REALIZE the DREAM

COMMUNITY SERVICE: UNIFYING YOUTH THROUGH ACTION

A CLASSROOM RESOURCE FOR INTRODUCING EFFECTIVE COMMUNITY SERVICE ACTIVITIES.

GRADES 9 TO 12

an initiative of
MARTIN LUTHER KING III FOUNDATION | LEGACY+

Realize the Dream **is a monumental initiative that incorporates experiential service learning in your classroom to inspire students to become engaged citizens.**

Together, we'll ignite a nationwide movement through a bold call to action—achieving 100 million hours of service by the 100th anniversary of Dr. King's birth in 2029.

“LIFE’S MOST PERSISTENT AND URGENT QUESTION IS, ‘WHAT ARE YOU DOING FOR OTHERS?’”

DR. MARTIN LUTHER KING JR.

Essential Question

What is experiential service learning, and how can I incorporate it into my classroom instruction with Realize the Dream and Education+ resources?

WHAT IS EXPERIENTIAL SERVICE LEARNING?

Experiential service learning is based on a structured academic foundation that goes beyond volunteering and community service. It's an instructional practice that engages teachers and students with their communities and allows students to meet their learning objectives while addressing their community's needs.

THE FOUR STEPS OF SERVICE LEARNING

Part 1: Investigate & Learn

Students explore issues related to a real-world challenge or opportunity.

Part 2: Action Plan

Students develop a plan to implement their service learning project.

Part 3: Take Action

Students implement their action plan.

Part 4: Report & Celebrate

Students present the results of their service learning initiatives and share through social media or other forms of celebration.

ABOUT *REALIZE THE DREAM* AND *EDUCATION+*

Realize the Dream is a monumental initiative to unite America through service. Martin Luther King III, Arndrea Waters King and their daughter, Yolanda Renee King, are deeply passionate about enriching students' experiences to become conscientious and well-rounded citizens.

By realizing his father's dream of an equitable and united America through a service learning model, our goal is to educate and equip students to gain a deeper understanding of how their actions apply to real-world issues and promote a message of hope and unity, both locally and globally.

Education+ is a free platform designed to help teachers inspire students to change their lives by changing the world. It uses experiential service learning that challenges young people to identify the local issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change.

The goal of the **Community Service: Unifying Youth Through Action** lesson package is to empower students with the knowledge and experiences necessary to become engaged citizens taking action on real-world issues.

Educator's Note: Volunteer and community service experiences help to promote social, emotional, mental and physical well-being and give children and youth opportunities to develop competencies such as social awareness, self-management, responsible decision making and relationship skills.

Additional Educator Resources:

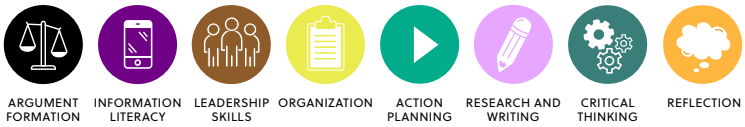
"Creating a Culture of Caring Through Student-Led Service Learning"
https://www.edutopia.org/video/elementary-student-led-service-learning-caring-confidence

"Ready to Engage"
https://casel.org/readytoengage_final/

"How Teachers Can Make Caring More Common"
https://www.gse.harvard.edu/ideas/usable-knowledge/14/09/how-teachers-can-make-caring-more-common

"Developing SEL Skills With Service Learning"
https://www.edutopia.org/article/service-learning-fosters-sel/

SERVICE LEARNING SKILLS LEGEND



COMMUNITY SERVICE:
Unifying Youth Through Action Overview

Community service is important and has various benefits. From neighbors helping neighbors in tough times to communities honoring their veterans and elders, we continually step up to make our communities better places for us to live together. Community service brings together people who are passionate about an issue and connects them to initiatives and organizations that thrive on the drive, skill and commitment of volunteers.

The Community Service: Unifying Youth Through Action classroom resource is focused on developing students' understanding about the difference between helping and community service, and how each community service experience contributes back to the community.

