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**A NOTE ON UTILIZING THIS RESOURCE:**
To use this resource to its fullest, you may wish to first flip through the pages to get a general sense of what is provided. Many of the items here are ready for immediate use in your planning. Whether you are looking for planning checklists, worksheets to use with your teen committee, or samples of budgets and award winning grant applications, it is here. This document is intended to be a living, breathing guide to planning better J-Serve and service learning experiences. If you have suggestions for other materials that should be present here, please email Shayna Kreisler, Director of Education, at skreisler@bbyo.org.
INTRODUCTION

In BBYO, as in many other organizations that focus on youth, community service is valued both as a programmatic event as well as a teaching tool. However, as busy professionals, we are often not able to take the Community Service events we plan to the next level. We often feel that we lack the resources and time to make the experience more meaningful. We inevitably become wrapped up in the many roles and responsibilities that are carried out while running a region.

This guide is intended for your use (whole or piecemeal) as a way to plan the four stages of your service-learning projects: preparation, action, reflection, and celebration. Use this guide to make your project successful in terms of both teen attendance and the depth of the experience you and your partners provide for those teens.

These pages focus mainly on BBYO’s involvement with J-Serve, a community-wide community service event that happens each April and is run by PANIM: The Institute for Jewish Leadership and Values and the Jewish Coalition for Service. J-Serve is the perfect opportunity to provide a leadership opportunity for your AZA and BBG members. In planning a community-wide service event, they will gain invaluable leadership skills and will be able to put those skills to immediate use as they learn by doing. J-Serve is also the easiest way for BBYO to engage teens who are not involved in the AZA and BBG programs that we provide.

Once you have teens involved in service with BBYO through J-Serve, invite those engaged teens to participate in more service events throughout the year. Whether it is another community-wide event, or a chapter’s park clean-up, don’t forget about the teens that came out for J-Serve. Community Service and service-learning programs are a perfect entry point for those teens who may not necessarily be interested in the core AZA and BBG program, but who may be interested in social change and service. By bringing together both your core leadership teens and those who are engaged in other BBYO sponsored activities, you are setting up opportunities for your teens to attract membership to AZA/BBG.

It is our mission to add meaning to the lives of Jewish teens everywhere -- service-learning can and should play an integral role in the regular programming of your region. It has been found that teens who participate in ongoing service have increased levels of awareness of themselves as well as the world around them. Making service a consistent part of your programming helps teens to gain respect for themselves and one another; it builds on social skills, and helps develop character.

Gathered here are some of the best resources from some of the top organizations out there, including both planning steps and materials that will make it easier for you and your teens to enhance the community service experience. The most important thing to remember in any service-learning project is that all forms of service count. Whether it’s one day of cleaning up your community or a year of combating worldwide poverty, every service deed makes an impact. The objective is that each individual event and extended initiative will contribute to a culture of service and advocacy in your region.

We have a responsibility to connect our teens to the experiences that will strengthen their Jewish identities and deepen their ties to the greater Jewish community. By utilizing the resources on the following pages, you take a significant step towards fulfilling that responsibility.
STAGE ONE: PREPARATION
During the Preparation stage, teens and adults on the planning committee will define service-learning, talk about subjects that are important to them, and choose a local, national and/or global issue that they want to study and serve. (You may also refer to STAND UP Campaign materials to focus your project on serving those in need).

This stage is where the committee will build upon existing skills and learn new ones. It is where they will discuss and break down preconceived assumptions regarding service work, “Other” communities, world issues and social concerns. It is where they will learn teamwork, gain relationship skills, think strategically, research, and plan a detailed and intentionally designed project. Preparation is where their role as change-makers will begin to be shaped.


THIS SECTION INCLUDES THE FOLLOWING RESOURCES:

**PLANNING TOOL-KIT**
- BEFORE YOU PLAN: A NOTE ABOUT PRECONCEPTIONS
- J-SERVE, MY TWO CENTS FOR CHANGE, AND THE STAND UP CAMPAIGN
- STEPS TO GET INVOLVED: OPPORTUNITIES THROUGH J-SERVE
- TIMELINE FOR PROJECT PLANNING
- BEST PRACTICES: MINI-GRANT APPLICATION
- BEST PRACTICES: SAMPLE BUDGET

**MARKETING AND PUBLICITY**
- PUBLICITY: THE DO LIST
- PUBLICITY: THE DON’T LIST
- TEMPLATE: PRESS RELEASE
- TEMPLATE: THANK-YOU NOTE
BEFORE YOU PLAN:
BASIC DEFINITIONS

These definitions will help as you look through this guide and decide which resources are right for you and your community:

Volunteering: This is the most common form of service. When you volunteer, you work for free and focus on the situation that needs serving. An example of volunteering would be offering your time in a soup kitchen and helping to provide the recipients with food.

Community Service: The difference between community service and volunteering is that often the former can be a mandatory form of service that includes a specific number of hours that one is required to serve. Although community service is not always an obligation, it is an out-of-the-classroom service effort that does not explicitly place emphasis on purposeful learning or citizenship.

Service-Learning: is a “teaching method that combines meaningful service to the community with curriculum-based learning.” Meaningful service can imply various things depending on the focus of the practitioner, school or community organization. Yet, it is important to consider that one’s service should be strategic in addressing real community needs and unmet global issues through critical action, questioning, civic outcomes, reflection and sustainable change goals. Service-learning projects typically follow four stages (Preparation, Action, Reflection, and Celebration). In the Action stage service-learning projects can happen through direct, indirect or advocacy action.

Jewish Service-Learning: Jewish service-learning infuses service-learning with Jewish sources, values and traditions. Typically, volunteers engaged in Jewish service-learning explore classical texts or the writings of Jewish thinkers and apply them to the issues that are being addressed.

Although the terminology is new, the practice of integrating Jewish learning with action can be found in classical sources. Rabbi Akiva taught that “Study is great because it leads to action” (Kiddushin 40b), while Shimon HaTzaddik said, “The world stands on three pillars: Torah (study), Avodah (prayer), and Gemilut Hasadim (acts of kindness)” (Pirkei Avot 1:2).

Incorporating Jewish service-learning into service projects builds community and provides volunteers with an opportunity to explore and strengthen their Jewish identities.

Direct Action – Working with a group of incarcerated adults or youth to provide them with vocational skills and job placement opportunities.

Indirect Action – Making clay dinnerware for low-income families, homeless shelters or victims of disaster.

Advocacy Action – Creating brief Public Service Announcements addressing a local issue and advertising community solutions.

A Note About Preconceived Assumptions, Values & Attitudes

Adult and teens do not come to the planning table as blank moral slates. Everyone has their own personal influences, beliefs, and identities. It is important to create an Identity or Beliefs lesson plan that examines these fixed notions. Begin your planning process, service-learning, or reflection program by creating a “safe space” where everyone feels open to sharing and listening. Many things can arise during such lessons, including topics that are difficult to talk about. It is important that teens are given the opportunity to discuss their fears and assumptions about the issue(s) they will be tackling. By doing so, you as a professional will gain a better sense of the teens as individuals and, most importantly, the youth will express their various feelings, support the identity of their peers, and forge ahead into their service project more open and understanding.

J-SERVE, MY TWO CENTS FOR CHANGE AND THE STAND UP CAMPAIGN:
A YEAR ROUND OPPORTUNITY TO ENGAGE TEENS AROUND SERVICE, ADVOCACY AND PHILANTHROPIC PROGRAMMING.

When a service project takes place without engaging teens in strategic thinking and critical action, the activity becomes merely an isolated event. All too often both staff and teens find themselves saying, “Ok, we cleaned up the park, but now what?” Young people need the opportunity to tackle some of our world’s most pressing social issues through deep, long-term engagement. To do this, we must look at our service, advocacy, and philanthropic programming from every angle and every plan, with the goal of sustained change.

