based programs that provide youth with leadership skills in the areas of drug and alcohol abuse prevention, philanthropy, and civic engagement. Building on these “real world program experiences,” the Institute creates curricula and training programs that enable youth to foster social change efforts.

Resources: You will find information about policy, prevention, philanthropy, research, and training. The Institute works with young people (and adult allies) to make certain that youth have a say in how policies are made at the local, state or national level. The Prevention section is aimed at reducing youth drinking and drug use and involves creating environments that discourage access to and use of alcohol, tobacco and other drugs. Youth philanthropy recognizes youth as legitimate philanthropists and, hence, they are establishing programs to teach this new type of giving. Research deals with how programs, organizations, and communities support youth development. The Institute also provides training and consulting services related to community-based service programs. There also is a brief section on “Take Action” that encourages youth to become involved in policy advocacy issues.

YouthNOISE

www.youthnoise.com

Mission: An initiative of Save the Children, YouthNOISE empowers young people to improve their own and others’ lives through philanthropy, service, and policy. As noted below, the website provides useful information on such issues as youth violence, teen pregnancy, and homelessness.

Resources: This web site contains two major sections: Explore and Take Action. In Explore, two focus areas deal with voting, e.g., “ten ways to vote if you are under 18” and voting wisely. It also asks questions about “what kind of volunteer are you?” as well as two sub-sections called Face Off and Faces in the Crowd, both of which include items of interest submitted by youth. You will find Factoids and Global Spots (articles relating to youth). The section called Got Issues include issues “in-depth” and “at a glance.” There are quizzes on such topics as “are you ready for college?” Top Ten includes a variety of ten ways to do things, e.g., ten ways to get involved with and influence your school board and ten ways to stand up for animal rights. Walk in My Shoes puts you in contact with youth from around the world and What’s Going On? is an update

on current issues. The web site also has a section on Taking Action on specific issues. One deals with protecting civil rights and provides links to organizations that work in this area. There also are items on influencing others and speaking out, lending a hand, and fundraising.

Youth on Board

<http://www.youthonboard.org>

Mission: Their goal is to help youth and adults “think differently about each other so that they can work together to change society.” They envision a world where youth are fully respected and treated as valued and active members of their families, communities, and society. To reach that end, the organization works to change attitudes and strengthen relationships among youth and between youth and adults; prepare youth to be leaders and decision makers in all aspects of their lives; and ensure that policies, practices, and laws that reflect youth’s role as full and valued members of their communities. The program develops publications, customized workshops, and technical assistance. Since 1994, they have trained more than 12,000 people; sold over 6000 Youth on Board manuals, books, and videos; consulted in over 380 schools, organizations, and government agencies; and provided services in 45 states and 11 countries.

Resources: The web site includes information on “How We Can Help,” success stories, publications on youth decision making and leadership, resource organizations, and “How To Help” which deals with financial soliciting. The section on “How We Can Help” describes the consulting service and trainings. The latter includes two that are highly relevant to youth: 1) The Youth Civic Engagement Training Series in which young people learn the importance of civic participation through hands-on experience. The workshop guides young people as they identify a problem they want to address, map community’s assets, and develop an action plan. 2) Skill Building Workshops for Young People are designed to prepare and support youth for board service and leadership positions. One of the workshops focuses on “The Caring Leader” – making yourself a more effective decision maker by sharpening listening skills and developing the ability to appreciate others.

Many relevant ideas may be found in three publications – must reading for anyone planning a service activity. You will find these items useful, as will your adult colleagues: 1) 14 Points: Successfully Involving Youth in Decision Making includes guidelines, worksheets, tips, resources, and stories designed to help youth and adults work together to improve their communities. 2) Youth on Board: Why and How to Involve Young People in Organizational Decision-Making provides introductory information to boards and committees to help decide if this is the right route for them. 3) Your Guide to Youth Board

Involvement and the Law analyzes legal issues everyone should be aware of when involving youth on boards. The appendix includes tools and resources to successfully support youth in leadership roles.

Youth Service America

www.ysa.org

Mission: This organization is a resource center that partners with thousands of organizations committed to increasing the quality and quantity of volunteer opportunities for young people, ages 5-25, to serve locally, nationally, and globally. Its mission is to strengthen the effectiveness, sustainability, and scale of the youth service and service-learning fields. They envision a network of organizations committed to making service and service-learning the common expectation and common experience of all young people.