UN Sustainable Development Goal Connection

Volunteering and Community Service connects to all 17 of the SDGs. In fact, there's not a single goal that doesn't involve volunteers. Whether you're serving by advocating for human rights, protecting the planet or advancing quality education, your service connects to peace and prosperity for people and the planet, now and in the future. To learn more, visit **https://sdgs.un.org/goals**.

Rationale

We believe that engaging youth in community service will support them to become agents of positive change leading to healthier, safer and more united communities. We created this lesson package to support students to become conscientious citizens, gain a deeper understanding of how their actions apply to real world-issues and promote a message of hope and unity.

ASSESSING THE LEARNING

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. Teaching strategies included in this package range from collaborative group work, questions and discussion to action planning and reflection. Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and the composition of a persuasive essay. This classroom resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your media specialist, local library or school district resource center to get access to the resources listed.

- **Explore other resources and current campaign offerings at https://educationplus.org/**

LESSON ONE:

COMMUNITY SERVICE

LESSON 1: COMMUNITY SERVICE

SKILLS LEARNED:

SUGGESTED TIME:

- 60 minutes

LEARNING GOALS:

Students will:

- Identify how effective community service occurs
- Learn about community service milestones
- Reflect on a cause they are interested in

MATERIALS:

- "Be Selfish. Volunteer! | Kevin White | TEDxColoradoSprings" https://www.youtube.com/watch?v=V3L5oNQHylg&t=69s
- Blackline Master 1: Milestones in Community Service
- Blackline Master 2: Researching Milestones in Community Service

Common Core Alignment	
CCSS.ELA-Literacy W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy SL.11.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

National Curriculum Standards for Social Studies	
NCSS #2	Time, Continuity and Change
NCSS #4	Individual Development and Identity
NCSS #5	Individuals, Groups and Institutions
NCSS #6	Power, Authority and Governance
NCSS #10	Civic Ideals and Practices

Investigate and Learn

Recommended Assessment of Learning:
Show the video "Be Selfish. Volunteer! – Kevin White – TEDxColoradoSprings," **https://www.youtube.com/watch?v=V3L5oNQHylg&t=69s** (18:05). In small groups, discuss and write the answers to the following questions:

a. Why should volunteering be a selfish deed? Why is a selfish volunteer better?

b. What makes an effective volunteer?

c. Why is it important to effectively allocate time and talent when engaging in community service?

d. Why should each person who volunteers align to the mission of the organization?

e. How does intrinsic motivation improve the community service experience for the organization and the individual?

f. Why is there a widespread decline in community service?

g. What are the benefits of community service?

- As a class, discuss how an individual's intrinsic motivation contributes to a highly impactful community service experience for the organization and the volunteer. How does volunteering selfishly benefit the organization?

- Advise students that to understand how community service has shaped the country they know today, they will be selecting and answering a few questions about a milestone in community service. Ask students to find a partner to work with to complete the following activity.

- Distribute Blackline Master 1: Milestones in Community Service to pairs. Explain to students that all the milestones may not strictly be community service. The milestones embody the philosophy of community service and helped propel its spirit. Ask each pair to select one milestone. Ensure that each pair selects a different milestone.

- Distribute Blackline Master 2: Researching Milestones in Community Service to pairs. Ask students to answer as many questions as possible relating to their selected Community Service Milestone.

Optional Activity

- After students have researched the milestone, have them create a presentation to educate their peers about their selected milestone. Each presentation should be shared with students so that the class can actively engage and learn about the various milestones. The presentation can be created on a poster, PowerPoint, Sway or video.