BBYO provides the opportunity to further engage around social change through two major initiatives – My Two Cents for Change (MTCFC) and the Stand Up Campaign. MTCFC was launched last year in response to teens wanting to have more of a say in an election where they would not be able to vote. Teens visited the site, read about the issues that were prominent in the campaign, and gave their “two cents” on the issues that mattered most to them. In return, these opinions were delivered to the candidates, letting them know that the youth of the United States want a say in its future. Now that the election has passed, MTCFC can be used in a continuing effort to keep teens thinking in civically minded ways.

We have also launched the Stand Up Campaign to keep teens engaged in social change through the core BBYO folds of Community Service, Social Action and Philanthropy. ‘Stand Up’ acts as an umbrella for these three programmatic areas and ties them together through a focus on a singular issue where teens want to make a difference in the world. ‘Stand Up’ gives BBYO members, as well as engaged teens, the chance to vote on the social issues that matter most to them each programmatic year. The number one ranking issue then becomes the focus for all philanthropic, service, and advocacy efforts in BBYO. This year, teens voted Helping Those in Need as their number one issue. As a region or council, you and your teens are now able to decide how you wish to incorporate this issue into your conventions, leadership classes, chapter programming, and engagement events. ‘Stand Up’ gives teens the chance to decide as a region or council what organizations they wish to partner with for service and advocacy efforts as well as to whom they wish to direct their philanthropic giving.

Using J-Serve as a centerpiece each year to empower teens to create social change through service, advocacy and philanthropy is not an insurmountable task. All it takes is using the resources available to deliver a consistent message to both your BBYO, and engaged teens.

Social change in a community comes from people who feel passionate about delivering a consistent message to their constituents. Whether it is at an LTI, a Kallah, a Regional Convention, or a chapter meeting, there is an opportunity to deliver a message through programming and policy that can have lasting effects on both the teens involved in the programming and your region as a whole.
STEPS TO GET INVOLVED: OPPORTUNITIES THROUGH J-SERVE

J-Serve is a single day on which Jewish teens across the country perform acts of community service in conjunction with Youth Service America’s Global Youth Service Day. The goal of J-Serve is to create an annual event around which the entire Jewish community can mobilize across denominational lines. In only its fourth year, J-Serve 2008 engaged approximately 10,000 teens in more than 65 projects across North America. Read on for more information about the different opportunities J-Serve 2009 has for participating communities.

Register a project and Create a Web site: All you need to participate in J-Serve are Jewish youth who want to make a difference and a service project. Projects range from 5 teens to 1,000 teens, no project is too small or too large to be counted. To participate, go to www.jserve.org, register your project and while you are there, you can even create a web site with your project details.

Granting opportunities: J-Serve has a number of granting opportunities for participating communities. Grants range from $500 for new and smaller projects to $2,500 for large-scale, community wide projects. For more information, please see the granting section of the J-Serve web site. For other granting opportunities, check out the following web sites for information:

Youth Service America: http://ysa.org/AwardsGrants/tabid/58/Default.aspx
The Corporation for National and Community Service: http://www.learnandserve.org/

Training Conference: J-Serve’s annual training conference is an opportunity to learn from leaders in Jewish service learning and share experiences with other project leaders. The J-Serve 2008 conference was attended by nearly 70 adult and teens leaders from the US and Canada. Travel and registration subsidies are available on a first come/first served basis.

Professional Development and Project Support: There are a number of professional development opportunities for project leaders. J-Serve staff is available to help with one-on-one project planning and brainstorming throughout the year. They also host themed conference calls so that communities can benefit from hearing about others’ plans and projects.

PR and Marketing opportunities: J-Serve has a number of opportunities to help you reach many Jewish teens. After previous success, J-Serve is offering subsidized T-shirts to participating communities. Only $4/shirt and if you are among the first 20 orders you get the first ten shirts free!
PLANNING TIMELINE
NOTE: The following timeline was adopted from the J-Serve planning timeline. Please feel free to further adjust any of the content or timing for use with any service-learning program you may build. The steps that follow are a sure fire way to plan a successful service opportunity at any point in the calendar year.

SEPTEMBER
☐ Form teen committee to help plan your event:
   Interview and select teens.
☐ Hold first committee meeting (teen leaders and advisor). Utilize one or more of the following resources (located in STAGE TWO: ACTION):
   1. Missionary Ideology worksheet
   2. Guiding Questions Sheet
   3. Tips for Successful Service Learning Partnerships
   4. Working with Community Based Organizations
☐ Complete the “Identifying Community Needs” sheet (located in STAGE TWO: ACTION)
☐ Gather project ideas.
☐ As a team, select project. If you are stuck for ideas, you can visit the following sites:
  http://www.epa.gov/teachers/community-svc-projects.htm
  http://www.okcareertech.org/health/HOSA/CommunServIdeas.htm
  http://www.groundwater.org/ta/serviceproject.html
  http://www.bygpub.com/books/tg2rw/volunteer.htm
☐ Brainstorm ways to bring in students from different areas of the Jewish community: Consider talking to advisors in other youth groups; attending other youth groups meetings to tell them about your service day; advertising in different local public and private schools (with permission!)

OCTOBER
☐ Write a project proposal for grant (Grant applications for J-Serve will be available early October and are due early November usually).
☐ Participate in grant assistance call
☐ Submit grant proposal

NOVEMBER
☐ Register your project at www.jserve.org.
☐ Create a mini site through jserve.org.
☐ Begin to brainstorm alternative/additional funding for project: past projects have been funded by Federations, JCCs, and youth groups. Additional funding is also available from Youth Service America – visit ysa.org.
☐ Mini-grant awards announced
☐ Visit service site. Discuss logistics with staff.

DECEMBER
☐ Continue to figure out logistics: service sites and printed publicity materials (flyers, t-shirts) need to be finalized early on.
☐ Register for J-Serve conference. Subsidies available on a rolling basis. Apply early!

JANUARY
☐ J-Serve training conference happens for leaders.
☐ Continue to discuss logistics, reflection, and publicity opportunities.

FEBRUARY
☐ Start major publicity and recruitment push: think about ways to connect with teens in your area: schools, Facebook, ads at local businesses, etc.
☐ Participate in conference call about publicity and recruitment methods.
☐ Contact local papers with press release (see template p. 13).
☐ Order T-shirts. Orders should be in 2 months in advance to avoid any rush charges.

MARCH
☐ Make sure all logistics are finalized: service project, publicity, buses, food, on-site materials, reflection program etc.
☐ Participate in conference call #3 (March 9 at 3 PM EST) about reflection programs.
☐ Last push for recruitment – encourage registration of teens at community J-Serve web site.

APRIL
☐ J-Serve!!!!
☐ Don’t forget to have fun!

APRIL/MAY
☐ Thank you letters to all donors and funders
☐ Post-event media outreach
☐ Complete J-Serve final report/questionnaire
J-SERVE 2008 MINI-GRANT PROPOSAL: MOUNTAIN REGION, PHOENIX
Please feel free to utilize this grant application as a GUIDE. It is intended to help you apply for grants in your own community; it is not intended to be a template, ready-made resource.

Contact Information: Phoenix Council of Mountain Region BBYO
Steven Baker, Phoenix Program Director
12701 N Scottsdale Road, # 201; Scottsdale, AZ 85254
sbaker@bbyo.org; (480)634-4900 x1127 office; (480)634-4587 fax

Service Project
Please write a paragraph that describes your proposed community service project. What needs and/or core social issues does it address? How do you intend to deliver the Jewish learning component to participants?

For J-Serve 2007, Phoenix BBYO partnered with several agencies to put on a carnival for kids with special needs. The response from the 150 Jewish youth that participated, the children with special needs that attended, their families and the community was so overwhelmingly positive that we are choosing to put on the same type of event. In doing so, we will make some additions and changes based on what we learned from last year to allow J-Serve to have an even larger impact on the Jewish community.

