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# Service Holidays

<b>January</b>	Dr. Martin Luther King, Jr. Day of Service
<b>February</b>	National Family Day
<b>March</b>	International Women's Day
	Incredible Kid Day
<b>April</b>	International Earth Day
	Global Youth Service Day
	National Volunteer Week
<b>May</b>	World Red Cross and Red Crescent Day
	Armed Forces Day
	National AmeriCorps Week
<b>June</b>	National HIV/AIDS Testing Day
	Great Outdoors Month
	Join Hands Day
	United Nations Public Service Day
<b>July</b>	Feed the Hungry Day
<b>August</b>	Community Build Day
<b>September</b>	National Grandparents Day
	National Preparedness Month
	September 11 Day of Service and Remembrance
	National Gandhi Day of Service
<b>October</b>	National Secular Service Day
	Fire Prevention Month
	Make A Difference Day
	National Peer Helpers Day
	Safe Schools Week
<b>November</b>	Family Volunteer Day
	International Random Acts of Kindness Day
	Community Day
<b>December</b>	World AIDS Day

# *Project Planning Assessment for the Team Leader*

- 1) **Establish Reasonable Project Outcomes**
  - a) Your Organization's Mission Statement
    - i) (If you're planning this project as a part of an organization, what's the mission of that organization and will you have to work under that mission statement during your project?)
  - b) Your Project Mission Statement
    - i) (In one sentence, what do you hope to accomplish with your service project?)
  - c) Desired Project Outcomes
    - i) (What will have to happen for you to consider this project a success?)
- 2) **Building A Team**
  - a) Structure
    - i) (If you're using a team of staff or volunteers, how will you organize them? Will everyone have tasks assigned individually or will they work in groups on sections of the project? Will you need team leaders or committees for bigger projects?)
  - b) Training
    - i) (What additional training will you or your team need to get things done? If you're using volunteers, what training will they need?)
- 3) **Developing an Action Plan (*see page 7 for a sample action plan*)**
  - a) Task List
    - i) (Make a list of everything that you need to get and everything that needs to get done.)
  - b) Schedule
    - i) (When do things need to be done by? Who will be responsible for monitoring deadlines?)
  - c) Delegation
    - i) (Who will responsible for each task?)
  - d) Budget
    - i) (What costs are involved in your project? Where will you get the funds or goods you need? If you have accessible funds already, do you need approval to access them?)
  - e) Communication
    - i) (How will your team stay in contact? How will they report back to you?)
  - f) Day Of Tasks
    - i) (What will the day of the project look like? What tasks will need completing and who will be responsible for those tasks? If you're using volunteers, what will they be responsible for?)
- 4) **Determining your Scope**
  - a) Deliverables
    - i) (What concrete results should you see from each stage of your project to confirm that you're on track?)
  - b) Adaptability
    - i) (If your project requires volunteers, how will adjust the size of your project if more show up than expected? If less show up than expected?)
  - c) Back-Up Planning
    - i) (Make a list of everything that could go wrong... if you're working outside, what will you do if it rains? If you're working with kids, what will you do if several get sick right before your project?)
- 5) **Running your Project**

- a) Scheduling
  - i) (Create a schedule for the days leading up to your project through the day after. What needs to be done? What will the schedule of your project be?)
- b) Covering Legal Issues
  - i) (Make sure you have legal liability waivers, photo releases, maps to the nearest emergency room, and anything else you need to protect your participants. Also, make sure you have a plan for emergencies (i.e., if someone gets hurt, who will go with them to the hospital.))
- c) Planning a Reflection
  - i) (Reflections allow your volunteers and participants to really understand the full impact of the work they're doing. Think about setting some time aside during your project to let participants talk about the day and what they got done. Some of the attached projects have reflections already.)

6) **Wrapping Up**

- a) Volunteer Wrap Up
  - i) (How will you close out your project with volunteers or participants?)
- b) Team Wrap Up (see page 9 for S.W.A.T. analysis)
  - i) (How will you evaluate the work you've done with your team?)
- c) Leadership Wrap-Up
  - i) (How will assess your own work?)

7) **Saying Thanks**

- a) Partner organizations, donors, and volunteers
  - i) (Always thank the people who make your project a success! Consider writing thank you notes to everyone involved and include a picture that really shows the project's outcomes and successes.)
- b) Team members
  - i) (How will you thank the people who planned this project with you?)

# Action Plan

## For Park Clean-up Project

### Task List

- Find a park and get permission to make improvements from Park District.
- Evaluate necessary improvements.
  - o Clean-up
  - o Fresh paint
  - o New mulch/sand around playground
  - o New net for basketball hoop
  - o New park sign
- Get improvement list cleared by Park District/ City.
- Come up with a creative name and marketing campaign
- Reach out to the press and local VIP's
- Set a budget
- Set deadlines
- Sign-up volunteers
- Get legal paperwork
  - o **Waiver of Liability**
  - o **Photo Release**
  - o **Emergency Action Plan**
  - o **Permits**
- Set a Day-Of schedule
- Lead a great service project!

### Schedule and Delegation

Who	What	When	Notes:
<b>Eric, Jane, Tammy</b>	Find the park	2 months out	
	Evaluate improvements	2 months out	
	Set budget	6 weeks out	
	Get permits and legal papers	6 weeks out	
	Set Deadlines	2 months out	
<b>Ryan, Joe, Cindy, Kate</b>	Give project a name	2 months out	
	Create flyers and press kit	6 weeks out	
	Hang flyers	4 weeks out	
<b>Mary, Rick, Julia</b>	Sign up volunteers	2-4 weeks out	
	Create day of schedule	2 weeks out	
	Get supplies	1 week out	
	Monitor deadlines	On-going	

<b>Budget</b>		
<b>Item</b>	<b>Price</b>	<b>How?</b>
Brooms and Rakes	\$30.00	Borrowed
Garbage bags	\$20.00	Bought
Paint	\$30.00	Donated
Paint Supplies	\$20.00	Bought
New Mulch and Sand	\$200.00	Donated
New Basketball Net	\$30.00	Bought
New Park Sign	\$800.00	Bought

<b>Price</b>	<b>\$1130.00</b>
<b>Budget</b>	<b>\$870.00</b>

<b>Communication</b>	
<b>Meetings</b>	2 months out
	1 month out
	2 weeks out
	2 days prior
	1 day after
<b>Conference Calls</b>	6 weeks out
	1 week out

<b>Project Schedule</b>	
<b>10:00 am- 10:45 am</b>	Volunteer sign in
	Introductions
<b>10:45 am- 11:30 am</b>	Cleaning
<b>11:30 am- 2 pm</b>	Painting
<b>12:45 pm- 2 pm</b>	Basketball hoops gets hung
	Park sign installed
<b>2:00 pm</b>	Reflections and Thanks

# Sample Tax Receipt

(For any donations under \$500. Make sure to check state/ IRS donation regulations before using this form.)

## Donation Receipt for Contributions to *Project Title*

Questions? Contact (your name here)

Donor name
Address
City
State/Province
Postal code
Phone
Total pledge amount

Type of donation
Description
Value
Goods or Services Rendered in Return for Donation

***Thank you for your generous support!***

# S.W.O.T. Analysis

*Using a S.W.O.T analysis after your project is a great way to evaluate what you've done right and what you can change for next time. Here's how it works:*

Set aside time for your team to evaluate the project. If you're team is large enough, break up into 4 groups. If not, have each member complete all four categories and share one square at a time.

Assign each group one of the following categories to discuss:

<p><b><i>Strengths</i></b></p> <p>What did we do well? What are we proud of?</p>	<p><b><i>Weaknesses</i></b></p> <p>What could we have done better? What would we change now?</p>
<p><b><i>Opportunities</i></b></p> <p>What worked in our favor? What external advantages did we have?</p>	<p><b><i>Threats</i></b></p> <p>What external obstacles got in the way? What was out of our control?</p>

After each group has a chance to discuss their category, bring the team back together to discuss the list. *(If things didn't go according to plan, don't let your team make the S.W.O.T. personal. Remind your team that their comments should be about the project. This exercise isn't about pointing fingers or assigning blame, it's about evaluating all sides to keep the good and improve what needs improving for next time.)*

Once you've covered all four categories and everyone has had a chance to voice their opinion, ask each team member to share their favorite part of the project. ALWAYS END ON A POSSITIVE NOTE!