LESSON TWO:

RESEARCHING THE REASON BEHIND COMMUNITY SERVICE

LESSON 2: RESEARCHING THE REASON BEHIND COMMUNITY SERVICE

SKILLS LEARNED:

SUGGESTED TIME:

- 60 minutes

LEARNING GOALS:

Students will:

- Identify an organization that aligns to their personal passions or interests
- Find and research the organization they want to volunteer for

MATERIALS:

- "Suds for Change – See Donovan Smith's Story," https://www.youtube.com/watch?v=R0re9Plzq8Q (2:44) and "Dayna's volunteering story + building experiences." https://www.youtube.com/watch?v=PTQ6Fttdl2Q (1:12)
- "Be Selfish. Volunteer! | Kevin White | TEDx Colorado Springs," https://www.youtube.com/watch?v=V3L5oNQHylg&t=69s (18:05)

Common Core Alignment	
CCSS.ELA-Literacy W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain flow of ideas, and following a standard format for citation.
CCSS.ELA-Literacy SL.9-10.4	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
CCSS.ELA-Literacy W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and overreliance on any one source following a standard format for citation.
CCSS.ELA-Literacy SL.11-12.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

National Curriculum Standards for Social Studies	
■ **NCSS #4**	**Individual Development and Identity**
■ **NCSS #5**	**Individuals, Groups and Institutions**
■ **NCSS #6**	**Power, Authority and Governance**
■ **NCSS #10**	**Civic Ideals and Practices**

Investigate and Learn

- Show students the videos "Suds for Change – See Donovan Smith's Story," **https://www.youtube.com/watch?v=R0re9Plzq8Q** (2:44) and "Dayna's volunteering story + building experiences." **https://www.youtube.com/watch?v=PTQ6Fttdl2Q** (1:12).

- Ask students: Why did the people in the videos want to volunteer and contribute their time and talent? On an entry slip, answer the question: If I were to engage in community service, what am I interested in devoting my time and talent to? What am I passionate about?

- Explain to students they will be participating in community service related to a cause or organization of their choice. Students should select a cause they are passionate about so that they will feel more dedicated to the project. They may choose an organization or cause they learned about in the previous lesson or select a new one.

- To help students with their selection, ask them to answer the following "would you rather" questions. Instruct students to write down their selection for each question to narrow down their choices. The questions provided are not intended to direct students to choose one over the other, but rather to inspire them to find the cause most important to them by considering the available options.

WOULD YOU RATHER AND WHY?:

- Volunteer for a local or national cause?
- Raise awareness or raise funds?
- Work with an existing organization or carry out service for the betterment of the community (e.g., clean a park, plant trees)?
- Volunteer your time (doing whatever is needed) or your skills (offering a specific skill you possess)?
- Work with people or animals?
- Be a mentor or paint the interior of a building?
- Perform manual labor or work with information?
- Work independently or be part of a team?

- In pairs, ask students to take three minutes to write down a list for each of the three sections below to identify the different types of community service experiences. Students may be general or specific. Once the three minutes are up, have them find another pair to compare answers with.

  a. Demographic (type of people to work with): children, youth, adults, seniors, general population, veterans, families or people who are differently abled.

  b. Category (issue to work on): health, environment, education, music, politics, animals or literacy.

c. Skill or gift: time, manual labor, math skills, computer skills, organizational skills, mechanical skills, gardening skills.

Forming Community Service Groups

- Ask students to find a partner or small group to complete a community service experience with. Encourage students to study their selections from the "would you rather" exercise and from the listing exercise.
- Ask them to select a demographic, category and skill they are most interested in applying to their community service experience. Based on their choices, direct students to think of a community service experience they would like to take on.
- Once students have made their selection, ask them to research the need and the opportunity in addition to any background and logistical information they should know before beginning their community service for the cause or organization. Most research will likely be conducted online, but, where possible, students should contact an organization via phone call, email or with a personal visit, to ensure they are able to volunteer with them.

