



Learning to Give

# September *Moments of Service* Toolkit



## Day of Service Remember.

<b>September <i>Moments of Service</i> Overview</b>	Page 2
<b>Tips for Teachers “Blue Sky” Activity</b>	Page 3
<b>Ideas for Service Projects</b>	Page 6
<b>Service Stories from Schools</b>	Page 7
<b>Role of Volunteers</b>	Page 9
<b>Quotations</b>	Page 10
<b>Reproducible Forms</b>	Page 11

## SEPTEMBER *MOMENTS OF SERVICE* OVERVIEW

### **SIGNATURE EVENT: September 11 Day of Service and Remembrance**

<http://generationon.org/global/big-happenings/911-service-resources>

Commemorate the heroes of September 11 by challenging your students to exercise their courage to be an everyday hero through service to the community.

### **Citizenship/Constitution Day**

**September 17**

<http://www.constitutionday.cc/>

Use the rights and responsibilities guaranteed in the U.S. Constitution to teach about the importance of a civil society. Focus students on their responsibility to give their time, talent and treasure for the common good (philanthropy).



### **Moments of Service Lessons**

(<http://www.learningtogive.org/lessons/genon/september11/>)

Teach students about the role and responsibility of being a community member, including the importance of service and volunteerism. The grade-specific lessons include "Learning Links" that reinforce the lesson concepts using 10 five-minute mini-lessons, and a selection of "Post Service Reflection Activities" to facilitate student reflection on the personal and community impact of their service event.

## TIPS FOR TEACHERS

- Teach an Introduction to Philanthropy unit ([http://learningtogive.org/resources/Introduction%20to%20Philanthropy%20\(2\).pdf](http://learningtogive.org/resources/Introduction%20to%20Philanthropy%20(2).pdf) ) to introduce the concept of giving time, talent, and treasure and taking action for the common good.
- Determine student interests, giving passions and community needs through the “Blue Sky” activity (included in this toolkit).
- Once student interest has been established, access additional [generationOn curriculum](#) that addresses those interests. Use the [Find Lesson Plans search function](#) (search on keywords words such as environment, homelessness, recycle, education) or by using the Google Search option.
- Student voice is essential when planning service projects. To guide students in determining how they will plan their service, ask questions such as the following: *How would you do that? What kind of tools and materials would you need to do that? Who could we ask to help us? How much do you think it would cost?*
- In addition to providing a service, such as volunteering, advocating, performing acts of kindness, collecting and donating needed items, students may choose to raise funds by collecting pledges for their service. Some forms are provided at the end of this toolkit for us with a fundraiser
- Ask several volunteers (students, family or community members) to collect data and take pictures of the projects for inclusion on a class web page or for submission to the media.
- Remember to obtain permission for students to leave the grounds if the project is held offsite.
- Make time for reflection before, during, and after the service project.
- Recognize student participation and effort.
- Invite families and community to a service demonstration and celebration.
- GenerationOn offers on-line training modules. Two modules for beginning service-learning are found at <http://generationon.org/teachers/training> and listed on the right side of the page under “Featured Training.” Also linked to that page are additional on-line modules such as *Designing a Magical Service-Learning Project*, *Reflection in Service* and *Reasons to Teach Philanthropy*.
- GenerationOn offers free monthly webinars. You will be notified of these opportunities if you [join generationOn](#) and request the e-newsletter.
- After your students complete a service-learning project, track their service using the generationOn “[Service Tracker](#)” where teachers can tell the story of what their students do.

## "BLUE SKY" ACTIVITY

**This activity focuses students on identifying and responding to community needs.**

Blue Sky is a visioning exercise that guides students in imagining a better world. Students are asked to take a look at their class, school neighborhood, community, state, nation, and/or the world. They reflect on the way it is and then imagine the way they would like it to be. Service leaders are encouraged to use this strategy at the beginning of the service experience and to revisit it before planning each service project with the students.

Blue Sky serves as a launch pad for the school year of service. The service leader may refer to the students' Blue Sky thoughts throughout the year as a form of evaluation (How are we doing on the issues we identified?) and review (What issues are still important to us that need to be addressed?).

This activity encourages empathy, compassion, and self expression. It also helps students learn to react to a negative situation with a positive action.