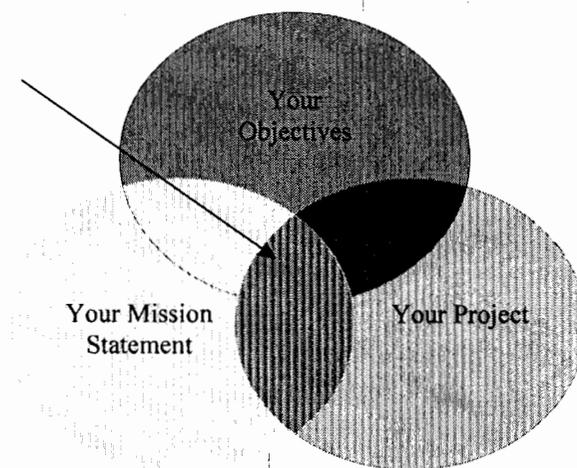
# Marketing Your Project

## *Vision:*

The first thing you need to do is find your vision. This is what you're selling... it is the combination of your mission statement, your project and your objectives, all rolled into one idea. The vision is important because it will your project's sound bite.

For example, in the park project on page 6, the organization's mission statement was to "create stronger communities through service". The project was to clean a park, and the objectives were to clean, paint and replace. Looking at these three things together, the vision for this project could have been to, "build community by caring for our community together." This vision would be how members universally described their projects to anyone who asked. It would also have played a role in their marketing strategy.

You're  
Vision!



## Packaging:

When it comes to service projects, everything's in the name. It will be the first thing people will see or hear about your project and it can make or break your success. Think about these projects... which ones would you go to if all you knew about it was the name?

<i>Couture for a Cure</i>	<i>Fashion Show</i>
<i>Kit in a Can</i>	<i>First Aid Kit Drive</i>
<i>Trick or Treat for the Troops</i>	<i>Care Packages for Soldiers Overseas</i>

Be careful when choosing a name. You don't want to get so creative that you can't tell what the project is anymore, but you don't want it to sound like everything else, either. Think about your audience; what would appeal to them? If you're trying to get the attention of grade school students, an 80's reference isn't appropriate. If you're trying to get donations from professionals, using foul language is a bad idea. (For the record, using foul language in a service project is ALWAYS a bad idea!)

Once you've got a name, get a logo. Art is important- a catchy title and look draw more attention than a flyer that looks like a page out of a dictionary. It doesn't have to be fancy, but make sure you're consistent. Pick one theme, one picture or icon, and stick with it. You don't want a flyer that's so busy you can't tell what's going on!

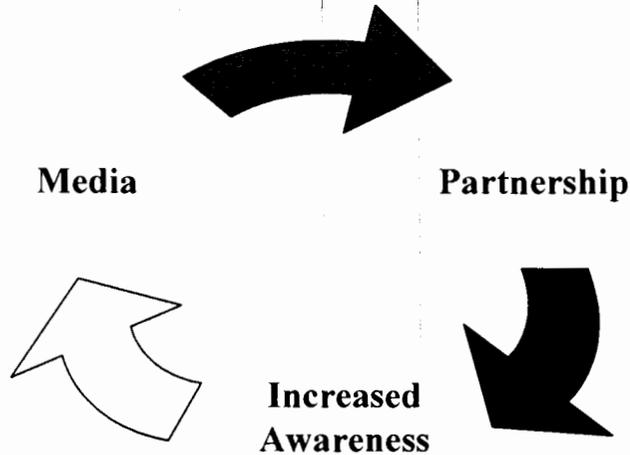
Now that you have your look, add content. You want to answer the 5 W's; who, what, where, when, why. Don't add so much that people won't finish reading, but include enough that people aren't confused about what you're doing or how they can help. Always include a phone number or e-mail address for people to ask questions, too.

Don't limit your project to flyers, either. Make a webpage or a blog, a Facebook page or a Twitter account. Get your project out there in as many ways as you can, to reach as many people as you can. Even if you don't need volunteers, tell your community about what you're doing. It may inspire them to follow in your footsteps and lead their own project!

## Media Attention

Getting media attention is NOT about tooting your own horn or having your friends see you on the local news. Media attention is about getting your cause out there and inspiring others to take action!

When you get media attention, you can get more partnerships (donors, volunteers, cause partners, etc.), and more partners mean more people fighting for your cause and increased awareness. Of course, the more people who are involved, the more media attention you'll get. It's a glorious circle of good for your project and its vision.



The best way to get media attention is to have a story. When you ask a paper or TV station to report on your project, you should be able to explain why it's important. Practice talking to your team about the project- you should be able to explain it, why it matters, and how it will help in less than 30 seconds. This is called your elevator speech.

When you contact the media, do it early and often. You want to do this with a Press Kit. A press kit is simply a one-page write up (keep it professional- no need for frills here) about the who, what, where, when and why of your project. It's the background of your project that gives all the necessary details. Be sure to include contact information for your team leader or your designated "press handler." A press handler is someone on your team whose sole job on the day of the project is to escort the press around and answer any questions they might have. Having a scheduled press handler can take a lot of pressure off of the team leader on the day of the project, and it lets the press get answers to their questions without having to track down the team leader or interrupt tasks.

Any coverage means greater awareness about your cause. Don't be upset if CNN doesn't return your phone calls... Also, a great source of press coverage is local colleges. They usually have papers, and they reach a typically socially active population. There's no such thing as too small a newspaper or TV station when you're talking about free publicity!

Just remember, contact EVERYONE, EARLY, AND OFTEN!!!

# Service Project Ideas

*In the following pages, there are detailed descriptions of service projects conducted by AmeriCorps 2009-2010 members. We encourage you to use these projects in your own community, change them as your needs differ, and enjoy them as much as we did.*

Each project addresses different areas of interest, requires a certain level of planning, and calls for varied numbers of volunteers. To help you pick the projects that best suit your organization, time, and volunteer access, follow the guide below.

<b>St. Jude's Up 'Til Dawn</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens, adults	2 weeks	varies

<b>It's So Easy to Be Green</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All ages	3 hours	1-2

<b>Know Your Resources</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens	2-4 hours	varies

<b>Greeting with Meaning</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	1 day	20-30 youth

<b>Beat the Heat</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	2 days	10

<b>Trick or Treat for the Troops</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children, Teens	1-2 days	20-30 youth

<b>Summer Safety!</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	3-4 days	4

<b>Wellness at Wells</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	2 months	15

<b>Community Clean Up!</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>

All Ages	4 weeks	15-30
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<b>Poster Passion</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children, Teens	2 weeks	5

<b>Blood Flood</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens, Adults	1 month	5

<b>Get the Goods</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	1 month	15

<b>Penny Wars</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children, Teens	4 hours	varies

<b>Reuse a Shoe (by Nike)</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children, Teens	3 hours	1

<b>Caring with Comfort Kits</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	3 weeks	varies

<b>Kit in a Can</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	1 month	4

<b>Bilingual Pen Pals</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children, Teens	1 hour	(1 for every ESL student)

<b>Mind Sports</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	2 months	10

<b>Scout Safety Workshop</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Children	2 months	20-25

<b>Nature's Movie Stars</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	2 months	5

<b>Handfuls of Change</b>		
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<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	1 month	1-4

**Not In Our Neighborhood**

<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens, Adults	1-2 months	varies

**Get to Know Your Neighbors**

<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	1 month	10

**Be Grateful on Mother's Day**

<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Adults	3 weeks	13-15

**Mobile Medical Movement**

<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens, Adults	2 months	10

# St. Jude's Up 'Til Dawn

<b>Time to Plan:</b> 2 weeks	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 6 hours		
<b>Volunteers Needed:</b> As many as possible.		

<b>Project Goal:</b> To send fundraising letters on behalf of St Jude's Children's Hospital.
<b>Project Description:</b> List at least 20 contacts of friends or family members you know to send personally addressed and written fundraising letters on behalf of St Jude's Children's Hospital.

<b>Supplies Needed:</b>	Paper	Envelopes
	Stamps	

<b>How it Works:</b>  This was a campus wide event that we participated in. A committee of students organized an activity night at SIUC called Up 'Til Dawn where activities were promoted to encourage people to attend an event where they address 20 fundraising letters to family and friends on behalf of St Jude's.	<b>Tips for Making it Great!</b>  Get as many volunteers as possible and use social networking sites to include volunteers who can't be there!
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# It's So Easy to Be Green

## At the Round Lake High School Schuler Office

<b>Time to Plan:</b> 3 hours	<b>Areas of Interest:</b>  <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> Ongoing		
<b>Volunteers Needed:</b> 1-2		

<b>Project Goal:</b> To make the Schuler Office a more environmentally friendly place and educate Schuler Scholars about recycling.
<b>Project Description:</b> The high school we work in does not recycle, so within our office we decided to start recycling. We have a box for paper projects and a bin for glass and aluminum products. The students were given a list of products that can be recycled and the correct way to recycle. At the end of each week, a volunteer helps to sort through what is in the recycling bins and I then take home all that can be recycled.