OPTIONAL EXTENSION ACTIVITY

- Divide students into small groups and invite students to log their answers to the following questions. What are my reasons for doing community service? What do I hope to gain from the community service experience? Invite groups to brainstorm their ideas and log their answers.
- After students have completed their discussion, ask them to share their ideas with the class. Encourage students to consider the people they will meet, the skills they will develop and the new experiences they will have.
- Share the video "Be Selfish. Volunteer! | Kevin White | TEDx Colorado Springs," **https://www.youtube.com/watch?v=V3L5oNQHylg&t=69s** (18:05).
- Ask students to reflect on the following questions as they watch the video and encourage them to record their responses.
  - What makes an effective volunteer?
  - Why is it important to volunteer your skills and knowledge?
  - Why is motivation key to an effective community service experience?
  - Why was Kevin White's volunteer experience so successful?
  - How did he measure success?
  - Why is volunteering declining?
  - How does doing community service affect the social, emotional, mental and physical well-being of the person who volunteers?
  - What benefits can you gain from participating in community service?
- Individually, ask students to write or record a short reflection about what they hope to gain from their community service experience and what they are looking to achieve. Encourage students to consider how the experience might change the way they think, feel or act.

LESSON THREE:

COMMUNITY SERVICE AWARENESS & RECRUITMENT PRESENTATION

LESSON 3: COMMUNITY SERVICE AWARENESS AND RECRUITMENT PRESENTATION

SKILLS LEARNED:

SUGGESTED TIME:

- 120 minutes
  Recommend lesson is done in 2-3 classes. Action Planning is achieved in first 60 minutes, Taking Action may be achieved in the second 60 minutes.

LEARNING GOALS:

Students will:

- Prepare a persuasive and informative presentation about a local volunteer organization
- Organize a community service awareness and recruitment campaign

MATERIALS:

- Presentation materials (e.g., posters, PowerPoint, etc.)
- Blackline Master #3: Community Service Proposal

Common Core Alignment	
■ **CCSS.ELA-Literacy** WHST.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
■ **CCSS.ELA-Literacy** SL.9-10.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
■ **CCSS.ELA-Literacy** SL.9-10.4	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
■ **CCSS.ELA-Literacy** WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
■ **CCSS.ELA-Literacy** SL.11-12.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.
■ **CCSS.ELA-Literacy** SL.11-12.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks.

National Curriculum Standards for Social Studies	
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Action Plan

- Explain to students that, using the information from the previous lesson, they will create a persuasive and informal presentation for a community service awareness and recruitment presentation that they will share with their school and/or local community. In the presentation, students should detail the cause they selected, the need for community service in relation to that cause and an explanation of why someone should volunteer with them. Students may also wish to create a social media channel to share their presentation, community service experience and campaign success with others.
- Ask the class to brainstorm a list of items that their presentation should include. Log their suggestions. Items may include, but are not limited to, the following:
  - Information about the cause that explains why others should get involved in this campaign.
  - Information about the local or international organization where audience members would be volunteering (if applicable), including what this organization does and why it does this work.
  - The mission or purpose of the community service (e.g., create a better environment, help end the cycle of poverty, foster female- empowered financial independence or to provide local children with a fun place to play).
  - Specific volunteer opportunities that are available (these should be similar to job descriptions so that audience members know what skills and experience the positions require).
  - Engaging visuals that will help "sell" the cause and inspire future community service activity.
  - A hook that pulls the audience in and shows them their role within the larger cause. Consider using these tactics to log your presentation's purpose and campaign progress on social media.
  - Logistics such as when and where volunteers can join your campaign, and where these activities will take place.
  - Sign-up form for names of potential volunteers, along with contact information such as email addresses to engage stakeholders.
  - Contact information for either the campaign leader or the organization. Students are encouraged to create a special email address specifically for their campaign, such as volunteersunite123@email.com, so that personal information is not distributed.

Choosing Presentation Day/Timing

- Provide students with time to conduct any additional research necessary to fill the gaps from their earlier work and to begin organizing the information for the presentation. Ensure that students have practiced their presentations with accompanying materials with at least one other student, parent or caregiver to work out any nerves prior to presentation day.

Take Action

Presentation Time!