Resources: The web site includes descriptions of programs and services, awards and grants, news and events, partners and sponsors, membership, and a “What’s New” page of current initiatives. The section on programs and services is highly relevant. Some examples are:

National and Global Youth Service Day – the world’s largest service event that mobilizes youth to identify and address community needs through service and learning, supports youth on a lifelong path of service and civic engagement, and educates the public, the media, and policymakers about the year-round contributions of youth as community leaders.

Youth Voice Initiative – a national campaign to increase the quantity and quality of opportunities for youth to serve as decision-makers. YSA mobilizes and motivates youth volunteers to further their goals and impact by connecting their involvement in community service through various forms of civic engagement. An integral part of this program is the National Youth Advisory Council, a group of young people ages 14-22.

TIP SHEETS – assist organizations and individuals on topics including, “How to Fundraise for Your National Youth Service Day Project” to “How to Recruit Volunteers” to “How to Build Strong Youth/Adult Partnerships.” The sheets are formatted so that program directors and youth can easily use them to strengthen their organization’s effectiveness.

SERVEnet.org – the most comprehensive site on the Internet dedicated to service. Supported by hundreds of SERVENet Ambassadors, the site is home to Get Involved!, the nation’s largest database of local volunteer

opportunities; the Talent Bank of available volunteers; the National Service Calendar; effective practices and funding opportunities.

Pay particular attention to PROJECT PLAN-IT! – Their online project planning tool to help youth develop a plan for their service project using the Internet. It uses an interactive series of questions and templates that guide you through the planning process and enables you to print out your plan, timeline, budget, funding proposal, press release, service-learning reflection plan, and other helpful resources. To access this tool, visit – www.ysa.org/planit

Youth Venture

<http://www.youthventure.org>

Mission: This non-profit organization empowers youth ages 12-20 by providing tools to help them create civic-minded organizations, clubs, or businesses. They also provide access to a variety of resources including a national network of like-minded youth, media opportunities, and up to \$1,000 in seed capital needed to launch their organizations. The ventures are as diverse as the needs and range from tutoring services to virtual radio stations and from video festivals to youth diabetes support groups. What turns these diverse activities into ventures is that youth themselves conceive the ideas and control the projects. Youth Venture seeks allies (individuals who like working with youth) who encourage and support young people's efforts to create without controlling them. They also work with community leaders, school principals, and heads of youth groups to change rules and provide seed money to start the ventures.

Resources: In this web site you can learn about the initiative and available resources, "speak out" through forums and polls, and read up on "news matters" regarding awards and events. Youth Venture teams have worked on numerous issues, many of which will interest you, for example, civic engagement and voting, community building, discrimination, issues dealing with the elderly, environment, gender, health, hunger and poverty, homelessness, literacy, substance abuse, teen pregnancy, work readiness, and scores of others. Washington state had three projects listed in the database which you can explore: B3 Skatepark Project in Tonasket; the Franklin Youth Incentive Project in Seattle; and the Multicultural Action Committee in Tukwila.

Youth Venture is an organization you can start yourself. They suggest that this could be a service organization to tutor children, prevent crime, assist senior citizens, or clean up the environment. It could be a small business where you sell a product or a service that people need. Or "it could be your dreams realized - whatever you believe will help shape your world." The web site provides initial directions, an application, and a guide on getting started. You will find

worksheets and other helpful ideas under Venturers – Become a Venturer. There are two ways to get the application: download it online (Youth Venture Application & Budget) or print it out and mail. If you need help deciding what you want to do or how to answer the questions, check the resources section. They also provide this reminder: “Don’t forget that Youth Venture is here to support you through the process. So, even if you don’t think you are 100 percent ready, send in what you do have, and we will work with you further. Feel free to contact us with any questions.”

Youth Voice. Net

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

Mission: This resource, a web site, is a tool to use to inform government of your views on issues and advocate for policies. “The site itself will be a tool for change, but it will not have a partisan agenda. YouthVoice.Net wants to magnify the voices of ALL young people not just a few specific voices.” The site allows youth and teachers to explore numerous resources to help build a knowledge base of how youth can make their voice heard on current issues.

Resources: The major sections of this site relate to such topics as Youth Connection, a Youth Voice Box, a Teacher’s Desk, Social Action Tools, Legislative Links, and a Civil Literacy Project. Youth Connection provides advocacy resources and information on research issues and links to organizations that relate to youth as leaders and youth philanthropy. The Youth Voice Box deals with projects in Indiana, where the web site is located. The Teacher’s Desk includes resources on service-learning and advocacy. Social Action Tools include brainstorming strategies, telephone skills, interview forms, and writing petitions and news releases. Legislative Links will direct you to state and federal organizations. The Civic Literacy Project may be highly relevant to your interests since it focuses on Star Schools. Service-learning and Teaching Aligned to Reform Schools (STARS) is an initiative currently being implemented in six schools in Indiana. Aligning service with standards, giving youth a greater voice, and making the school’s community a real-world classroom supports the program’s components: service-learning, youth leadership and community collaboration. Contact this web resource to learn how STARS can come out in your state.