<b>Supplies Needed:</b>	A box and a bin to collect the products
	A box to bring the recycling products home
Recycling Flyers	

<b>How it Works:</b>  Most of us want to do the right thing. By giving people a place to recycle, and putting up posters about why it's important, you can make a real difference.	<b>Tips for Making it Great!</b>  Putting up posters reminding people to recycle and what materials can be recycled.
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# Know Your Resources!

<b>Time to Plan:</b> 2-4 hours	<b>Areas of Interest:</b>  <input checked="" type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government Community Development  <input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> ½ day distribution	
<b>Volunteers Needed:</b> Depends on Distribution	

<b>Project Goal:</b> To highlight a community's resources so that they are adequately utilized when needed.
<b>Project Description:</b> People sometimes need support. How are they supposed to get the support they need if they don't know what resources are available to them? Research hotlines in your neighborhood, state, country, etc. Take time on this. What are some hotline numbers that can be accessed by members of your community that might not be known? What kind of service do they provide? Compile your findings in an organized list. Provide information about each organization/hotline number. Distribute them to local schools, hospitals, parks, etc.

<b>Supplies Needed:</b>	Copy machine	Paper
	Internet access	Transportation

<b>How it Works:</b>  Research organizations and compile a master list of hotline numbers (or other relevant information). Include information about the organization, policies on anonymity, etc. Distribute this list to places in the community.	<b>Tips for Making it Great!</b>  Take time to make sure the resources that you find online are still available.
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# Greeting with Meaning

<b>Time to Plan:</b> 1 day	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty
<b>Time to Execute:</b> 2-3 hours		<input checked="" type="checkbox"/> Youth
<b>Volunteers Needed:</b> 20-30 children and 2-3 adults		<input type="checkbox"/> Special Needs <input checked="" type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare

<b>Project Goal:</b> To help our troops celebrate the holidays.
<b>Project Description:</b> Getting a card in the mail is a fun and special way to send your love to someone. This project helps our troops to send greeting cards to the people they care about the most.

<b>Supplies Needed:</b>	Crayons or Markers	Construction paper
Stamps	Stickers	Scissors
Unsealed envelopes	Other Art Supplies	

<b>How it Works:</b>  Get a group of kids together and have them make blank cards for different holidays. Then, send those blank cards to our troops with unsealed envelopes so that they can send them to the people they love!	<b>Tips for Making it Great!</b>  This is a great project for anyone looking to do something for the military. Let the kids have fun with it, and it will be great!
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# Beat the Heat

<b>Time to Plan:</b> 2 days	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 2 hours		
<b>Volunteers Needed:</b> 10		

<b>Project Goal:</b> To distribute information about heat safety.
<b>Project Description:</b> This project involves creating paper fans and water bottles with heat wave safety information to be passed out within the community.

<b>Supplies Needed:</b> Heat wave safety tips (available at redcross.org)	Sticker labels for water bottles Art supplies Water bottles
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<b>How it Works:</b>  Write out heat wave safety tips on pieces of paper and sticker labels. Fold paper into fans and place stickers on the water bottles. Distribute at a local park or during a race/ fundraising march (like a 5K.)	<b>Tips for Making it Great!</b>  This is a great project for older kids and teens.
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# Trick or Treat for the Troops

<b>Time to Plan:</b> 1-2 days	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty
<b>Time to Execute:</b> 2-3 hours		<input checked="" type="checkbox"/> Youth
<b>Volunteers Needed:</b> 20-30 students (plus 2-3 organizers)		<input type="checkbox"/> Special Needs <input checked="" type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare

<b>Project Goal:</b> To send some holiday spirit to our troops.
<b>Project Description:</b> You can't really eat all the candy you're going to get on Halloween, so why not donate some to the troops? This project sends cases of candy and treats overseas to military personnel.

<b>Supplies Needed:</b>	Candy!	A shipping box
Marketing (A large poster)	Supplies for cards (optional)	Funds to ship overseas
Plastic bags for collections		

<b>How it Works:</b>  A few days after Halloween, have a whole school bring in their leftover candy. Have one class or club host the event, and have them sort the candy into individual bags for soldiers. Include homemade cards to make it personal.	<b>Tips for Making it Great!</b>  If you're sending your box of treats to a warm climate, skip the chocolate treats!
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# Summer Safety!

<b>Time to Plan:</b> 3-4 days	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 2-4 hours		
<b>Volunteers Needed:</b> 4		

<b>Project Goal:</b> To distribute summer safety information.
<b>Project Description:</b> Working with Kmart (or another toy store), set up a table about summer safety near the bikes/ summer toys.

<b>Supplies Needed:</b> Red Cross safety material	Give-a-ways	First Aid or Water Safety Props
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<b>How it Works:</b>  This is the perfect project for small groups without a lot of planning time. All you need is a community partner, like Kmart, and safety information. You can reach a lot of people and keep a lot of kids safe this summer! (Also works as a Winter Safety Event!)	<b>Tips for Making it Great!</b>  Get creative! Don't just stand behind a table and throw flyers at people. Find something that works with your safety information to draw people in. For water safety, teach kids how to put on life vests. For first aid, give them all teddy bears and show them how to bandage a wound on the bear.
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## Wellness at Wells

*Student Safety Fair*

<b>Time to Plan:</b> 2 months	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty
<b>Time to Execute:</b> 4 hours		<input checked="" type="checkbox"/> Youth
<b>Volunteers Needed:</b> 15		<input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare

<b>Project Goal:</b> To keep Wells Elementary School students safe.
<b>Project Description:</b> Teach Wells Elementary 3 <sup>rd</sup> and 4 <sup>th</sup> graders six different American Red Cross Youth programs. Volunteers will staff tables and teach students the basics of kid safety.

<b>Supplies Needed:</b>	Boat Safety handouts
Germ Prevention handouts	Tornado Safety handouts
Water Safety handouts	(other handouts based on specific community needs)
Fire Safety handouts	Poison Safety handouts

<b>How it Works:</b>  Children will travel from table to table and receive information on six youth programs about safety.	<b>Tips for Making it Great!</b>  Get your volunteers energized. Kids will get excited about this if the table instructors are excited.
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# Community Clean- Up

<b>Time to Plan:</b> 4 weeks		<b>Areas of Interest:</b>	
<b>Time to Execute:</b> 6 hours		<input type="checkbox"/> Education <input checked="" type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Volunteers Needed:</b> 15-30			

<b>Project Goal:</b> To clean up a local park, bike trail or any other community space.
<b>Project Description:</b> Get permission from your local government to clean a park, bike trail, or city block. Volunteers split into teams, each taking a section of the designated cleaning area. <b>If you have the time and volunteers:</b> Think about adding an element, like painting park benches or planting new flowers.

<b>Supplies Needed:</b>	<b><i>For Painting:</i></b>	<b><i>For Planting:</i></b>
<b><i>For Cleaning:</i></b>	Paint and brushes	Plants and seeds
Garbage bags	Drop cloths	Shovels and trowels
Work gloves		Mulch

<b>How it Works:</b>  Contact local park district to pick a location and reserve the space so there are no other events going on. Recruit volunteers through email and flyers as well as service groups. On the day of the event divide group into teams, each with an assignment to complete.	<b>Tips for Making it Great!</b>  This project can be done in almost any environment. We've tried it in urban areas, in suburban parks, and on bike trails... it's a great project for volunteers of all ages!  <i>Make sure you get permission from your local government! Not all neighborhoods allow this kind of project.</i>
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# Poster Passion

<b>Time to Plan:</b> 2 weeks	<b>Areas of Interest:</b>  <input checked="" type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty
<b>Time to Execute:</b> 1 week		<input checked="" type="checkbox"/> Youth
<b>Volunteers Needed:</b> 5		<input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare

<b>Project Goal:</b> Raise awareness about a social issue
<b>Project Description:</b> Have students make posters regarding a specific topic:  Youth rights- What does this mean to you? Anti-violence- What does this mean to you? Disaster preparedness- What can you do in case of a fire? A tornado?  Choose a topic that is an issue for your community. For example, if you recently had a fire, make fire safety posters. If your community is prone to gang violence, make anti-violence posters. If your community has obesity issues, make healthy eating posters. Have this project be about something students can relate to!