- Invite students to get creative with their presentations. Students may wish to record their presentations before or during presentation day in order to share their learning throughout the school community.
- After presentation day has taken place, check in with students to share their experiences. Use the following questions as a guide to the reflective conversation:
  - What was the most rewarding experience from creating this presentation and/or implementing this campaign? Explain why it was so rewarding.
  - What was the most challenging part of this experience?
  - Did you get anyone signing up to volunteer with you?
  - What could you do better next time?
  - What kinds of connections did you make with audience members?
  - What skills did you use in preparing for your presentation and sharing it within your school or local community?
  - Did you learn anything from audience members or campaign followers?
  - What is the most useful or helpful advice you could provide to someone who is looking to start a project like the one you are ?
  - Do you believe that you are making a difference? Explain how?

LESSON FOUR:

COMMUNITY SERVICE TAKING ACTION

LESSON 4: COMMUNITY SERVICE TAKING ACTION

SKILLS LEARNED:

SUGGESTED TIME:

- 60 minutes + Take Action phase

LEARNING GOALS:

Students will:

- Explore ways to take action in their local volunteer organizations

MATERIALS:

- Phone or camera to take pictures and/or video of students in action
- Blackline Master #4: Action Plan

Common Core Alignment	
■ **CCSS.ELA-Literacy** SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
■ **CCSS.ELA-Literacy** SSL.9-10.4	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
■ **CCSS.ELA-Literacy** SL.11.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
■ **CCSS.ELA-Literacy** SL.11-12.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks.

National Curriculum Standards for Social Studies	
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Action Planning Reflection

- In groups of three to four, ask students to discuss the following questions to reflect on their learning:

  a. How can an individual be an effective volunteer?

  b. Why is it important to volunteer in your school and local community?

  c. How does participating in community service assist in the development of your local community?

  d. Why is it important to research and learn about the organization you are contributing your time and skills to?

- Introduce students to the *Realize the Dream* initiative, which aims to engage, mobilize and inspire youth to take action on key issues directly impacting them and their communities.

- Ask students to keep in mind all they have learned throughout the course of the lessons and ask them the following questions:

  a. What are the goals of the *Realize the Dream* initiative?

  b. Why is community service important?

  c. What impact can your participation in *Realize the Dream* have on your local, national or global communities?

Extension Activity

- In small groups, ask students to think about how they can continue to contribute to the *Realize the Dream* initiative. Encourage students to consider what the impact of their community service awareness and recruitment presentation was. Was this presentation an impactful experience for those who attended? Were they more likely to volunteer their time and skills to the suggested organizations?

- Ask students to think and discuss additional actions they can participate and discuss in their small groups.

  Example actions:

  - Spend time each week in their school or local neighborhoods cleaning up the playgrounds, parks and public spaces to ensure that your community is clean and welcoming.

  - Rally a group to volunteer at the local homeless shelter to serve meals.

  - Tutor students who are finding certain subjects challenging.

  - Each month, choose an organization from the community service awareness and recruitment presentations, and give them your time and skills.

Report and Celebrate

- Invite students to share their learning process and actions they took with students from the class or the wider school community to continue to raise awareness about the importance of community service. Challenge students to continue to volunteer their time and skills to organizations and causes they are passionate about.

- Create a PowerPoint or other presentation with video and pictures to show the world your impact with the *Realize the Dream* initiative; include tricks and tips to help others be responsible users of social media. Post the link to your Sway or PowerPoint on X and Instagram, or any appropriate social media platform, with the hashtag #RealizetheDream. The presentations can be displayed in the school library to run each week or shown to students during an assembly to raise further awareness about the action and the issue.