Youth Vote Coalition

www.youthvote.org

Mission: The Coalition is a national nonpartisan group of organizations dedicated to increasing political and civic participations among youth; building an inclusive, accountable, and responsive government; and increasing public awareness about the value of participation in democracy through the electoral

process. The Coalition has over 100 members who represent youth across the country.

Resources: The web site includes sections on voters and voter resources (current legislation, recent articles, facts about young voters), the press, (press kits and publications), coalition members, students and teachers which, in turn, includes resources, information about candidates, and volunteers. The coalition has organized 20 local units around the country that help groups that promote voter registration, education, and get out the vote activities. Local coalitions also assist youth serving organizations to connect with local voting resources to aid young people to participate fully as citizens. If you are interested in service-learning activities that deal with voting issues such as voter registration, you may wish to contact this organization.

The coalition also provides information about a related on-line resource: A Snapshot of the Global Youth Movement (www.youthmovements.org/guide/globalguide.htm). This site includes links to non-religious mainstream youth movements, religious and spiritual groups, intergovernmental organizations, global political networks, service programs, student-focused groups, cultural youth movements, youth-led groups focusing on youth participation in the United Nations, and theme issues, e.g., youth with disabilities, violence prevention, environmental and resource conservation.

PUBLICATIONS

An Annotated Bibliography on Youth Organizing, a publication of the Social Policy Research Associates and the Funders' Collaborative on Youth Organizing (February 2003), is a most comprehensive resource on youth involvement in community action.

The bibliography is divided into four sections: (1) Youth Organizing Reports and Evaluation – a detailed account of youth organizing efforts; (2) Reflections from the Field – a range of commentary, specific examples, and questions about youth organizing; (3) Youth Organizing Curricula and Toolkits – reference tools for practice; and (4) Theoretical Literature on Youth Organizing and Related Fields – includes theories of youth organizing, definitions and models, and descriptions of national and international initiatives. Specific issues in this section deal with community youth development, civic engagement, and civic participation. Each section begins with a brief explanation of its significance to youth organizing efforts.

The bibliography also includes research pertaining to engagement of at-risk and underrepresented youth populations. This resource should be very useful in developing your research paper. Look into it at –
www.whatkidscando.org/WhatsLearned/PapersNo4.pdf

Here are several other on-line publications which you should find helpful:

Building an Effective Citizenry: Lessons Learned From Initiatives in Youth Engagement

<http://www.aypf.org/publications/Building-an-Effective-Citizenry.pdf>

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets

www.northwestern.edu/ipr/publications/community/buildingblurb.html

Fourteen Points: Successfully Involving Youth in Decision Making

www.youthonboard.org

No Kidding Around! America's young activists are changing our world and you can too

www.youthactivism.com

Youth Participation in Community Planning

www.planning.org/bookservice/description.htm?BCODE=P486

Youth Voice Begins With YOU! A Resource and Training Manual for Young People and Adults Building Communities Together

www.freechild.org/WYVD.htm

Youth Hands! Youth Voices!

[www.eya.ca/yaec/docs/YVYA/YVYA %20Oct %203 %2003.pdf](http://www.eya.ca/yaec/docs/YVYA/YVYA%20Oct%203%2003.pdf)

Lastly, you and your teachers will be interested in reading *Growing to Greatness 2004: The State of Service-Learning Project* published by the National Youth Leadership Council and the State Farm Companies Foundation (www.nylc.org/inaction_init.cfm?oid=3698). Here is a brief quote from the Foreword:

Growing to Greatness 2004 presents tangible evidence of an emergent way of thinking about and engaging young people that is taking hold across the nation – and beyond. Needed and recognized as contributing members of society, young people are responding to the call to serve and learn as part of schools, colleges, and all manner of community-based organizations. Growing evidence, shared by several disciplines and collected across a diverse range of settings, documents young people actively learning and making real differences in communities.

When you read the following news release of the Youth Policy Action Center, you will realize that youth are part of a national network. You are not alone.