The carnival will run from 1-4 p.m. on Sunday, April 13th 2008. The proposed activities are face painting, inflatable obstacle course and jumper, petting zoo, DJ, carnival games, Dip’n’Dots ice-cream, arts & crafts, movie room, basketball free throw contests and more. Our youth will be involved in several ways. They will be in charge of running the booths, registration tables, and partnering up with the children with special needs as buddies for the carnival. There will also be a parent’s area where they can relax, meet and speak with other parents of children with special needs. We hope to also bring in resources such as teachers and massage therapists for the parents to utilize during the time as well. Last year, we found that this event was just as beneficial for the parents of children with special needs.

The social issues that this carnival addresses are acceptance and human kindness. There are many outlets for teenagers to learn negative connotations for people with special needs, but they are often unfounded. By actively engaging with them, the teens will gain a better understanding of working with people with different needs. The youth will be involved in planning and putting together the carnival, and in doing so, will need to learn about the different types of needs that are required to work with children with special needs. This will be an educational workshop held for the youth prior to April 13th.

The Jewish learning component will be infused in as many different aspects of the carnival as possible. The décor will be based around mitzvot and tzedakah. Working with Rabbi Evon Yakar, the youth Rabbi at Temple Chai in Phoenix, Arizona, we will come up with Jewish activities, banners, slogans and games that help teach Halakha.

Outreach/Community Partnerships
What relationships do you already have (or you plan to develop) that will help you to effectively collaborate with other agencies that work with Jewish teens? Have these organizations worked together before? How will cooperation be secured for this project? How do you plan to work with your adult assistance without losing your leadership? What social action or service related projects are currently run in your community through the year in which teens can participate?

J-Serve 2008 will bring many different Jewish agencies together in Phoenix. BBYO currently has relationships with a lot of organizations, but this year we are branching out even more to reach more Jewish teens. This year, BBYO is partnering with the Valley of the Sun JCC, the JCC Maccabi club, Bureau of Jewish Education, and Temple Chai. BBYO has worked with Hebrew High in the past and minimally with the JCC, however, this year our collaboration is far greater. BBYO is working very closely with the JCC teen programs throughout the entire year. While we have not worked with Temple Chai in the past, we have recently developed a relationship with them based on the mutual desire to outreach to more Jewish teens in Phoenix.
Cooperation has been discussed and all parties are eager to work together on this project. While BBYO intends to lead the planning of this project, staff and teen leaders of BBYO will be meeting with the organizations on a regular basis to continue establishing relationships and support for this J-Serve project. The responsibilities of each organization will be laid out and will include marketing and attendance.

In Phoenix BBYO, our adult – teen working relationship works quite well. Since BBYO prides itself on helping teens grow into their leadership abilities, they will be responsible for a great deal of the brainstorming, organizing, and creation of the activities required for this project from start to finish. It is a chance for the youth to work on a team-based project with tangible goals and timelines. All meetings take place with adult staff, so adult assistance is there for logistical support and guidance.

Currently community service and social action projects are teen driven in BBYO. The youth are very interested in social action projects and community-interest events, and a lot of programs and discussions are developed and put together on a regular basis. As far as the rest of the community, marketing is not very prevalent from organization to organization at this point, and we are hoping that J-Serve will help turn that around.

Staffing

Which teens will be coordinating the day of service? Why were they chosen? Who will act as the adult overseer? Are they affiliated with any of the teens? In what capacity will they supervise this project? How much time are they able to designate to this project? Who will be the Jewish Education consultant? How much time can they designate? Please include a list of all persons (teens and adults) involved in the leadership of this program with a one sentence biography for each.

The adult overseer of the project will be Steven Baker. Steven Baker is the Phoenix Program Director for BBYO and has worked directly with the teens and aforementioned agencies since February 2007. Jayme David will also help lead the efforts of this program. Jayme is an area executive director for BBYO and supervises Steven. Jayme has worked for BBYO for 8 years and lead the J-Serve 2007 project for Phoenix.

The BBYO teens that will be working on this project all expressed interest to Steven via an application process. In talking with the local teen leadership and adult volunteer advisors, three were chosen. They will all be working together as a committee on J-Serve 2008. Youth from the other organizations are still being selected, but will also be part of the committee. Once they are all chosen, one will be designated as the committee chair for both BBYO and community at large. This coordinator and the committee will be overseen by Steven Baker, a paid staff of BBYO. Steven has approval to attend the conference in January and give ample time as needed to this project.

The Jewish Education consultant has been discussed to be Rabbi Evon Yakar. He is still awaiting final approval from his supervisor along with how much time he can designate to the project.

Adults

Steven Baker – Steven Baker is the Phoenix Program Director for BBYO and has worked directly with the teens and aforementioned agencies since February, 2007. As a teenager, he was extremely involved on all levels of BBYO.

Jayme David – Jayme David is the Southwest Area Executive Director of BBYO, supervising Steven. She has worked for BBYO for 8 years and led the J-Serve 2007 project for Phoenix.

Teens

Mikaela Gibson – Mikaela Gibson is currently a sophomore. She has held several board positions in her chapter and is currently serving as President.

Chelsea Keller – Chelsea Keller is currently a junior. She is also currently serving as president of her chapter and has attended International Leadership Training Conference and AIPAC conventions.

Josh Fields – Josh Fields is currently a junior. He is currently servicing as the Shaliach of his chapter and has attended Chapter Leadership Training Conference.
Marketing/Recruitment/PR
How will you ensure the participation of the minimum number of teens required for your grant from at least three different movements/agencies? Please explain how your plan to recruit local teens that are not currently involved in Jewish programming? What media would you target to help publicize your service? What do you see as the greatest challenge and how will you overcome it?

With the success of J-Serve 2007, there is already excitement for J-Serve 2008. By promoting the event early and getting it on all of the community calendars, we can easily ensure participation of at least 150 teens again. Phoenix BBYO has developed an effective marketing strategy to Jewish teens around Phoenix through an extensive database we have collected over time. For the teens that are not currently involved in Jewish programming, we hope to outreach to local high schools and recruit from their Jewish groups. The media that will be utilized are mailings, newspaper ads in the local Jewish News and internet exposure on all supportive agency web sites. The greatest challenge will be attendance and outreach to families with special needs. Last year the turnout was not as high as he had hoped, and this year we will be doing more hands on work beforehand with agencies that work with children with special needs.

J-Serve Training Subsidies
If you do not receive a mini-grant would your organization like to be considered for a training subsidy? How will you execute your project without the support of a mini-grant?

Yes, our organization would like to be considered for a training subsidy if we do not receive a mini-grant. If we do not receive a mini-grant, we will apply for other grants and funding from local organizations to execute our project.

Applications must include a budget including how the mini-grant will be used
(Budgets will vary depending on the size and type of project you and your committee plan on implementing. Please use this following budget as a guide only.)

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish Federation Grant</td>
<td>$2,000</td>
</tr>
<tr>
<td>J-Serve Grant Requested</td>
<td>$1,800</td>
</tr>
<tr>
<td>BBYO Funding</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$4,000</strong></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>$600</td>
</tr>
<tr>
<td>DJ</td>
<td>$200</td>
</tr>
<tr>
<td>Food</td>
<td>$800</td>
</tr>
<tr>
<td>Activities</td>
<td>$1200</td>
</tr>
<tr>
<td>Decoration</td>
<td>$200</td>
</tr>
<tr>
<td>T-shirts</td>
<td>$800</td>
</tr>
<tr>
<td>Misc. Supplies</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$4,000</strong></td>
</tr>
</tbody>
</table>
PUBLICITY: THE DO LIST

Register your project at www.jserv.org so we can help you spread the word. Media looking to cover J-Serve will check this web site, so it’s important to have your project listed.

Contact newspaper editors in your area. Alert them to the volunteer project you are organizing in their community with a press release. Emphasize different aspects of your project, depending on the target paper.

Develop a media contact list. Include Jewish, local, and regional papers; reporters, editors and photo editors; local TV and radio services.

Distribute a press release. Have a final version prepared a week or two in advance that clearly conveys the who, what, when, where, why and how of your activity. See sample press release on p. 13.

Develop a public service announcement. Radio PSAs, which run at no cost to the sponsor, can be a good way to recruit volunteers. Be sure to factor in enough lead time (at least two weeks before) to air your PSA. Send them to the public service director at the local radio stations.