<b>Supplies Needed:</b>	Paper	Markers
	Paint	Any type of art supplies

<b>How it Works:</b>  Give students the topic and give them a week to work on it. At the end of the week, all art will be judged by a committee (volunteers) and the one that is selected (based on creativity, quality of art, message...) can be displayed in an area where lots of people will be able to see. Though the "winner" should be recognized, all art work should be displayed.	<b>Tips for Making it Great!</b>  Get teachers involved. Try to engage students in conversation about the chosen topic. Talk about why it's important in general, and why it's important to that individual.
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# Blood Flood

<b>Time to Plan:</b> 1 Month	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> At least 4 hours		
<b>Volunteers Needed:</b> 5		

<b>Project Goal:</b> To have community members donate blood and save lives.
<b>Project Description:</b> Advertise and plan a blood drive at a local community center.

Supplies Needed	Posters	Space
American Red Cross Blood Drive Team	Snacks (the Red Cross will usually provide them, but think about providing your own with a theme. See "Tips" below for ideas.)	

<b>How it Works:</b>  Use a local community group (church, school, community center) to help organize a local blood drive! Contact the American Red Cross to get a blood drive team.	<b>Tips for Making it Great!</b>  Plan a theme for your blood drive. If you're hosting a drive in October, make it a Halloween Blood Flood and have themed snacks. If you're hosting in February, make it a Valentine's Day Drive, and have heart-health handouts. The point is, get creative!
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# Get the Goods

<b>Time to Plan:</b> 1 month	<b>Areas of Interest:</b> <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input checked="" type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 8 hours		
<b>Volunteers Needed:</b> 3 to plan 14 to execute day of event		

**Project Goal:**

To supply local non-profits with the goods they need to keep running.

**Project Description:**

This is a supply drive. Find a local non-profit, like a food pantry or a homeless shelter, and ask for their wish list. Collect the items they need the most and donate them!

Make sure you have a donation receipt for tax purposes. (See Project Assessment for an example.)

If you can't find a non-profit to work with, consider a Penny Drive instead. (On next page)

**Supplies Needed:**

2 tables

4 vehicles

8-10 signs

Boxes

**How it Works:**

Advertise your goods drive in the community. Make sure it's very clear exactly what you're asking for and where people can bring their donations. Host a drive day, where people can drop off goods.

**Tips for Making it Great!**

Consider holding your drive in conjunction with a community event. If there's a fair or concert or neighborhood farm stand, work with organizers to set up your drive day there! It will get you more exposure and if bringing goods can be the price of admissions, even better!

# Penny Wars

<b>Time to Plan:</b> 4 hours	<b>Areas of Interest: varies</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 1 month		
<b>Volunteers Needed:</b> as many as possible		

<b>Project Goal:</b> Collect pennies to donate to local organization or cause.
<b>Project Description:</b> Even if students don't have much to donate, through donating small change they are able to make a change and contribute to a cause they support. Have an entire school compete to get the most change for your cause. Also, consider having an assembly at the end of the wars (if possible) to talk about your cause and how every penny helps. Announce your winner there.

<b>Supplies Needed:</b> vessel to collect change	coin counting machine	Donated pizza from a local business
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<b>How it Works:</b>  Each class fills a jar with pennies over the period of one month. At the end of that month, the class with the most pennies wins a pizza party!	<b>Tips for Making it Great!</b>  For more fun, keep the jars in a central location. Students can remove points from other teams by adding non-penny coins to opposing team's jars.
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# ReUse a Shoe

(by Nike)

<b>Time to Plan:</b> 3 hours	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input checked="" type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 3 weeks long		
<b>Volunteers Needed:</b> 1		

<b>Project Goal:</b> Collect worn out gym shoes to recycle.
<b>Project Description:</b> A shoe collection that can run for 3 weeks. People drop off their worn out gym shoes in a box in our office. I then sort the shoes and separate the shoes that I believe can not be worn again and those that are still good. I then take the shoes to the drop off location and they then give the shoes to Nike to recycle. The materials Nike gets from the shoes are used to make tracks and soft grounds for playgrounds. The shoes that are still good are given to an organization that gives the shoes to people that need them. This year the organization that we are using is giving most of the shoes to people in Haiti.

<b>Supplies Needed:</b>	Box for shoe collection Clear plastic bags to use when dropping off the shoes.
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<b>How it Works:</b> "Reuse a Shoe" supplies a video to show students what Nike does with the shoes they collect and how they transform the shoes into the materials. They also supply a kit with lesson plans.	<b>Tips for Making it Great!</b> Get a whole community involved. This is a great project for two rival schools to compete. If there's a big game coming up, use the opportunity to collect shoes. The more participants, the more success you'll have!
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# Caring with Comfort Kits

<b>Time to Plan:</b> 3 weeks	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development  <input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 1 week	
<b>Volunteers Needed:</b> 3-4 planners, and an entire school to get comfort kit supplies	

**Project Goal:**

To improve the lives of victims of disasters by providing them with basic amenities.

**Project Description:**

We organized a school-wide comfort kit drive to help improve the lives of those who survived natural disasters, like fires and tornadoes. Inside the kit we included basic amenities like soap, shampoo, towels, toothbrushes, toothpaste – all of the basic hygiene and personal care items that get destroyed in natural disasters. Kits are then dropped off at the American Red Cross and distributed by the American Red Cross Disaster Services team as needed.

**Supplies Needed:**

	Comfort kit bags	Toothpaste
	Toothbrushes	Combs
Soap	Shampoo	Washcloths
Body lotion	Razors	Shaving Cream
Deodorant	Band aids	

**How it Works:**

We organized the project with an elementary school group. They created posters and got the school interested. We collected supplies in boxes for a week. We got together after a week of donations and put all the supplies in bags.

**Tips for Making it Great!**

Have a class host the event. When it comes time to sort the material, have those students help!

# Kit in a Can

<b>Time to Plan:</b> 1 month		<b>Areas of Interest:</b>	
<b>Time to Execute:</b> 2 hours		<input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Volunteers Needed:</b> 4			

<b>Project Goal:</b> To provide safety education and create a first aid kit with youth.
<b>Project Description:</b> Begin by collecting the supplies for your first aid kits. Each student should leave with at least one of everything! Group supplies based on why they're needed (i.e., antiseptic wipes and triple antibiotic ointment help keep cuts and wounds sterile so infection is avoided. Rolled gauze, 4 x 4 bandages and band aids cover wounds and stop bleeding.)

<b>Supplies Needed:</b>	Band-Aids	Rolled Gauze
	Ace Bandages	4 x 4 Bandages
Triple Antibiotic Ointment	Aspirin	Non-Latex Gloves
Thermometer	Instant Ice Pack	Tweezers
Scissors	Antiseptic Wipes	"Cans" or bags to store kits in

<b>How it Works:</b>  Set out the elements of the first aid kits in groups on separate tables. Kids will have the chance to walk around and fill their "cans" with first aid materials. They'll learn about why each element is important, and they'll walk away with their own first aid kits!	<b>Tips for Making it Great!</b>  Make sure you have enough materials for each child.
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# Bilingual Pen Pals

<b>Time to Plan:</b> 1 hour		<b>Areas of Interest:</b> <input checked="" type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, <input type="checkbox"/> Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community <input type="checkbox"/> Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 6 hours. (One hour per week for two months.)			
<b>Volunteers Needed:</b> One high school student per ESL student. One liaison per group of students to mail letters/postcards.			

**Project Goal:**  
To serve ESL classes, increase language skills of both ESL students and high school students, and foster cross-cultural discovery between and among both groups.

**Project Description:**  
Each week, students write simple letters to an ESL pen pal. Topics will be determined by ESL lesson plan of the week and may include introductory restaurant, medical, or shopping terminology.

<b>Supplies Needed:</b> Paper or postcards	Stamps or transportation to facilitate letter exchange	Pens/pencils
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<b>How it Works:</b>  Liaisons are in contact regarding topic of the week. High school students meet after school once a week for an hour to write their letters. ESL students write letters in class. Letters are turned into group liaison and exchanged weekly.	<b>Tips for Making it Great!</b>  Make sure to give an introduction to high school students about their audience, appropriate letter content and format, etc.
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# Mind Sports

<b>Time to Plan:</b> 2 months		<b>Areas of Interest:</b>	
<b>Time to Execute:</b> 10-12 hours (ideally over two days)		<input checked="" type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Volunteers Needed:</b> 10			

<b>Project Goal:</b> Raise money for programs for school district.	
<b>Project Description:</b> This project will be a fundraiser for an education non-profit. It will be a collection of tournaments for several games (any three games will do, but make sure they take about the same amount of time to play), where each participant would pay a fee to participate, and winners or top three finalists will receive a prize. This is a mind sport equivalent of cancer runs and similar events which combine friendly competition with community service.	