More Than 30 Advocacy Organizations Join Forces to Promote Political Action By and For Youth

Washington, D.C. — April 18, 2005

More than 30 of the country's leading national advocacy organizations have launched an unprecedented partnership to raise awareness and generate support for children and youth policies through political activism. The Youth Policy Action Center is a web-based (www.drtoy.com/news/youth_policy_action_center.pdf) resource that helps youth and concerned adults be heard in Washington. The web site allows thousands of youth and adults to regularly contact elected officials about important programs and initiatives – especially in the critical days before votes are cast on the floor of Congress. Advocates contend that this innovative effort is not only an important step, but an increasingly necessary one.

"The Youth Policy Action Center gives young people a platform on which to stand and be counted in the national debate and dialogue," says Thaddeus Ferber, program director at Forum for Youth Investment, which helped orchestrate the joint effort. "It gives national advocacy organizations a way to come together and act as one. And it gives

ordinary citizens – concerned parents, proud grandparents, dedicated teachers – political power which used to be the exclusive providence of entrenched special interest lobbyists.”

This venture strives to level the political playing field for those who believe young people are the nation’s most precious resource. National organizations united behind this effort include America’s Promise, the Child Welfare League of America and Youth Service America. Each group recognizes the immediate benefits that such an endeavor can offer to their individual efforts, as well as to the broader youth field. “While well-paid lobbyists successfully fight for a variety of special interest groups, children and youth are often left behind in the battles for ideas and dollars,” says David Smith, executive director of Mobilizing America’s Youth, which also helped launch the effort. “We want to give young people and concerned adults the same opportunity to be informed, engaged and empowered in advocacy as senior citizens have through the AARP. It is only fitting that on National Service Day we give young people the opportunity not only to volunteer time in their community, but to participate in their democracy.”

Currently, the Youth Policy Action Center offers visitors the opportunity to take action on a range of issues, policies and legislation, including funding for education, youth employment programs (such as YouthBuild), civic engagement programs (such as Learn and Serve America), and government accountability efforts (such as the Federal Youth Coordination Act).

The site has already attracted the attention of Capitol Advantage, which donated a free year of their award winning service. Says Robert Hansan, president of Capitol Advantage, “It’s today’s youth that will be the ones to master the internet and technology to bring about change and affect public policy. Capitol Advantage is proud to provide them with the tools to have their voices heard.”

Visit the Youth Action Policy web site:

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

For the list of participating organizations, check:

www.drtoy.com/news/youth_policy_action_center.pdf

TRAINING

National Youth Leadership Training (formerly the National Youth Leadership Camp)

Each year, high school students from across the country gather for the National Youth Leadership Training (NYLT), a life-changing week of adventure, self-discovery, friendship, cultural exchange, leadership building and service.

Held in Sandstone, Minnesota, at the Audubon Center of the North Woods — a 535-acre sanctuary rich with old-growth red and white pines, hardwood forests, restored wetlands, and prairies — NYLT engages participants in a wide range of physical and intellectual activities, from rock climbing and canoeing to stimulating seminars, small-group interactions and service projects. Youth are challenged to push their limits; use leadership, communication, and problem-solving skills; build cross-cultural bonds; and prepare themselves for active, contributing roles in their communities.

During the final two days of training, teams of participants and their adult sponsors complete intensive planning for community service and leadership projects in their home communities. NYLT connects participating teams with a nationwide network of service-learning professionals to assist them in implementing these projects.

Though individuals are welcome, groups of two to 10 youths from sponsoring schools and organizations are encouraged to attend as teams. Attending as a group is one of the most effective ways to sustain what students learn at the NYLT after they return home. It is strongly recommended that all participating students and groups of students select an “adult sponsor” to accompany them to NYLT. Adult sponsors are encouraged to attend the entire eight days, but may choose to attend only the final three days.

For additional information, contact – Ashley Shaver; 1667 Snelling Avenue North; Suite D300; St. Paul, MN 55108 – phone: (651) 999-7361.



SECTION 5 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 terms 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:

Who?

What?

When?

Where?

THIS IS WHAT I FOUND OUT:

Who?

What?

When?

Where?

I WAS RIGHT ABOUT:

Who?

What?

When?

Where?

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 listener adequate time to write it down without having to repeat the message.

SAMPLE VOICE MAIL

<p>Hello, this message is for _____ . (whomever you are calling)</p> <p>My name is _____ (spell it if that would be helpful)</p> <p>and I am calling to get some information about _____ . (your topic of research)</p> <p>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?)</p> <p>at _____ . (phone number)</p> <p>Again, this is _____ (repeat your name slowly)</p> <p>and I can be reached at _____ (phone number).</p>
--

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

Interview Script

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

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

Hello, my name is _____ and I am;

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

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

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

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

Questions about the Agency/Organization

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

Questions about the people involved in the issue addressed

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

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

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

Interview Questionnaire Record Sheet

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Power Source Chart

Understanding and Charting Laws, Policies and Influence

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

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

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

Reflection and Evaluation Worksheet

What? – So What? – Now What?