Work the phones. Follow up press releases and PSAs with calls to reinforce your announcement and answer questions. Invite the media to your event and point out times when cameras would be appropriate.

Get a local celebrity involved. It’s best to recruit someone who has an affinity for your particular cause. If it’s a media personality, ask him or her to do a “live remote” from your project.

Come up with a headline-making cause. Enlist the whole town to clean every local school or rebuild a community center. The more people involved, the more newsworthy the project becomes.

Get the government involved. Invite municipal, state and federal representatives to participate or speak at J-Serve.

Contact local businesses and synagogues. If they own a marquee sign, ask them to display a J-Serve message encouraging participation.

Make it personal. Reporters need to tell stories. Emphasize the human-interest aspect of your project. Instead of saying, “We’re having a coat drive” talk about someone who will be helped or tell a moving story about why a volunteer decided to get involved. Make sure you have articulate representatives who are comfortable with being interviewed by the media.

Contact other teen groups in the area. Ask for their involvement in the project and request representative on a teen planning committee. Offer to speak at their meetings to promote participation in J-Serve.

Make it visual. One strong image can make the media feel your story is worth covering. For instance, outfit teens in matching T-shirts. (Order J-Serve T-shirts at www.jserv.org. Orders are due by February 15th.)

Choose a project that’s worth talking about. If a food bank is on the edge of closure, your efforts to restock it are news.

Capitalize on J-Serve: a national event. Emphasize the fact that your volunteers are among 10,000 participants in J-Serve and millions of participants in Global Youth Service Day.

Find a project with lasting impact. Update the media on the progress or status of the project periodically. Show the human side of your hard work and progress.

Piggyback on existing events. If teens are already gathering on J-Serve for a convention, retreat or other activity work a J-Serve project into the itinerary. This will ensure that teens are not left out of the national day of service.

Use non-media outlets. Supply stores with J-Serve flyers to hang in their windows.

Adapted from USA Today’s Make a Difference Day materials
PUBLICITY: THE DON’T LIST

As you’re formulating your media plan; below are a few points to keep in mind. Timing, newsworthiness and a succinct explanation of what you’re doing are all important points to keep in mind.

**Don’t bug reporters on a deadline.** Contact them at the right time of day. Print reporters should be contacted between 10:00 AM to 2 PM, TV reporters between 10 AM to 3 PM, and Radio between 7:30 AM and 8:30 AM and after 10:00 AM.

**Don’t pitch too hard or too persistently.** Perfect your style.

**Don’t forget who you are talking to.** Make sure you know the composition of the outlet’s target audience. Tailor your pitch to be of interest to who’s reading, watching or listening.

**Don’t send outdated or non-newsworthy items.** Too many of these and they won’t pay attention to your outreach, no matter how compelling the story.

**Don’t use clichéd, artificial sounding, or puffed language.** Make pitches clear and concise. Don’t include more than three to five talking points. Make sure you know the approved method of pitching for each individual outlet. It could be phone, fax, email, or snail mail.

**Don’t pitch without a good story or character.** Provide meaningful content.

**Don’t miss the opportunity of using the subject-line in a focused, creative, informative manner.** Fine tune your e-mail.

**Don’t forget to follow up.** Contact your initial pitch or point of contact with an e-mail to develop relationships with local reporters.

**Don’t forget the photo op.** Visuals are critical to a good story.

*Adapted from USA Today’s Make a Difference Day materials.*

TEMPLATE THANK YOU NOTE

Please feel free to use this note as is or to modify it to fit the person to whom it is directed. This note was created with a partner agency or committee member in mind, but you may also want to write notes to participants or any sponsors as well. (It is best to send thank you notes out as soon as possible after the event is over).

Dear __________,

Thank you so much for all of your help and hard work in planning this year’s _______ project. Without the efforts of people like you, successful service projects would be impossible to pull off. Your continued commitment serves as an example to us all. I hope that we can work together again on future service-learning endeavors.

Again, thank you for all of your efforts in making service meaningful.

Sincerely,

NAME
JEWISH YOUTH IN COMMUNITY AIM TO IMPROVE THE WORLD DURING DAY OF SERVICE, SUNDAY, APRIL 26

Thousands Nationwide Volunteer for J-Serve 2009

Number of Jewish youth in community will participate in a day of community service and improvement projects as they take part in J-Serve, a national day of volunteerism and engagement on April 26.

Teens will describe project here. Insert quote from teen or community leader about local project.

This year marks the fifth in which thousands of Jewish youth from coast to coast will turn out in force for J-Serve, designed to encourage Jewish service, community building and creation of connections across religious and societal lines.

J-Serve is a collaboration of PANIM: The Institute for Jewish Leadership and Values and the Jewish Coalition for Service, with additional support by partner agencies and foundations.

“What makes J-Serve so powerful is that it enables the entire Jewish community to act in a unified fashion, transcending denominational and institutional lines,” said Rabbi Sid Schwarz, president and founder of PANIM. “J-Serve empowers teens by making them aware that through service they can become positive change agents -- fulfilling the Jewish mandates to bring tzedek, justice, to the world. The fact that thousands of teens participate in J-Serve annually shows both the commitment of the Jewish people to service as well as the strength of the unified Jewish community.”

Approximately 15,000 teens will participate in service programs in 70 cities, large and small, from coast to coast.

“Our youth are energetic, enthusiastic and anxious to improve their communities through volunteer service,” said Simha Rosenberg, executive director of The Jewish Coalition for Service. “They are committed to making a difference. J-Serve gives them this opportunity, and their participation is a way for them to realize their collective strength and to begin incorporating volunteerism, service and community improvement into and throughout their lives.”

J-Serve is the Jewish service component of the annual Global Youth Service Day of Youth Service America. J-Serve 2008 generated 85 community service projects across the country and attracted 10,000 teen volunteers.

Those interested in participating in a J-Serve project can find additional information on the J-Serve web site, www.jserve.org.

J-Serve is a collaboration of PANIM: The Institute for Jewish Leadership and Values and the Jewish Coalition for Service, with additional support by partner agencies. The initiative is generously underwritten by the Charles and Lynn Schusterman Family Foundation, the Joseph and Rebecca Meyerhoff Award Committee, the Lippman Kanfer Family Foundation and the Estelle Friedman Gervis Family Foundation.

PANIM: The Institute for Jewish Leadership and Values is dedicated to training and inspiring the next generation of Jewish leaders through the integration of Jewish learning, values and social responsibility. Since 1988, its flagship programs, Panim el Panim and the Jewish Civics Initiative, have educated and inspired more than 15,000 Jewish teens from more than 200 communities across the United States. PANIM programs allow students to explore public policy issues, activism and social justice through a Jewish lens.

BBYO has been providing exceptional identity enrichment and leadership development experiences for Jewish teens for more than 80 years. Now, more than ever, BBYOs programs in more than 60 communities across North American are providing innovative opportunities for teens to connect with one another, take part in community service projects, navigate the college admissions process, and travel the world. These experiences provide each participant with a network of lifelong friends, and a perspective which adds value to the meaning of life.

###
STAGE TWO: ACTION

This is the stage where the planning committee executes the service project they designed. During the service project, participants will make the tangible connections that will stay with them over time. These connections can come in many forms and take various roles, ranging from a behind-the-scenes efforts to direct service. The Action stage is wholly experiential and will challenge youth to manage the project while being confronted with community issues and human-need realities that are difficult or unjust. Yet, by gaining firsthand experience, building relationships, and taking time to reflect, students will realize the need for and importance of meaningful service work. By creating meaningful service project opportunities, you are allowing teens to maintain enthusiasm and interest in ongoing service. This section contains tactics that will help your project add value to both the participants and the community you are serving (“meeting a real community need”).

THIS SECTION INCLUDES:

- CRITICAL ACTION
- MISSIONARY IDEOLOGY
- IDENTIFYING A COMMUNITY NEED
- GUIDING QUESTIONS
- PARTNERSHIP TIP SHEET
- WORKING WITH COMMUNITY ORGANIZATIONS
CRITICAL ACTION – A PRIMER

“We want students to see themselves as truth-tellers and change-makers. If we ask children to critique the world but then fail to encourage them to act, our classrooms can degenerate into factories for cynicism.”