<b>Supplies Needed:</b>		
Tables	Games	Timers
Prizes (gift cards, trophy, etc.)	Decorations	

<b>How it Works:</b>  Ask volunteers in the (school or other) community to bring games they have at home to a venue (community center or gymnasium) for the duration of the event. Give recognition to those who do well in the tournament.	<b>Tips for Making it Great!</b>  If the tournament becomes an annual event, keep names of previous winners. <i>Choose games that take about the same amount of time to play and make sure you have enough for everyone who attends to play without too long a wait!</i>
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# Scout Safety Workshop

<b>Time to Plan:</b> 2 months		<b>Areas of Interest:</b>	
<b>Time to Execute:</b> 8 hours		<input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Volunteers Needed:</b> 20-25			

<b>Project Goal:</b> To teach youth a variety of safety skills.
<b>Project Description:</b> This service project is a day-long workshop in which kids rotated from room to room to learn various safety topics. There were seven stations, each with at least 2 volunteer presenters: First Aid, CPR/ Breathing Emergencies, Disaster Obstacle Course, Pandemic Flu Home Care, Hand washing, First Aid Kits, and Disaster Jeopardy. The other volunteers helped with registration and helping participants find their classrooms. Participants were placed in groups of 10-15, and each group had a ½ hour at each station and a 1 hour lunch break. Have the fire department bring a fire truck, an ambulance, and a smoke/tornado house for tours during the lunch break.

<b>Supplies Needed:</b>	Handouts Training supplies- CPR Manikins, electrolyte drink ingredients, soap and paper towels (for hand washing station), etc...	Schedules for each group Lunch, drinks, and snacks for volunteers
Signs to direct people where to go		

<b>How it Works:</b>  Materials and handouts provided by the American Red Cross. For more information on safety stations and trained volunteer presenters, contact your local American Red Cross.	<b>Tips for Making it Great!</b>  Learn what the volunteers are interested in so that you can match their interests with your needs.  Involve local fire departments if possible.  Have goodie bags for participants that reflect what they learned.  Print letters spelling “thank you!” on brightly colored paper, take pictures of different groups holding up the words “thank you” to send to donors so that they feel connected to the event.  <i>Smile and relax, this is a fun event!</i>
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# Nature's Movie Stars

<b>Time to Plan:</b> 2 Months	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input checked="" type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input checked="" type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> Two and a half hours, once a week, for 4 months.		
<b>Volunteers Needed:</b> 5		

<b>Project Goal:</b> To bring the local community out and aid in the development of an appreciation of the local environment and natural world.
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<b>Project Description:</b> Depending on how frequently you can, host a movie night. Show movies about a misunderstood or underappreciated animal that is native to your area. These movies helped teach people the value of animals that we may not understand; such as skunks, beavers, and snakes. Participants from all ages can enjoy this event. It takes some planning to find the right movie to show, based on what you have access to. Also look up facts about each animal, that way we could give a little presentation about each animal, and be able to answer questions about each animal.
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<b>Supplies Needed:</b> Movies about local animals	Light refreshments	Newspaper advertisements
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<b>How it Works:</b>  We advertise about the program in the local papers. Local visitors come for the evening event. Participants watch the movie then you hold a short discussion about personal stories they may have and answer questions.	<b>Tips for Making it Great!</b>  Advertisement is the key here. Get the word out about your project early and often to ensure a good turn out. Try inviting local organizations, like the girl or boy scouts, too.
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# Handfuls of Change

<b>Time to Plan:</b> 1 month	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 20 minutes		
<b>Volunteers Needed:</b> 1-4: depending on # of handfuls made		

<b>Project Goal:</b> An inexpensive and easy way to start a wave of “change” throughout your community.
<b>Project Description:</b> <i>Handfuls of Change</i> will encourage participants to create change in their community, organically. Each participant will be given a handful of change (5 pennies in a fabric holder) and a mission statement. Each participant will be challenged to do one service act for each piece of change – each act can be as small or as large as the participant desires. Participants will then be encouraged to “pass along” the mission or piece of change to each person they help. Each participant will help five people and those five people will help others, thus creating a chain of change. The organizer should create a Google form and print the link on the information card, encouraging participants to log in and record their acts of service with geographic location. Therefore at the end of the project organizers can track where service was completed, the type of service, and how long it was done.

<b>Supplies Needed:</b>	Cardstock paper (six pieces per bag)	Fabric
5 Pennies per bag	Scissors	Ribbon

<b>How it Works:</b>  Each participant completes five acts of service and then logs onto the Google form website and tracks their service for the organizer.	<b>Tips for Making it Great!</b>  See attached card in appendix A.
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# “Not in Our Neighborhood” Speak Out!

<b>Time to Plan:</b> 1-2 months		<b>Areas of Interest:</b>	
<b>Time to Execute:</b> 2-5 hours		<input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Volunteers Needed:</b> In Planning: 8-10 In Execution: As many as possible!			

<b>Project Goal:</b>	To speak out against all kinds of violence.
<b>Project Description:</b>	<p>This project is designed for a community to come together to speak out against violence and in favor of peace. Identify whatever problem exists in the community (Sexual violence? Robberies? Gang violence? Verbal violence in schools? Etc.). Begin to advertise this “Speak Out” and march early on and invite people to tell their stories. At the Speak Out, people should feel free to share their stories (prepared or unprepared, though some prepared stories should be scheduled to read). Moving readings, songs, and/or relevant statistics might also be good to share. After the Speak Out, people should walk around the community with appropriate signs (ex: “Sexual Violence: Not In My Community”). It is advised to visit spots that may have sites to violence.</p>

<b>Supplies Needed:</b>	Mail box (for anonymity) and e-mail address to submit stories.	Research on the community, country, globe, etc.
Signs		
Microphone (or place to read)		

<b>How it Works:</b>	<b>Tips for Making it Great!</b>
Bring together a community that may have experienced trauma and help them take back their streets. The more people the better!	<p>Because many stories are hard to share firsthand, it’s recommended that there be a place where people can offer their stories, in writing, anonymously. Those people should clarify if they want them read by a volunteer at the Speak Out.</p> <p><i>Notify local law enforcement and obtain the necessary permits for your march!</i></p>

# Get to Know your Neighbors

## Picnic and Fair

<b>Time to Plan:</b> 1 month	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 3 hours		
<b>Volunteers Needed:</b> 10		

<b>Project Goal:</b> Create better sense of community in the neighborhood.
<b>Project Description:</b> If hosting at a school, families are invited to participate in an afternoon of activities. These activities include horseback rides, hayrides, snow cones, and an air gym. Students and parents mingle with each other and the school faculty. Food is also served to attendees. If hosting in a community park, invite the whole neighborhood! (Ask for RSVP's to make sure you have enough food.)

<b>Supplies Needed:</b>	Rented air-gym	Horses
	Tractor	Outdoor Games
Picnic Food (i.e. hotdogs, veggie burgers, etc) or a local restaurant to donate food		

<b>How it Works:</b>  This is a small event and only requires the organization by 1 or 2 individuals who must contact resources and reserve equipment for activities.	<b>Tips for Making it Great!</b>  Be sure to have different types of food to meet all dietary needs of your group.  <i>Don't forget your legal liability waivers and permits!</i>
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# Be Grateful on Mother's Day

<b>Time to Plan:</b> 3 Weeks	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development  <input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare  <input checked="" type="checkbox"/> Women
<b>Time to Execute:</b> 3 Hours	
<b>Volunteers Needed:</b> 13-15	

<b>Project Goal:</b> To offer hospitality to immigrants and refugee women.
<b>Project Description:</b> This project is designed to recognize the struggle of immigrants and refugees, women in particular. It is meant to share their stories and honor them. Pay close attention to the details on this event- make sure you respect the cultural and religious rules of your guests! Hang posters with pictures of immigrant and refugee life to give other mothers a better idea of what they've been through. (These don't have to be personal pictures!)