Blackline Master 1: Milestones in Community Service

- **1736: Benjamin Franklin formed the Philadelphia volunteer fire brigade**
- **1861–1865: Ladies' aid societies are created to make bandages, uniforms, tents, etc., for the Civil War**
- **1881: Clara Barton organized the American Red Cross**
- **1887: First United Way organization is founded in Denver, CO**
- **1896: Ballington and Maud Booth found Volunteers of America**
- **1902: Ernest Coulter organized a children's initiative, which became Big Brothers Big Sisters of America in 1977**
- **1902: Foundations of 4-H clubs are laid**
- **1910: Rotary Club is founded**
- **1910: National Urban League is founded**
- **1916: Kiwanis and Lions clubs are founded**
- **1918: The American Association for Community Organizations (predecessor to the National United Way) is founded**
- **1922: International Rescue Committee is created**
- **1930s: The Great Depression creates need for soup kitchens and bread lines**
- **1933: President Roosevelt establishes the Civilian Conservation Corps**
- **1941: Office of Civilian Defense is formed to organize civilian support for World War II efforts**
- **1961: President Kennedy creates the Peace Corps**
- **1964: War on Poverty legislation leads to the creation of Volunteers in Service to America (VISTA), the Job Corps, College Work Study Program and the Neighborhood Youth Corps**
- **1969: President Nixon promotes volunteerism through the Office of Voluntary Action**
- **1970s: Nurse-Family Partnership founded by David Olds while he was working in an inner-city daycare center**
- **1971: Greenpeace is founded**
- **1974: President Nixon promotes National Volunteer Week, which is still celebrated today**
- **1974: Shamrock Shakes sold at Philadelphia McDonald's locations help fund the first Ronald McDonald House**
- **1976: Facing History and Ourselves is created**
- **1976: Habitat for Humanity International is formed by Millard and Linda Fuller**
- **1983: President Ronald Reagan signed the bill to recognize Dr. Martin Luther King Jr. Day as a federal holiday—MLK Day honors Dr. Martin Luther King Jr.'s legacy and calls people to take action on public service**

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Blackline Master 1: Milestones in Community Service (cont'd)

- **1986: Youth Service America is launched**
- **1987: New York Cares launches City Cares**
- **1988: National Youth Service Day is founded**
- **1989: Teach for America is founded to find high-performing college grads to teach in high-need urban and rural schools**
- **1990: Points of Light Foundation is founded**
- **1990: A one-block pilot for the Harlem Children Zone begins—the program is later promoted by President Obama**
- **1991: The first Fisher House opens as temporary residence for families in major military centers**
- **1993: President Clinton creates AmeriCorps as a domestic version of the Peace Corps**
- **1995: Craig Kielburger founds Free The Children**
- **1997: The Bill and Melinda Gates Foundation is created with the guiding belief that every life has equal value**
- **2006: To Write Love on Her Arms begins to help people struggling with depression, addiction, self-injury and suicide**
- **2013: United Nations Youth Volunteers Program launched**
- **2014: The ALS Ice Bucket Challenge spreads through social media and raises millions of dollars in funds for research**

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Blackline Master 2: Researching Milestones in Community Service

Answer the following questions to support your research.

a. Why is the creation of this organization a significant milestone?

b. What led to the development of the organization or milestone?

c. Where is the organization's headquarters or main geographic area of focus (e.g., city name, urban/rural or region)?

d. What, if any, are the major highlights of the organization or milestone?

e. Who was crucial to the founding of the organization (e.g., presidents, lawmakers, corporate leaders or everyday citizens)?

f. What need was the organization addressing?

g. What kind of impact has the organization made (i.e., how effective is it?)?

h. How has the movement grown since it began?

i. What skills are necessary to volunteer for the organization or cause?

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Blackline Master 3: Community Service Proposal

Student name _____	**Grade** _____
Organization	**Organization's mission, vision, values**
Why did you choose this organization?	
Who will you help?	
What skills will you learn?	
What skills or strengths do you have to offer?	

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Blackline Master 4: Action Plan

Name_____

Organization	**Location address**

Contact person and information

Project lead	**Cause**

Student actions and activities during volunteer experience:

-
-
-
-
-
-
-

Planning checklist and budget

Item	Cost	✓
Transportation		☐
Food		☐
Prepared items		☐
		☐
		☐
		☐

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REALIZE the DREAM

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