Rethinking Our Classrooms, Wayne Au, Bill Bigelow, and Stan Karp

What is critical action? It is a combination of action research and critical reflection where youth will participate with their communities in service while strategically formulating solutions and resolving issues to foster such things as equality and shared commitment for a better world.

It is important to avoid the “apathy over action” consequence that can happen when our service activities include no critical/strategic component or successful outcome (regardless of how small).

TYPES OF SERVICE ACTION

Many service-learning articles and guides examine the different types of engagement that youth can participate in during their service project. They are defined as direct, indirect, and advocacy. It is important that after choosing your service project, you decide as a group which level will ensure success. What level will enable the most change to happen?

To better understand the various levels of service, please see the below explanations:

DIRECT – Firsthand service that provides personal connections to individuals and causes.

DIRECT Service Examples
• Work with environmental groups on climate change
• Teach English to non-English speaking groups
• Provide vocational skills to incarcerated youth or adults

INDIRECT – Emphasizes organizational assistance and strategic operation.

INDIRECT Service Examples
• Make clay dinnerware for low-income families and shelters
• Raise money and resource for disaster victims
• Fundraise for malaria prevention in Africa

ADVOCACY – Focus is on writing and communication skills for public awareness. With advocacy work, you will need to check with your program sponsors regulations regarding authorized activity.

ADVOCACY Service Examples
• Design information campaign for a national or global issue
• Create Public Service Announcement’s that advertise solutions to a community issue
• Conduct a survey and present findings to your local officials

MISSIONARY IDEOLOGY

The information in this section comes from the NYLC Advanced Service Learning Participant Manual © 2004. The concept of “Missionary Ideology” comes from the Service Learning Diversity/Equity Project (SLDEP).

Definition: “Missionary Ideology” as defined in the Service Learning Diversity/Equity Project refers to the concept of one group trying to impose their ideas on another group, with little or no consideration of that group’s traditions, beliefs, and needs. It most frequently refers to working cross-culturally: involving groups of different ethnic, cultural, religious, and/or socioeconomic backgrounds.

ATTITUDES/PHILOSOPHICAL PERSPECTIVES THAT FOSTER MISSIONARY IDEOLOGY:
• An attitude of doing “to” or “for” rather than “with.”
• Issues of power, race, and privilege are not discussed before entering a community.
• People presume the needs of others without dialogue.
• People forget to enter a community that is new to them as a learner, rather than as an expert.

ATTITUDES/PHILOSOPHICAL PERSPECTIVES THAT AVOID MISSIONARY IDEOLOGY:
• The service comes from an asset-based model as opposed to deficit-based.
• Issues of culture, class, race, and power are openly addressed
• People understand the greater context for their service.
• People ask the question “What do we need to know in order to do effective and needed work in this community?”
• When two communities collaborate there is talk about stereotypes, differences, cultural understandings and perceptions with both young people and the adults involved.

Service should be meeting an authentic community need. When you are serving outside your own community, be sure that your help is wanted! Ask what a community agency needs; don’t only offer to do specific tasks. Work in partnership with community agencies—both your students and the agency should be involved in all steps of the service learning. Involving agencies in both the planning and reflection stages of the project makes for effective and authentic service.
IDENTIFYING COMMUNITY NEEDS

This worksheet is intended only as a guide. You should develop your own plan and steps, specific to your community.

FOUR STEPS TO TAKING ACTION IN OUR COMMUNITY

Step 1: Think about the needs in your community.

Make a list: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 2: Identify what you know

Select one community need from your list: _______________________________________

What is the cause of the need? (Where does it stem from)? _______________________
________________________________________________________________________
________________________________________________________________________

Who is helping with this need (agencies/people) ___________________________________
________________________________________________________________________
________________________________________________________________________

What are some ways we can help? _____________________________________________
________________________________________________________________________
________________________________________________________________________

Step 3: Find out more

What do we need to know about this community need and who is helping? ______________
________________________________________________________________________
________________________________________________________________________

How can we find that out? ____________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 4: Plan for Action

To help our community we will: _______________________________________________
________________________________________________________________________
________________________________________________________________________

To make this happen, we will take on these responsibilities:
WHO will do WHAT by WHEN and WHAT RESOURCES ARE NEEDED?
GUIDING QUESTIONS TO CREATE A MEANINGFUL SERVICE PROJECT

Community & Need
Think about your community. You should be able to answer the following questions:

1. How are you defining “community?” Who is excluded? Who is included? Should you expand or contract your definition?
2. What are the needs of your community?
3. Do any needs seem stronger than the others? Which ones resonate with group members?
4. Pick one-two needs that interest your group. How do you decide?
5. Who is already working on these needs? (i.e. A soup kitchen, tutoring center)
6. What do you need to do to work with those agencies?
7. What is currently being done (actions) to serve these needs?
8. If this need were met, what would change in your community? Is it a positive change?

The Project
1. State the need your project is meeting in 1-2 sentences.
2. State your project description in 1-2 sentences.
3. Now explain your project to a person from Mars. Remember that this Martian has never heard of your community or its problems. Be explicit.
4. What does your service project look like?
5. Will your project take place over the course of several meetings or all at once?
6. What are the milestones leading up to J-Serve 2009?
7. What type of reflection will you do?
8. What are the goals of the reflection?
9. What service-providing agencies will you partner with?
10. What are their roles?
11. Why would they want to partner with you?

The Logistics
1. What costs are involved in your project?
   o Transportation
   o Supplies
   o Food
   o Room rental
   o Other
2. How are you going to raise that money?
3. Who do you need to have on board to make this work?
4. What skills do your group members have that will be useful?
5. How often will your group meet to plan?
6. How can you use the skills that you learned at the summit in your planning?
7. How will you divide up the tasks? What if there’s a task that no one wants to do?
8. Are there other projects happening that day that you need to be aware of?
9. Do you need adult supervision for participants? Where will those adults come from?
10. What time of day is best for the project?

Recruitment & Partnership
1. What is your goal for participation?
2. How did you come up with this number? Is it realistic? Can you go higher?
3. Where will the teens come from?
4. What type of recruitment will you do?
5. Does your project appeal to teens across the Jewish community?
6. Is there anyone you know will not come to your project? Why? What can you do to change their mind?
7. How will you advertise your project?
8. How will you excite people to attend?
9. What Jewish organizations will you work with?
10. What are their roles?
11. Why would they want to partner with you?

The Jewish
1. What’s Jewish about your project?
2. What Jewish values are related to the need your project is meeting?
3. How will you incorporate Jewish values/texts/learning into your project?
4. Have you identified texts that correlate to your project? (Which you can find on sites like myjewishlearning.com or through a google search)

Measuring Success
1. Why do think this project will succeed?
2. How will you know if you are successful?
3. Write up what you’d like to see in a 1-paragraph review of the day – what happened?
SUCCESSFUL SERVICE-LEARNING PROJECT IDEAS FROM BBYO COMMUNITIES

Listed below are some successful ideas that have been implemented in communities where BBYO has been the sponsoring organization as well as in communities where BBYO has participated, but has not been the hosting organization. Where it was a project hosted by BBYO, please feel free to contact the relevant professional if you have questions.

COTTON STATES REGION, NEW ORLEANS: JUDAISM AND ECOLOGY
In New Orleans 3rd year post-Katrina, the community, who has been in recovery mode, decided to focus on preserving the environment. Because damage from Katrina destroyed so many wet lands (a natural hurricane buffer), the community worked on preserving these wetlands, while also educating the volunteers on the link between Judaism and ecology.

COTTON STATES REGION, KNOXVILLE: DARFUR, UGANDA AND SUDAN
The programming in Knoxville centered around education on the conflict that still rages in the north eastern corner of the African continent. Knoxville brought in speakers from the American Jewish World Service and Bridge Refugees Services to both raise money and awareness about Darfur, Uganda and Sudan.