The activity can be on a small or large scale. On a smaller scale, Blue Sky serves as a classroom activity. A service coach may lead a personalized visioning activity with one class or group, facilitating brainstorming of real issues that students have passion for, and then guiding the students to use those results as a focus for their future service projects.

On a large scale, the activity may be conducted as a Community Blue Sky Event with the whole school and include family and community members. Hold a breakfast or town hall meeting. Organize the group into smaller groups for brainstorming, and have each small group share their main ideas for improving the community.

Encourage students to organize much of the Community Blue Sky Event because they will be setting the tone for the year's service goals. They may create the invitation list, organize the breakfast and activity, and select topics for discussion.



## "BLUE SKY" ACTIVITY (continued)

**Materials:**

8½ x 11 paper (blue if possible), enough for each participant  
Crayons/markers/colored pencils

**Activity:**

1. Discuss the meaning of community as it relates to the student's experience: home, school, friends, neighborhood, city, state, country, and world.
2. Ask students to identify what is good about their community and what they would like to see improved or changed. Create a chart to fill-in as the students discuss:

Good	Improve or Change

3. Give each student a piece of blue paper.
4. Invite students to portray their ideal world or what they would like their world to look like in 10 years--what the world/community could look like if everyone worked together. Students can draw, color, paint, or create collages on their blue paper.
5. When the students are finished, allow each student time to share their creation with the class.
6. Record students' thoughts and ideas on a display board, and identify and reflect on some of the recurring themes. This can be helpful in identifying student interests for planning of service projects.
7. As a class, briefly brainstorm ideas on how to achieve the vision and what challenges they might face in achieving "the ideal."
8. Create a "permanent display" of the students' illustrations. It is recommended that these illustrations remain available for display for the school year as a reference for future reflection and planning. The student papers can be combined into a collage, quilt, or bulletin board display. A paper "quilt" may be rolled up and stored and brought out for appropriate discussions.

## SERVICE PROJECT IDEAS

Ideas to present and discuss with the students:

- Make Black-Out Boxes for seniors, for homeless families or for your own family. This box contains all you need when the lights go out.  
<http://www.kidscare.org/clubcentral/projects/black-out-boxes>
- Create cards or banners, make a lollipop bouquet, or make and deliver snacks for local firefighters, police, and first responders to thank them for their service.
- September is Disaster Preparedness month. Teach students about being prepared and helping others prepare. Create Disaster Preparedness kits or First Aid Kits and donate to people in shelters or for seniors.  
[http://www.learningtogive.org/lessons/disaster\\_relief/](http://www.learningtogive.org/lessons/disaster_relief/)
- Make First Aid Kits for families in shelters, teens living in group homes or seniors living alone
- Organize and assist at a blood drive. See the Learning to Give unit *Women of the Industrial Era* (6-8).  
[www.learningtogive.org/lessons/unit133/](http://www.learningtogive.org/lessons/unit133/)
- Plan a 9/11 Day of Remembrance program to present to other classes, at a school assemble or for a parent evening.
- Research community heroes, write their stories and publish in a book of local heroes to present to the local library or school media center and/or create a Wall of Heroes with the information and hold a Heroes appreciation Breakfast.
  - Global Peace and Local Legacies (6-8<sup>th</sup> grade)  
<http://learningtogive.org/lessons/unit152/>
  - Heroism in Literature (9-12)  
<http://learningtogive.org/lessons/unit141/>
  - Real Heroes (3-5) <http://learningtogive.org/lessons/unit90/>
  - Heroes and Their Impact (3-5)  
<http://learningtogive.org/lessons/unit37/>
- We Can All Do Our Share (K-2)  
<http://learningtogive.org/lessons/unit126/>
- Prepare care packages or make greeting cards for soldiers.

## SERVICE STORIES FROM SCHOOLS

### Wild About Leadership



Center Grove High School students from Center Grove, IN, mentored younger students in leadership and team-building skills. The high school students treated inner-city 6th-grade students from Indianapolis Public Schools to a day of leadership training, lunch, and compassion. They did ice breakers and team builders followed by a trip to IMAX to see Born to be Wild in 3D.



They returned to the school for lunch and an afternoon of leadership and life skills training. It was a fabulous day, filled with fun, love, and learning by both parties.