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

WHAT?

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

SO WHAT?

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

NOW WHAT?

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

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

WHAT?
SO WHAT?
NOW WHAT?

Additional Service-Learning Web Based Resources

SERVICE-LEARNING RESOURCES AND LINKS

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

AGING/WORKING WITH SENIOR CITIZENS

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

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

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

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 has 300 examples of effective practice, like this one, available on their web site.

ANIMAL CRUELTY

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

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

BIAS/DIVERSITY/RACISM

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

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

BICYCLE RECYLING 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/ncl/nclc_main.htm

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

CROSS AGE TUTORING

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

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

ENVIRONMENTAL EDUCATION PROJECTS:

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

Interactive website geared at middle school age students with curriculum and projects for environmental action in a school setting. Is a great introduction for students/teachers interested in environmental issues.

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

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

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

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

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

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

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

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

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

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

GENERAL SERVICE-LEARNING PLANNING SITES

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

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

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

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

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

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

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

Project Plan it is an interactive planning tool developed by Youth Service America (YSA) to help young people plan and implement service-learning projects. It asks a series of questions and guides young people through a planning process that

includes Project Plan - funding proposal - Press Release - Service-learning reflection plan - and other helpful resources. It could be easily adapted to the classroom setting and would fit very well in after school service club settings.

<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 you (or a student) specify, from agriculture and livestock, to biology and environment, to geology, to demographics, water, natural resources and more.

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 the 1830s. His 325 portraits, 200 scenes of American Indian life, and writings depict Indian cultures prior to U.S. expansion into tribal territories.

HOMELESSNESS PROGRAMS

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

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

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

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

HUNGER ISSUES

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

Here is a three lesson plan on hunger and nutrition for grades 5-12 that includes a service-learning component. It provides an opportunity to extend beyond traditional food drives, through greater awareness of hunger issues. It has some great ideas and activities to make students aware of hunger problems within their own communities and to encourage the implementation of 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 a 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. 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, Human Rights, 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 a site that will stretch young people's understanding of what they can accomplish, both locally and globally. Seeing what other young people are involved in can be both inspiring and empowering (the site itself is youth driven). It is offered as a place "where people are exposed to new thinking, a diversity of voices, and new opportunities." Here is the opening description of the site.

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

<http://www.facingthefuture.org>

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

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

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

INTERNET SAFETY PROJECTS

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

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

PEER TUTORING/PEER READING BUDDY PROGRAMS

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

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

RECYCLING PROJECT IDEAS

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

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

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

In addition to this link providing some great school-based recycling ideas, it is also the newsletter of the Pennsylvania Service-Learning Alliance. It is an outstanding online publication that is published quarterly. It provides outstanding program ideas as well as access to current issues, research and topics. The link above provides a spot to subscribe to their online newsletter.

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

Here is a great opportunity to combine service-learning recycling projects with fundraising efforts. One of the fundraising programs involves cell phones which are becoming a major environmental concern.

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

Holding an eyeglass drive for the medically underserved in developing nations

http://snipurl.com/NSRC_33555

Identifying community needs with an informal opinion poll

http://snipurl.com/NSRC_33554

Protecting police dogs and the communities in which they serve

http://snipurl.com/NSRC_33557

Operating a multi-lingual Foster Grandparent/Senior Companion program

http://snipurl.com/NSRC_33558

SOCIAL JUSTICE

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

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

SERVICE-LEARNING OR 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.

<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.

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 site 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.

TOBACCO PREVENTION

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

Teens 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 to contact your county “tobacco prevention office” located in county health departments. Washington state received funding from settlements with the tobacco industry, and each county in the state has funding/educational resources for tobacco prevention in schools.

Big Brother/Big Sister Tobacco Prevention Peer Mentoring Project

srichards@sw.wednet.edu

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

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

VOTING/ELECTION/CIVIC ENGAGEMENT PROGRAMS

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

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

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

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

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

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

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

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

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

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

<http://thomas.loc.gov>

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

YOUTH IN PHILANTHROPY

<http://www.learningtogive.org>

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

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

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

YOUTH VOICE/YOUTH ADVOCACY AND ACTIVISM

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

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

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

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