<b>Supplies Needed:</b>	<u>Beverages</u>	<u>Plates and Napkins</u>
Pancakes ( wheat, vegan, regular)	Fruit	Stories from mothers
Eggs	<u>Serving Utensils</u>	Posters
Sausage (veggie sausage)		

<b>How it Works:</b>  Invite mothers of all backgrounds to brunch. During the potluck brunch, read stories of the immigrant and refugee mothers who are present. If you want, you can also ask for donations to aid in refugee rescue and immigration assistance.	<b>Tips for Making it Great!</b>  Stick to your deadlines. It's easy to fall behind on a project like this because it isn't constant planning.
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# Mobile Medical Movement

<b>Time to Plan:</b> 2 months	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input checked="" type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development  <input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 8 hours	
<b>Volunteers Needed:</b> 10	

<b>Project Goal:</b> To get medical services to youth in your community.
<b>Project Description:</b> <p>This project is designed to give young children and students the opportunity to receive a free physical before they start school for the year. The Mobile Medical Unit from University of Chicago comes out and administers physicals.</p> <p>Consider adding some activities to this event. Have games for kids who are waiting in line and health and safety information for parents. You'll need a large space for this event, so prepare accordingly. Schools work well.</p> <p style="text-align: center;">*To our knowledge, this program is only available in Chicago, IL*</p>

<b>Supplies Needed:</b>	Medical Unit	Nurses
	Staff	Light Refreshments

<b>How it Works:</b>  The Mobile Medical Unit comes to a selected site and nurses and doctors administer physicals to students.	<b>Tips for Making it Great!</b>  <a href="http://www.uchicagokidshospital.org/fact/van/">http://www.uchicagokidshospital.org/fact/van/</a> - website for unit <ul style="list-style-type: none"> <li>- Make sure people are signed up according to arrival.</li> <li>- Have a holding room.</li> </ul>
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# National Days of Service

The following projects are of a larger scale and scope than the previous ones. These projects were designed for National Days of Service, and are more involved in planning, execution, and commitment. Before taking on one of these projects, make sure you have the time and resources to complete it.

<b>Restoring Grace to Grace House</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens, Adults	3 months	30

<b>Building Beloved Community</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	3 months	30

<b>African American History Month</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	1 month	10

<b>Let Freedom Ring</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	3-4 months	40

<b>Ravenswood Food Pantry Project</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
Teens	1 month	12

<b>Project Bloom</b>		
<i>Works Well For:</i>	<i>Time To Plan</i>	<i>Volunteers Needed</i>
All Ages	3 months	35

# Restoring Grace to Grace House

<b>Time to Plan:</b> 3 Months	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input checked="" type="checkbox"/> Poverty <input type="checkbox"/> Environment <input type="checkbox"/> Youth <input type="checkbox"/> Health, Safety, <input type="checkbox"/> Special Needs Crime Prevention <input type="checkbox"/> Veterans <input type="checkbox"/> Government <input type="checkbox"/> Seniors <input checked="" type="checkbox"/> Community <input type="checkbox"/> Animal Welfare Development
<b>Time to Execute:</b> 10- 12 hours	
<b>Volunteers Needed:</b> In Planning: 10-12 In Execution: 15-20	

<b>Project Goal:</b> To restore Grace House Transitional Shelter.
<b>Project Description:</b> This project is designed to give a facelift to a transitional housing shelter. We painted walls, replaced beds, linens, curtains, and rugs. We hung new art and supplied the shelter with new kitchenware. This project was meant to turn a transitional shelter into a warm, safe place to get a fresh start. We used blogs, websites, flyers, internet ads on Craig's List, and school fundraisers to accomplish this task.

<b>Supplies Needed:</b> Paint enough for each room and touch-ups		
	Cleaning supplies	New furniture
New mattresses for each resident	Shelter Wish List	
New curtains and decorative touches	Painting supplies	
New linens and bedding for each bed	*community partners*	

<b>How it Works:</b>  We spent months gathering supplies, and then dedicated a single day to all the renovations. We divided volunteers into tasks, like painting and furniture assembly, then further into rooms. This gives everyone a sense of real ownership!	<b>Tips for Making it Great!</b>  Make sure that you've got clear weather for this project. Rain makes it a lot harder!
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# African American History Month

<b>Time to Plan:</b> 1 month	<b>Areas of Interest:</b>  <input checked="" type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development  <input type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 1 month	
<b>Volunteers Needed:</b> 10	

**Project Goal:**

To celebrate African American Heritage.

**Project Description:**

To commemorate and celebrate contributions made to our nation by people of African descent. It also helps ICC's students' exploration of African American heritage. Members of ICC's VISTA program planned three events. Additionally, the students set up a window display at ICC's East campus library during the month of February.

**Supplies Needed:**

Microphone and Speaker  
 Tray liners for Cafeteria

Flyers and Posters

**How it Works:**

On Feb. 1<sup>st</sup>, we were honored to invite to ICC a vocal and jazz ensemble that performed on stage in the ICC cafeteria. Three African American students from the band sang a few classical blues songs to accent the African American music.

On Feb. 10<sup>th</sup>, we invited Isaiah Production, a local band, to play some classical jazz and blues music during the students' lunch hours in the ICC cafeteria.

On Feb. 24<sup>th</sup>, we successfully hosted an African American History Bowl. The Bowl lasted about one and half hours. There were six teams that represented six different ICC student activity clubs. During the bowl, there were over sixty questions posed regarding African American History that the teams had to answer. All of the participants and audience had fun and at the same time increased their knowledge of African American history.

**Tips for Making it Great!**

Brainstorm ideas, and then utilize the available resources with good follow through.

# Let Freedom Ring: Rhythm, Soul and the Dream

<b>Time to Plan:</b> 3-4 months	<b>Areas of Interest:</b>  <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input type="checkbox"/> Community Development  <input type="checkbox"/> Poverty <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 5 hours	
<b>Volunteers Needed:</b> 40	

<b>Project Goal:</b> To provide education about Dr. King in an entertaining, kid-friendly way.
<b>Project Description:</b> Children in the community were invited to gather together and build their own percussion instruments. By the end of the day, there were 70 kids playing instruments in a giant drum circle with a local band.

<b>Supplies Needed:</b>	Foil	Cardboard rolls
	Rice and beans	Rubber bands
Coffee cans	Plastic tubs	

<b>How it Works:</b>  Coordinator gives a small presentation on why everyone had gathered in order to make the kids aware (presentation attached), and everyone was able to express themselves through the music they made.	<b>Tips for Making it Great!</b>  Get excited about this event. It is a lot of fun for everyone involved!
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# Ravenswood Food Pantry Project

<b>Time to Plan:</b> 1 month	<b>Areas of Interest:</b> <input type="checkbox"/> Education <input type="checkbox"/> Environment <input type="checkbox"/> Health, Safety, Crime Prevention <input type="checkbox"/> Government <input checked="" type="checkbox"/> Community Development	<input checked="" type="checkbox"/> Poverty <input type="checkbox"/> Youth <input type="checkbox"/> Special Needs <input type="checkbox"/> Veterans <input type="checkbox"/> Seniors <input type="checkbox"/> Animal Welfare
<b>Time to Execute:</b> 4-5 hours		
<b>Volunteers Needed:</b> In planning: 2 In execution: 11		

<b>Project Goal:</b> To assist in making the Ravenswood Food Pantry a more efficient operation. Assist with general clean-up and organization in the pantry kitchen and storage area.
<b>Project Description:</b> The Ravenswood Community Food Pantry is run entirely by volunteers; with the one exception of the coordinator. The inside warehouse and kitchen needed an overhaul and reorganization due to lack of manpower. There were also donations of clothes and toiletries (items that cannot be purchased with SNAP benefits), that needed to be sorted, so they could make it to the appropriate party. A deep cleaning of the facilities was also necessary, as to be more open and inviting to the patrons.

<b>Supplies Needed:</b> Cleaning solvents	Paper towels/sponges	Boxes for storage and transport
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<b>How it Works:</b> <p>A few months prior, we reached out to a few organizations that needed some extra help, and the Ravenswood Pantry seemed to need a little more than the others. We divided into several groups of about 3 or 4, and worked to clean and organize the large storage facility and kitchen. After finishing, we took surplus food to another food pantry that needed it.</p>	<b>Tips for Making it Great!</b> <p>Perhaps come to the pantry a little later in the day to also assist with setting up the cafeteria space, as well as lend a hand in food preparation.</p>
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# Project Bloom

<b>Time to Plan:</b> 3 months	<b>Areas of Interest:</b>	
<b>Time to Execute:</b> Three 8-hour work days. One day for construction, one for planting and one for crafts.	<input type="checkbox"/> Education	<input type="checkbox"/> Poverty
<b>Volunteers Needed:</b> 35	<input checked="" type="checkbox"/> Environment	<input type="checkbox"/> Youth
	<input type="checkbox"/> Health, Safety, Crime Prevention	<input checked="" type="checkbox"/> Special Needs
	<input type="checkbox"/> Government	<input type="checkbox"/> Veterans
	<input checked="" type="checkbox"/> Community Development	<input type="checkbox"/> Seniors
		<input type="checkbox"/> Animal Welfare

**Project Goal:**  
Create a pay-it-forward experience and enhance the existing health and safety programs for people with disabilities.