CENTRAL REGION WEST: BEACH CLEANUP
Last year, CRW planned a beach cleanup for teens all over the bay. The focus of the program was environmental awareness: we had buses, some that were bio-diesel, and one that even ran on vegetable oil that took the teens to different cleanup sites, including a habitat restoration in Santa Cruz. After the cleanup was done, all of the buses traveled to Half Moon Bay where we met and had a short talk about bio-diesel engines and energy conservation. The whole day culminated in a barbecue beach party.

MOUNTAIN REGION, PHOENIX: FAMILY CARNIVAL
Phoenix held a Carnival for families with special needs. There were lots of carnival games, face painting, a DJ, a petting zoo, jumper, and a break room for parents. Teens were paired up one or two with each person with special needs.

MOUNTAIN REGION: PHOENIX J-SERVE 2008
Phoenix held an environmental activities fair. There were different rotations with a different educational piece and activity about the environment including Judaism’s views on the environment, Israeli Environmental Accomplishments, recycling can making, how-to’s, campus clean up, and more.

PACIFIC COAST REGION: GREEN DAY LA
PCR partnered with other groups and camps to help develop a memorial garden at one of the local camps we use. Our teens led in the planning and there were more BBYO members present the actual day of service than any other group or agency. The best part is that we can continue to do work on the site and watch it grow since the camp houses two of our regional weekends a year.

SOUTH WEST REGION: UP ALL NIGHT FOR A CAUSE
Teens planned an all night opportunity to raise money and learn about a cause for which they felt passionate. There were several service projects done that night. Participants were encouraged to get pledges and sponsors for the 12 hour dance-a-thon. Each hour there was an educational program about the cause that the teens chose to focus on.

PHILADELPHIA REGION: SHARE
Philly Region partnered with the JCC Community Youth Initiative, the Service-Learning and Leadership Institute at Gratz College and the SHARE food program of Pennsylvania to address the core issues of hunger in Philadelphia. Teens spent the day at the SHARE warehouses to help package and distribute food while learning about hunger in the Philadelphia Community. SHARE worked with teen volunteers to break down the social and economic barriers between community members.
1. INITIAL APPROACH
When initially approaching agencies, your preparation, professionalism, and genuineness will be rewarded by a positive image of your program and a greater opportunity for success.

2. FIND A CHAMPION - Try to determine who would be a key initial contact person.

3. IDENTIFY KEY NEEDS
One of the mistakes which [service providers] make is to ask agency’s: “What volunteer work could youth perform in your agency?” Instead, ask: “What are the greatest needs of your agency?” Don’t let others prematurely limit the roles of young people. People will appreciate your general interest in their agency and be surprised by what youth can do. (See Page 14 for the worksheet “Identifying Community Needs).

4. RECIPROCITY
One long-term service-learning coordinator says that, when approaching an agency for the first time, he always confronts the same dilemma – “What can I legitimately ask of this agency?” The goal should be that both [BBYO] and the agency will positively stretch the value of the partnership through strong communication and planning. Strong relationships are built over time and do not just happen.

5. INCLUDE ALL STAKEHOLDERS
When setting up relationships, remember that there are four parties. Consider the needs of [BBYO], the agency, [participants], and the clients/recipients who are supposed to be served. Have the views and the needs of the clients been considered when the program is designed?

6. SETTING SERVICE PARAMETERS
Although all sites will share some similar concerns about when and where to place [volunteers], communities will differ in the roles that they give to young people. What is important is that each program develops defendable parameters for their choices and occasionally reevaluates those standards.

7. ROLES AND RESPONSIBILITIES
Any good collaboration takes time to establish clear roles and responsibilities for each partner. In service-learning initiatives, who is responsible for each of the many tasks, such as recruiting, orientation, training, transportation, supervision, grading, evaluation, recognition, publicity, funding, scheduling meetings, etc.

**WORKING WITH COMMUNITY-BASED ORGANIZATIONS**

<table>
<thead>
<tr>
<th>Questions to Ask Yourself</th>
<th>Tasks to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>What am I looking for in an agency?</td>
<td>Establish criteria to evaluate the appropriateness of various placements</td>
</tr>
<tr>
<td>How do we find placements?</td>
<td>Be able to identify and locate a sufficient and diverse number of appropriate placements</td>
</tr>
<tr>
<td>How do I successfully recruit an agency to accept youth?</td>
<td>Utilize effective methods for soliciting volunteer placements</td>
</tr>
<tr>
<td>How do we organize effective partnerships?</td>
<td>Be able to establish effective and ongoing procedures, roles and responsibilities, and communication channels to ensure mutual success</td>
</tr>
</tbody>
</table>

Participant Manual, Advanced Service-Learning, NYLC 2004
STAGE THREE: REFLECTION & EVALUATION

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”
- James Levin

CREATING MEANINGFUL REFLECTION

Reflection is one of the most important components of the day of service: it allows teens the chance to internalize their experience during the service and the effect they had on their community. By including reflection components, your service project moves from being “service” to “service learning.” Through this process, participants analyze, question, and share what they have experienced. Reflection is a time to create new meaning and understandings through conversations and potential “a-ha!” moments. While structured reflection should take place as a program at the end of the project it is also important to include reflection before and during the project as well. By continuing to reflect before, during and after, you can ensure that participants are making lasting and meaningful connections to both service and their Judaism. Lastly, evaluation enables staff, youth, community participants, and other project supporters to change and positively enhance the work that was done in addition to any future action.

The main elements to any successful reflection program are that it must be fun (so teens will come back), it needs to include everyone (represent multiple Judaic views and different experiences), it needs to be engaging (or you’ll lose them), and you must establish trust (otherwise no one will share their thoughts). This section includes ideas and materials that will aid you in building a successful reflection program for your service project.

THIS SECTION INCLUDES:
- What does Judaism say about justice?
- Integrating Judaism into Community Service: A Primer
- Framing Exercise
- Reflection Toolbox
- Things that make you go...Hmmm...Jewish Text Study
- Template Evaluation
- Future Action

WHAT DOES JUDAISM SAY ABOUT JUSTICE?

Judaism weaves the ideal of justice into the very fabric of creation. Like all ideals however, justice has value only when it is lived out in daily life. In many cases the pursuit of justice comes at a price, and each individual needs to determine whether he or she will pay that price. Classical Jewish sources have provided Jews with guidance on such matters throughout the generations. The Hebrew word tzedek is usually translated as “justice,” yet, like many translations, this one is not completely satisfactory. There are nuances of meaning that are important to understand as Hebrew has several words that are related to the concept of justice.
INTEGRATING JUDAICS INTO COMMUNITY SERVICE: A PRIMER

Framing the students’ service experience in Judaic terms takes planning and skilled educators. Keep in mind that reflection is something that should happen at all stages of the service, from the planning, to immediately before, to during the service itself, to afterwards. Below are some ideas for giving your service a Judaic frame.

**Planning a project: Brainstorming** Frame your project in Judaic terms from the very beginning. Study PANIM’s Jewish Values Matrix and have students think of 2-3 projects that could express each value.

**Before service:** Do a text study or interactive program that incorporates Jewish learning about the social issue they will be confronting.

**During the service:** Have the students perform service alongside educators and rabbis who can help them process their experiences in Jewish terms while it is happening.

**Immediately following the service:** If all your students are working on the same issue area (i.e. every student worked with the elderly), have an interactive program or speaker that incorporates teaching the issue with Jewish teachings.

If your students went to multiple sites addressing multiple issues, get them to speak with each other about their experiences using Jewish concepts as the common denominator.

**Service Leaves Reflection** Make a large drawing of a tree with each service site as a different branch. Have a pile of “leaves” which are values or quotes that students can take and put on a different branch and explain why this particular leaf belongs on this particular branch. Have multiples of each value and quote so that some can go in several places.