## SERVICE STORIES FROM SCHOOLS (Continued)

### Collections for Veterans

At Bibich Elementary School in Dyer, Indiana, the school librarian and Student Council (20 students; 2 co-sponsors) planned, organized and coordinated a collection of personal products to be given to the veterans at the Indiana State Veterans Hospital, West LaFayette, IN.

To spread the news about the Veteran's Day project, the Student Council members created and presented an "infomercial" about the project for the morning announcements. The principal, Mrs. Logan, included information about this project in her the school newsletter that is distributed each week.

Each student in the school (545 students) wrote and illustrated a thank-you note to the veterans for their service to our country. Each grade level or group collected a different item: Combs (Kindergarten), Toothbrushes/toothpaste (1st grade), Liquid Soap (2nd grade), Lotions (3rd grade), Deodorant/shampoo (4th grade), Socks (Parents and Staff). The students also decorated paper bags to package the items collected for the veterans. The Student Council members packaged the collected items in the decorated bags, including the thank-you notes. The Student Council co-sponsors made arrangements for the items (100 bags) to be delivered to the Indiana State Veterans Home.

### Helmet Sense

The seventh- and eighth-grade Student Council from Mt. Vernon Middle School, Mt. Vernon, IN, traveled to Fortville Elementary to present Bike Safety 101 to the kindergarten class. The kindergartners traveled to seven stations that engaged and informed the 52 younger students about bike safety and the importance of wearing a helmet. The middle school students arranged skits, games, reading and videos into their curriculum that was completely student produced. Thanks to a \$250 grant from generationOn, every kindergartner received a bike helmet. The middle-schoolers produced all aspects of the lessons and gave of themselves to promote this safety issue and service-learning project.



## ROLE OF VOLUNTEERS

### Community members can:

- ✓ Place posters around the school/community, advertising upcoming service project(s).
- ✓ Work alongside students as they serve in the community.



- ✓ Chaperone students as they complete the service project.
- ✓ Help students conduct needs assessments of the community.
- ✓ Connect with media for press releases before, during, and after the event.
- ✓ Take pictures of the service projects for inclusion on the class web page or for submission to the media.
- ✓ Donate or solicit donation of supplies needed to complete the service project.
- ✓ Deliver or pick up donated items.



- ✓ Gather information from classrooms to tabulate the impact of the service project.
- ✓ Help plan a recognition ceremony.
- ✓ Secure funding to support the recognition ceremony.

## QUOTATIONS

**Use these quotes for reflection, as journal prompts, or as discussion starters before, during, or after a service project.**

*"Great tragedy has come to us, and we are meeting it with the best that is in our country, with courage and concern for others because this is America. This is who we are."*

*"I just want you to know that, when we talk about war, we're really talking about peace."*

George W. Bush U.S President (1946-)

*"Action springs not from thought, but from readiness for responsibility."*

Dietrich Bonhoeffer, German theologian (1906-1945)

*"In a democracy, the individual enjoys not only the ultimate power but carries the ultimate responsibility."*

Norman Cousins, American author (1915–1990)

*"Liberty will not descend to a people; a people must raise themselves to liberty; it is a blessing that must be earned before it can be enjoyed."*

Abraham Crowley,

*"The imperative is to define what is right and do it."*

Barbara Jordan U.S. Congresswoman 1972-1978

## REPRODUCIBLE FORMS

### Student "SPONSOR SCRIPT"

This is a sample script for students to use if fundraising by seeking pledges for their service project. Please feel free to adapt to your needs.

*"Hi. My name is \_\_\_\_\_ (your name). I'm from \_\_\_\_\_ School. Our school is going to be involved in a community service project(s) on \_\_\_\_\_ (date). On that day, I will be volunteering for \_\_\_\_\_ hours in activities that will make our community a better place to live.*

*I am seeking supporters who believe in the importance of philanthropy and community service. Sponsors will help support my efforts to volunteer in the community by donating money for every hour I volunteer.*

*The money we raise will go toward supplies for service projects or will be donated to a local non-profit organization.*

*Would you be able to support my volunteer efforts in the community?"*

*(If no)*

*"Thanks so much for your time."*

*(If yes, fill in the "Sponsor Report Form")*

*"Thanks so much for your contribution. Your support will help make our community a better place to live!"*