**Project Description:**  
Project Bloom aims to increase the quality of life for people with disabilities by creating a handicap-accessible flower and vegetable garden. Nobody should be denied access to a healthy lifestyle. The garden will provide an all-encompassing sensory experience for the beneficiary's constituents. The garden will provide unique scents, sights and textures, as well as an understanding of food growth and a direct link to the earth itself.

<b>Supplies Needed:</b>	Garden tools and supplies to build raised-bed planters
Materials needed will depend on design and plan	Arts and Crafts materials to create garden decorations
	Recycled cans, bottles or other containers for crafts

<b>How it Works:</b>	<b>Tips for Making it Great!</b>
a) Conduct a fundraiser to collect cookbooks, kitchen supplies, craft materials and gardening items for the site.	*Be sure you are educated on what you are building and why.
b) Create a sensory adventure for residents via an accessible, raised-bed garden at the chosen site.	*Getting in-kind donations is often easier than monetary.
c) Raise awareness about handi-capabilities by creating a direct service project for the client volunteers to participate in.	*Go big! This project is meant to have a major impact on the lives of many people.

# Appendix A

*For Handfuls of Change:*



## Project: Handfuls of Change



**“I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.”**

*~Edward Everett Hal*

In this bag you will find a handful of change. For each piece of change we ask that you do one good deed for someone else in your community. Your act can be as big or as small as you choose. Once you've helped another tell them to pass it on!

Log onto this website & tell us what you've done to help create change:

INSERT LINK HERE

In one short week we hope to help over 1,000 people!

## *For Building Beloved Community:*

**Building Beloved Community**

**January 18, 2010**

### **Level Playing Field** (adapted by Michelle Parsons)

**From PreventConnect**

Level Playing Field is an exercise designed by Cultural Bridges. This has been used by UIUC Office of Women's Programs & Men Against Sexual Violence.

#### **Content Objectives**

- To amplify the definition of both oppression and privilege with common examples.
- To increase awareness and sensitivity to the realities of oppression and privilege.
- To illustrate our own and others' mixed experience of oppression and privilege.
- To demonstrate graphically that the "playing field" is not yet level.

#### **Process Objectives**

- To provide physical movement and a lasting visual image.
- To challenge and reduce feelings of guilt, blame and denial regarding the experience of oppression and/or privilege.
- To cultivate stronger bonds among participants.

#### **Time Required**

- Forming the line and giving instructions: 5 minutes.
- The exercise: 6-12 minutes depending on number of statements. Include a few minutes for bringing chairs back in the space.
- Process: 20-30 minutes.
- Total time: Plan an hour.

#### **Materials Needed and Other Logistics**

- This exercise works in any large open space. You can use a wide hallway, the foyer to an auditorium, a gym, or an outdoor space if time and weather allow.
- Participants need to have their hands free.
- This is a good exercise first thing in the morning or after a break, when you have had time to clear chairs, etc., from the space.
- Before the exercise consider any movement/support needs of all participants. People will be standing or using wheelchairs for 6 \* 12 minutes.

#### **Instructions**

Make sure everyone is there for the instructions. People joining after the exercise has begun is confusing and reduces the impact of the exercise.

1. Ask the group to line up side by side in one line across the room. Have them face you and the flat wall or sidewalk behind you. There should be about equal space in front as behind them.
2. Instruct folks to offer respect to one another by remaining silent during the exercise. (You will have to repeat this often).
3. Tell the group you are going to read a series of statements about life experiences. After each one you will instruct them to move either backward or forward depending on their experience.
4. If a statement is not heard clearly, anyone can ask for "repeat."
5. Ask the group to hold the hands of the people next to them, and to keep holding hands as long as they can. If someone in the group uses a wheelchair or a walker, be sure the people on either side of her/him figure out how to keep physical contact. You may tell folks here that at some point they may have to let go. Later in the exercise, you may have to remind folks to let go rather than risk falling down.
6. Read the statements. Use the statements on the following pages (or write your own, you have selected for this group and design. (Race and class) gender and race, etc.).
7. When you have finished all statements, pause. Ask the group to remain where they are. Drop hands and look around. Ask them to note where they are, where their friends are.

### Level Playing Field

The following statements all relate to race and class. You can develop statements based on gender, sexual orientation, presence or absence of disability, spirituality, et al, to meet the needs of your design.

1. If your parents spoke English as a first language, move one space forward.
2. If, as a child, you had a room of your own with a door, move one space forward.
3. If you were raised in a community where the vast majority of police, politicians and government workers were not of your racial group, move one space back.
4. If you were denied a job or promotion because of your race, move one space back.
5. If you can get your hair cut in most any hair salon, move forward.
6. If you're racial/ethnic group has ever been considered by scientists as "inferior", move one space back.
7. If your home, as a child, had more than 10 children's books and 30 adult books, move forward.
8. If you were discouraged from pursuing activities, careers or schools of your choice by teachers or guidance counselors, move back.
9. If one or both your parents completed college, move forward.
10. If you have spent one year or more without health insurance, move back.
11. If you have never been harassed or disrespected by police because of your race, move forward.
12. If one or both of your parents never completed high school, move back.
13. If you can easily find hair care products, skin care products and band aids to suit your skin color and hair, move forward.
14. If you ate government "surplus" food as a child, move back.
15. If you read thoroughly about the history of your race in K-12 school books, move forward.
16. If neither you nor your parents had to spend any amount of time on public assistance, move forward.
17. If you, as a child, were ever told you were dirty, shouldn't touch someone's food, or drink from the same glass, because of your skin color, move back.
18. If you have ever been told that your religion or spiritual belief was strange, primitive, heathen, or just plain wrong, move back.
19. If you can easily find a birthday, Valentine's Day, Mother's Day or sympathy card picturing people of your skin color, move forward.
20. If you have ever lost a job, a promotion because you had to take considerable time off work to care for a sick child or parent, move back.
21. If, as a child, you were never told you must dress or act in a proper way because it reflects on your whole race, move forward.
22. If you have ever been asked if you were the secretary, maid, housekeeper, janitor or some other subordinate job, when you were the boss or homeowner, move back.
23. If you needed braces as a child but you did not get them, move back.
24. If your religious holidays are regularly recognized by the community's calendar, move forward.
25. If you have ever been stopped or questioned by police or other people about your presence in a particular neighborhood, move back.
26. If you never had to wonder if you were hired to meet an affirmative action goal, move forward.
27. If our fitness as a parent has never been questioned because of your income, education, work or welfare status, move forward.
28. If your relatives of any generation were forced to leave ancestral lands, move back.
29. If you had a relative of any generation who was lynched, move back.
30. If you have never had to hand a grocery store cashier food stamps for your food, move forward.
31. If you have seen the owner of a purse (or other valuable) close it, move it or clutch it tighter when you approached, move back.
32. If you have never been followed by the security guard in a store, move forward.
33. If, when you were growing up, you were regularly told you couldn't eat all the milk or food you wanted because there was not enough, move back.

34. If you have ever owned a car, move forward.
35. If you or any relative was ever forced to live in an internment or relocation camp, move back.
36. All those whose ancestors lost a war with the U.S. and whose land was made part of the U.S., move back.
37. If you or members of your family have ever lived downwind from a nuclear test site, move back.
38. All those who themselves or whose parents could not legally vote for any period of their lives, move back.
39. If you went to a private high school, move forward.
40. If you were taken to art galleries or museums by your parent(s), move forward.
41. If you or a relative has ever been imprisoned, move back.
42. If you were rewarded as a child in school for being assertive and speaking your mind, move forward.
43. If you have an immediate family member who is a doctor, lawyer, professor or other "professional," move forward.
44. If you regularly cash checks without showing additional identification, move forward.
45. If your classroom opportunities or grade was reduced because of your race, move back.
46. If you or a relative of any generation were sterilized against your will, move back.
47. If you or family members have ever lived in housing built on hazardous waste sites, move back.
48. If, as a child, you vacationed outside the U.S., move forward.
49. If you commonly see people of your race or gender in positions of leadership in business, the courts and government, move forward.
50. If you own a personal computer, move forward.
51. If most medical models for disease are not based on your racial or gender group, move back.
52. If your bags have never been searched in a store or airport, move forward.
53. If you fear being attacked at night, move one space back.
54. If you were raised in a community where the vast majority of police, politicians and government workers were not of your gender, move one space back.
55. If you are not legally allowed to marry your partner, move one space back.
56. If you have never worried about being called a slut, move one space forward.
57. If you never had to worry about finding the ramp entrance to a building, move one space back.
58. If you can practice your religion without fear, move one space forward.
59. If you have ever not gone to a restaurant, friend's house, or business because you felt it would be too much of a hassle, move back.
60. If you rely on someone to dress, feed, or take you to the bathroom, move back.
61. If you have ever been denied health insurance, move back.
62. If you have ever worried about what to wear to keep yourself safe, move back.
63. If you have never seen one of your culture's religious leaders used as a sports mascot, move forward.
64. If you have been required to keep your sexual orientation a secret to keep your job, move back.
65. If you have ever feared being a victim of a hate crime, move back.