**The Heart and Soul of Jewish Service** Have signs around the room that describe different Jewish motivations for doing service. Students circulate around the room to read the different motivations, then stand near the one they like best. This can form a group for reflection on what they did that day and why they were drawn to this particular quote. Look for other ideas at:

- www.jewishservice.org
- www.mazon.org
- www.sparkpfs.org
- www.avodah.net
- www.socialaction.com
- www.rac.org

**FRAMING EXERCISE**

*Providing a Jewish Context for service is as easy as finding a great quote from one of the above sites and create a few though-provoking questions to pose to the participating teens. You can use this framing exercise as a way to set the tone before or after a service project takes place.*

“The Jewish requirement to help repair the world is often interpreted as a call for tzedakah, or charity. But, a second critical aspect of Jewish tradition and experience is an emphasis on the need not only for compassion and charity but also for justice [i.e., tzedek]—for addressing root causes of problems and inequity.”

( Joel Westheimer, Contact: The Journal of Jewish Life Network, p. 12, Autumn 2001, 4:1)

Read the paragraph above. Take some time to reflect of the following questions.

1. According to Westheimer, what is the difference between tzedek and tzedakah?
2. Is this a helpful distinction?

Tzedakah can be defined as a gift given to ameliorate an immediate need while tzedek is a strategy designed to uproot the inequities or obstacles that cause need. Both are necessary in a society that seeks to be fair and just to all. Tzedakah is short-term and tzedek is long-term. Tzedakah gives to the individual directly (or to the organization that serves the individual directly), and tzedek works to redesign the structures of society.
REFLECTION TOOLBOX
STRUCTURED REFLECTION: SNAPSHOTS ALONG THE WAY

Reflection is the process of encouraging the participants to engage in critical thinking skills in order to prepare for and learn from the service activity. Reflection is an essential component of effective service-learning, yet it is often neglected. Many feel that it is the most important step in the process. It provides a time to capture valuable knowledge and integrate it into the mind set of the participant.

One reason reflection is important is because service-learning often introduces the participant to new relationships, experiences, questions, and feelings. Without reflection, there is no way of knowing how the participants are reacting to these new experiences or what they are learning from them. Unless there is an opportunity to share in a reflection, that which is not addressed may not be understood.

Reflection provides the coordinator with an opportunity to check on how the group is doing on the established learning objectives and to evaluate the project. Those students who are giving time and energy gain in knowledge and skills as they actively engage in preparing for and looking back at what has been accomplished. This process extends the experience of giving from a one-sided venture to true sharing in which the person who gives will also get back.

TOOLBOX FOR REFLECTION:

There are a wide variety of reflection techniques. Reflection activities can be as simple as a facilitated discussion or, by contrast, can incorporate varied forms of expression including writing, arts activities, dance, music, theater, photography, and other oral presentations. The use of many different types of reflection activities will sustain the interest of participants and draw on their varied learning styles.

In every case, effective service-learning experiences provide opportunities for participants to reflect before, during and after the service project. While topics for reflection are tied to the learning objectives, they also can expand to include the unexpected “teachable moments” which have occurred during the experience.

Some starter reflection questions:

One thing that is important to remember is that reflection should happen throughout the service-learning experience. Here are some starter reflection questions to guide a basic discussion:

Pre-project reflection: What are we going to do? Why? Are we prepared? Does everyone know what is expected of them? Are we all on the same page? What ideas do I have about the community or group with which I will be working?

Mid-project reflection: Are we still learning and growing? Are we doing what we originally set out to do? If not, is that okay? What are some of the frustrations of this project? Can we do anything about them?

Post-project reflection: What did I learn? Who did I help? When in their lives and in mine did it occur? Did it meet their needs? Could I do it better next time? Are there other things that I can do now to address the need? Do I view my community differently because of my involvement in this experience? If so, how? Are my ideas different from the ones I had before the experience?
SCRIPTS FOR REFLECTION ACTIVITIES

Journal Writing: This is an opportunity for you to capture the present, to hold on to what you have experienced, and to think about what you want to take home with you. Please respond to each of the questions, and then feel free to write down or draw other thoughts that occur to you. OR: Take a few minutes to think about the experiences you have had today. Think about the feelings, ideas, concerns, and dreams that you will take away with you as a result of your actions today. Please write down some of the key things that you want to remember about today. OR: Think about and describe the most significant idea, concept, or insight you have discovered today. Why is it important to you? OR: What is one thing you are going to do that is new or different as a result of this experience?

Service-Learning Journal Writing: tcc.edu/students/specialized/civic/servicelearning/students/journal.htm

Tips on Keeping a Reflective Journal: http://www.nmc.edu/socialscience/service-learning/tips.html

Graffiti Wall: Please go over to the graffiti wall, where there are some questions to ponder and answer. Grab a marker and write down your own thoughts, ideas, feelings, and insights. Feel free to be anonymous or to identify your ideas by writing your name beside your comments. (Note: Coordinators should post newsprint with one question per page.) What is one word you would use to describe your experience today? What did you enjoy most about the day? Why? What are some of the concerns that you have about what you experienced today? What was the funniest part of this experience for you? What is the most valuable thing you experienced or learned today and why was it valuable? What is one thing that you intend to do differently as a result of what you have learned? What is one recommendation you would make to improve the process? How did you contribute to the learning of others today? What are some of the skills, talents, or abilities that you can contribute to help your project succeed?

Don’t Forget: This activity allows participants to reflect on the moments or lessons from the day that they don’t want to forget. The only materials needed for this reflection are Post-It or sticky notes, pens or other writing utensils and wall space! Take a few minutes think about the experiences you have had today. What was the most important things that you learned or experienced today? Take a sticky note (or a few) and write down the things you don’t want to forget from today. Once everyone has used up their sticky notes, have everyone post them to a spot on the wall – depending on the size of the group – this could be quite a collection of ideas and memories. Take a photo to document the experience!

Mind Mapping On an outline of a sun burst (a sun with rays) or a wagon wheel drawn on newsprint, generate words that describe the experience that you have had today and the significant things you have felt, seen, or learned. Once you have generated 15-25 words, begin to develop sentences that include these words. Put all the words into sentences. Place the sentences in a sequential order, feeling free to add more ideas as you go. Once all of your words and sentences have been put into a paragraph form, invite someone in the group to read the paragraph out loud to the entire group when it reconvenes.

Emotional Whip In this exercise, the coordinator asks participants to show-with a word, body movement, or facial expression-how they feel right at that moment. Ask each person to show a reaction, one at a time and then ask each person to explain the feeling. This activity can give the facilitator a sense of the group mood and gives participants a chance to express how they feel.

Discussion Groups In small or large groups, ask participants, questions that will help them process their service experience. Some sample questions might include: What difference have you really made in your community? Where might you apply this new knowledge to other parts of your life? What things do you see differently as a result of your service? What have you learned about yourself? What new views do you have of groups and individuals?

MORE IDEAS FOR REFLECTION ACTIVITIES

• Have students write letters to public officials or other professionals about their experience and what solutions they see for change.

• Encourage students to take pictures throughout the entire process and then have them create presentations to be shared with other BBYO teens and teens in the community for future J-Serve Days and other service projects. These pictures are also great to keep on hand for press opportunities!

• Ask students to create individual blogs/online journals sharing their ideas and encouraging other people to post their opinions as well.

• Have each student write an op-ed to different newspapers and follow through to encourage that they get published.