#### Process

What did you think at the beginning of the exercise?

How did it feel to have to let go of your friends' hands?

What did you notice about your reactions as the exercise progressed?

How did it feel to be in your position at the end?

What did you think and feel when you looked around at the end? Was there anything that surprised you about people's positions? Including your own?

How many "cheated" or adjusted their step size 9, e.g., took larger steps backward than forward?) or did not move when they could have? Why? What feelings or thoughts prompted you to do that?

What does this exercise show us?

*For Let Freedom Ring: Rhythm, Soul and the Dream*



***MLK Day - January 18, 2010  
A Great Story***

As the AmeriCorps Coordinator at Big Brothers Big Sisters (BBBS) in the Quad Cities Area, it is my goal to plan monthly service projects for our members. It is not only to expose them to the many different possibilities of service but also to highlight different on-going social service events in their local community. As the winter season crept closer, I knew that Martin Luther King, Jr., Day was swiftly approaching, though I wasn't sure just what to do yet.

***In the beginning...***

The idea of our MLK Day project began near the end of October when AmeriCorps Alum Chapter Liaison, Chad Driscoll, invited me into his office to talk about a possible collaboration between our AmeriCorps programs and the AmeriCorps Alums chapter he was working with. Chad is a fellow staff member here at Big Brothers Big Sisters; this is also where he served his two AmeriCorps terms. He is working with the region's different AmeriCorps Alums chapters in planning their Signature Service Events. Chad and local chapter head, Heather Keyt (also a BBBS AmeriCorps Alum), wanted to collaborate with other AmeriCorps organizations in the area as well as any other interested non-profits. Heather is currently a VISTA member at the Red Cross and suggested we invited other Red Cross AmeriCorps members to join with us. Chad suggested that maybe we ask the River Music Experience if they were interested in partnering, thinking it could lead to something really creative.

In the Quad Cities, the Martin Luther King Jr. Center as well as United Neighbors both do major events on the holiday, however, they are catered mostly towards adults, and take place during the morning hours. We here at Big Brothers Big Sisters wanted to plan an event for the community's children, and decided afternoon hours would work best. As we didn't want to conflict with things going on in the morning, and because of a limited budget, we decided to hold it after lunch, from 1 - 5pm.

Chad called the River Music Experience (RME) and set up a meeting to discuss a possible partnership for the day. The River Music Experience is also a non-profit organization and is also located in downtown Davenport, it seemed like a nice fit. In November we met with Tom Swanson, General Manager of the RME; Ellis Kell, the

Director of Programming and Education at the RME; Anne Sullivan, an AmeriCorps Alum and employee of RME; and Stacey Willet, a current AmeriCorps VISTA member; to discuss having a musically inclined event.

We came up with the idea of having participants create home-made percussive instruments from items donated by the community. Anne Sullivan had recently worked on a school project regarding musical instrumentation creation and she had lots of information for us to look at. Out of all the possibilities, the group decided on having the participants make 3 instruments: a rain stick, a shaker, and a drum. Ellis suggested that, after the instruments were made, that everyone join together to play music. We also discussed talking to the events' attendees about service and finding way to connect music with the message of MLK's teachings.

### *As we go along...*

Our core group of Ellis, Tom, Anne, Chad, and I would meet almost weekly (usually depending on the weather), to discuss the head way we had each individually made. All of our organizations were accepting donations for the materials for the day; all of us asked our local network to donate needed items. We received a variety of different things, but mostly rice, cardboard tubes, and coffee cans, all recycled materials from many different sources.

Ellis organized several local musicians to come and play with the children for the final hurrah of the day. He also offered to put on a presentation about the music in Memphis during the Civil Rights movement, to really connect the teachings of MLK with the music we would be playing. I asked for some time to reflect, to talk about MLK's dedication to service, and how everyone could get engaged. We decided to do the presentations back to back before we all would play.

Tom had found leftover brown paper bags and t-shirts that we could hand out to all of the participants and Anne tapped her community network to get calendars and other small goodies for the bags as well. Chad worked with our Marketing Coordinator to create the press releases as well as the logo for the event. We received a small grant to support the event and we decided to use the money to create t-shirts with the logo on them for all the volunteers.

I worked on mobilizing volunteers from our AmeriCorps members as well as from our mentoring program here at BBBS. We opened up the option to all of our matches by placing the event in our agency newsletter. We decided to put our volunteer opportunities onto the Disney Parks webpage for the "Give A Day. Get A Disney" program. BBBS is always looking for mentors to volunteer their time and thought this would be a new way to try and recruit; we also decided to list our MLK Day project as well. Through this we were flooded with emails, asking how people could help on MLK Day. After 25 volunteers had confirmed attendance, I stopped taking volunteers; we were planning on having many of our AmeriCorps members attend and I didn't want to have too many volunteers there, as that can affect the experience for everyone.

It was through this website that I met Michelle Brandt, Mrs. Iowa United States. She asked if she could attend the event, offered to bring her crown, and take pictures there. I welcomed her to the event and looked forward to meeting her.

### ***Tying it all together...***

A few days before the event, our planning team came together to finalize all of the days' details and put together the bags we were going to hand out to each child. We brought all of our collected materials to the RME and worked in the basement as an assembly line, making 50 bags total but being prepared if we needed to make 50 more. In them were the materials for the day, instructions on how to make the instruments, leftover River Music Festival t-shirts, a calendar, a map of all walking trails in Iowa, and activity packets.

Our team was worried about having things for the children to do, in case of anxiousness or short attention spans, so I turned to our Match Activities Coordinator, AmeriCorps member Renee Clearman, to create an activity packet for the participants. It was an MLK Day theme with all ages' activities and community service ideas for children and parents who are interested in serving after the day. She did an excellent job, the packets turned out great.

After the bags were put together and supplies on hand in case we needed anything else, we felt as best prepared for the day as possible.

### ***January 18, 2010...***

On the day, I went down to the River Music Experience around 11 am. Anne and I began setting up tables for registration as well as tables to where children could go and make their instruments. There was tape and markers available for them to put everything together and to decorate their instruments. At 12:30 the volunteers began to show up. We had them sign-in and sign their waiver forms and then gave them a shirt. Some volunteers we had work the registration table, making sure everyone signed in and filled out the proper documentation accurately. Some volunteers we had man the stairs; the RME is a two-storied building and we wanted to make sure everyone was safe going up and down the stairs, especially the children. Most of the volunteers were upstairs, waiting for the children to arrive, to help them make their instruments.

At first things started off slowly, there were many more volunteers than kids, as they trickled in much more slowly than the adult volunteers. However, as the day progressed, the room filled out and people were having fun. Once Mrs. Iowa United States came, the children were enthralled. Everyone had their picture taken with her and she was great,

walking from table to table, handing out cardboard Burger King Crowns, and talking to the children. A reporter from the Rock Island Argus was also there, taking pictures and videos of the day.

After everyone seemed to be winding down, we all moved into the performance hall. There I began the day with a speech, thanking everyone for coming and helping collaborate in the day. It was great to stand in front of everyone I had asked to come, everyone I had worked alongside, and everyone who came to spend the day with us. I shared with them a quote from President Obama's Proclamation from the day before and encouraged everyone to make more than one day of the year, a day "on".

Afterwards Ellis Kell got on stage with musicians Hal Reed, a harmonica player, and Nathaniel Lawrence, Director of the Polyrhythms, where they discussed the music of the Civil Rights movement down in Memphis, Tennessee. They then performed different songs from the time. Then percussionist, Terry Hansen, came on stage and led a drum circle with everyone in the room, some using home made instruments, others using instruments he had brought. It is a powerful thing, being in a room with over 70 people making noise together. Once the group was in sync, pianist Matt Podschweit, guitarist Dave Cox, and saxophone player Frank Drew climbed on stage and joined the crowd. Some of us played along, some of us listened, but all of us were in awe of the creativity and energy of the room. It was incredible.

In the end, everyone seemed to really enjoy their experience. People got an opportunity to learn something, about service, about music, and about Martin Luther King, Jr. We here at BBBS and are new friends down at River Music Experience agree that we will be back here again next year, doing it again.