• Have students read a relevant speech by Dr. Martin Luther King and discuss its connections to students’ efforts to address contemporary issues through service.
SERVICE-LEARNING: THINGS THAT MAKE YOU GO... HMMMM...
JEWISH TEXTS FOR REFLECTION

1. Read through the texts below
2. Pick two texts that speak to your experience
3. Spend approximately 10 minutes discussing why these texts help you understand your experience in a Jewish way

“One who gives a penny to a poor person merits an encounter with the presence of G-d (shechina).”
—Bava Batra 10a

“RABBI ABUN SAID: THE POOR MAN STANDS AT YOUR DOOR, AND THE HOLY ONE, BLESSED BE HE, STANDS AT HIS RIGHT HAND. IF YOU GIVE UNTO HIM, HE WHO STANDS AT HIS RIGHT HAND WILL BLESS YOU…”
—RUTH RABBAH 5:9

“Our Rabbis taught: Formerly, [food] was brought to the house of mourning for a wealthy person in silver and gold baskets, and food for the poor was brought in baskets of peeled willow branches. This caused the poor to be humiliated. In deference to their feelings, it was decreed that food for the poor and wealthy alike should be brought in baskets of peeled willow branches.
—Babylonian Talmud, Moed Katan 27a-b

“I AM THE LORD; THERE IS NONE ELSE. I FORM LIGHT AND CREATE DARKNESS, I MAKE GOOD AND CREATE EVIL. I, THE LORD, DO ALL THESE THINGS.”
—ISAIAH 45:6-7

“We are obligated to make a blessing on the occurrence of bad things, just as we must make a blessing on the occurrence of good things, as it says: ‘Love the Lord your G-d with your heart, with all your soul, and with all your might.’”
—Mishnah Berakhot 9:5

“THERE ARE EIGHT DEGREES OF CHARITY, EACH ONE HIGHER THAN THE NEXT. THE HIGHEST DEGREE, EXCEEDED BY NONE, IS THAT OF THE PERSON WHO ASSISTS A POOR JEW BY PROVIDING HIM WITH A GIFT OR A LOAN, OR BY ENTERING INTO A PARTNERSHIP WITH HIM, OR HELPING HIM FIND WORK; IN A WORD, BY PUTTING HIM WHERE HE CAN DISPENSE WITH OTHER PEOPLE’S AID.”
—MAIMONIDES’ MISHNEH TORAH—LAWS CONCERNING GIFTS TO THE POOR 10:7

“Command the children of Israel, that they give unto the Levites of the inheritance of their possession cities to dwell in; and open land round about the cities shall you give unto the Levites. And the cities shall they have to dwell in; and their open land shall be for their cattle, and for their substance, and for all their beasts. And the open land about the cities, which you shall give unto the Levites, shall be from the wall of the city and outward a thousand cubits round about. And you shall measure without the city for the east side two thousand cubits, and for the south side two thousand cubits, and for the west side two thousand cubits, and for the north side two thousand cubits, the city being in the midst. This shall be to them the open land about the cities.”
— Bamidbar 35:2-5
**TEMPLATE EVALUATION**

The following template evaluation is useful for both participants as well as any partner organizations you may have worked with. You will want to adapt the evaluation for the appropriate parties.

After the **Action** component is through and Reflection lesson plans are finished, it is important to allow the students to critically evaluate and analyze the service-learning project and its outcome. Students should consider what did and did not work as well as what they would do again, what they would change, how the project succeeded, and how it needs to be improved.

We appreciate your commitment to service! Your responses will help improve our future projects/partnerships. Please be candid in your evaluation. Thank you for your assistance!

Your Name: _____________________________________________ Date: ____/_____/_____
Organization Name: _______________________________________ 
Telephone: (________)___________________ Email: ____________________________

<table>
<thead>
<tr>
<th>Service Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was well-prepared for my service experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>BBYO provided adequate supervision for the experience. (I felt like there were people I could ask questions)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The service learning experience helped address needs within the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I felt like I generally had the skills to fulfill the service project requirements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Communication with staff was effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I was made aware of the connection between the service project and relevant Judaism.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I benefitted from taking part in this service project.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I thought that this experience was worthwhile.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I would like to continue being involved in future service projects with BBYO.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I would recommend participating in service with BBYO to a friend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please address the following questions on the reverse side or on a separate page:

1. What problems, if any, did you encounter during the service learning experience?
2. What benefits did your organization receive through this experience?
3. What would you do differently next time?

*Please contact _______ at ___________ or ______________ if you would like to speak with us about your experience or future service learning projects. Thank you!*
FUTURE ACTION – MAKING SERVICE LEARNING LAST
Based on project evaluations and reflection programming conclusions, future action should always be planned.

Questions to consider when planning for future action:

• How can we ensure that this issue is still being serviced and not forgotten?
• What resources are needed to keep the successful work that we did implemented?
• What is still needed? What do we want to look at now?
• Can we pass on future action to the next group of students?
• How can we incorporate future action into our next curriculum?

These are questions that both the BBYO Director and the teens should answer. For the director, future action may mean continuing to implement the service-learning project in his or her next event. For the teens, this may mean organizing a group that meets once a week with a director or advisor. For the regional leaders, this may mean creating a space where other leaders, community members, and teens are able to share projects and gather ideas for additional service-learning work.
STAGE FOUR: CELEBRATION & DEMONSTRATION

Celebrating the work you have been doing with the committee in the planning stages and the actual service work at the project site, highlighting the community, creating awareness around the issue and providing recognition to all participants is very important in creating a culture of service in your region. Celebration ensures that the service work is seen and heard and that BBYOers as well as engaged teens and community participants are valued and applauded for their roles as citizens and social leaders. By focusing attention on the Celebration stage of service-learning, we commit to a continued culture of service in BBYO, and bolstering youth empowerment.

RECOGNITION & INCENTIVE

The teens’ work can be recognized in many ways and not just within BBYO – this is a great opportunity for outreach and to get even more people in the community interested in what BBYO is able to accomplish! The project could be promoted publicly to all agencies and organizations in your community to achieve maximum exposure and impact. For example, refer back to the publicity materials in the resource to have a teen write an article about the participants and the project in the local newspaper and/or school newsletters. Appreciation for productive community contribution of youth serves as an incentive for teens to continue onto future service and it motivates them to model their good deeds in an effort to promote positive change. It is also necessary that the teens recognize the community. Incentive and visibility are important roles here because it stimulates participation. Lastly, ensure that teens respect participating communities and partners with thoughtful gratitude and thank-you notes (see the sample thank you note in STAGE ONE: PREPARATION).

DEMONSTRATION (TEACHING OTHERS)

In BBYO, we teach our teens to be leaders through doing. The Demonstration Stage allows teens of all levels of leadership (elected or not) to do exactly that - teach their peers about their service/advocacy/philanthropy experiences. Demonstration is a strong method to help youth process the work they have done and continue to develop their leadership skills. By demonstrating what they learned, teens can share their accomplishments with peers while sparking awareness and potential action. Teaching others how the project was conducted and the lessons learned about the process, allows other teens to replicate or expand the project. They can then adapt effective practices to their own initiatives, and scale up positive changes in the community. Encouraging your teens to demonstrate what they know for others boosts confidence, puts BBYO in a good light within the community and trains future leaders all at the same time – it is a win/win/win situation!

A few ideas for Demonstration programs:

- At an LTI, or YLTI class (where the older leaders train the up and coming leaders), or at the JCC for any teen interested, have teens plan a learning festival that demonstrates how we can help our communities.
- Host an Open House intake event that takes place where the service happened – this will attract the teens that are interested in service and can get involved in BBYO through their passion to “do good” in the world!
- Programs for the community to talk about sustainable change solutions that are teen led and teen taught with some help from educators or expert community members
- Host a collaborative party with community partners
- Work with teens to create a web site, handbook or workshop to train other teens

Demonstration is doubly important because it gets youth out in front of the community and presents their peers as change-makers in our society. While we in the BBYO community know that teens have the power to make a serious difference in the world, they are often not seen in the same light to the general public. By getting your teens out in front of the community, you are allowing them to develop real leadership experience, and you are putting BBYO’s best foot forward in your community, thus gaining you and BBYO some well deserved recognition! Positive youth representation in the community is vital to both the development of the teens as well as the reputation of BBYO.

Celebration should not been seen as the end of a service-learning project, and certainly not the definitive end of service itself. Celebration can happen throughout the entire curriculum. By celebrating small accomplishments you will reinforce that even the tiniest of positive developments are noteworthy. This stage should replenish one’s commitment to service work and stress the importance of continuing to tackle unmet national and global issues.
SINCERE THANKS TO PANIM FOR THEIR GENEROUS HELP IN CREATING THIS RESOURCE.