

2. MEMBER REFLECTION ON AMERICORPS SERVICE

During this session, participants will be reflecting on their AmeriCorps service and accomplishments they have made as AmeriCorps members. After the reflection activity, they will define ways that being an AmeriCorps member is a form of active citizenship.

STEP 1: DEFINE REFLECTION

Introduce reflection to participants using the following definition:

The Webster's Dictionary as defines reflection "the fixing of the mind on some subject: serious thought; contemplation." Therefore, as it relates to service activities, reflection is structured time to think, write and/or talk to learn about the service they provided.

During reflection activities, participants:

- ✦ Examine what they learned from the service activity
- ✦ Discuss problems encountered and obstacles overcome
- ✦ Celebrate successes
- ✦ Place meaning on their participation

STEP 2: INTRODUCE REFLECTION ACTIVITY

Give each participant a copy of handout A-1, *Reflection Activities*, found in the appendix. Tell the group they will have approximately 20 minutes to choose and complete at least one of the reflection activities. Inform participants that they will be asked to share the reflection exercise they completed.

STEP 3: SHARE REFLECTIONS

Ask for volunteers to share their reflections.

STEP 4: DEBRIEF ACTIVITY

Ask the group to discuss the following debrief questions:

- ✦ What did you learn about your service from this activity?
- ✦ How will you use what you have learned from your service after you leave AmeriCorps?
- ✦ Looking back on the various ways you defined citizenship and based on your reflection exercise, what are ways you are currently participating as an active citizen through your AmeriCorps experience?
- ✦ Are there ways you would like to become engaged as a citizen during the rest of your AmeriCorps term of service?

3. THE RULES: CIVIC PARTICIPATION AS AMERICORPS MEMBERS

There are ways that AmeriCorps members are already engaged as active citizens through their service. However, there are limits to the kinds of civic activities they can participate in while on active duty as AmeriCorps members. For clarity, review the prohibited activities for AmeriCorps members with participants.

STEP 1: REVIEW PROHIBITED "ON-DUTY" ACTIVITIES

Provide each participant with a copy of handout A-2, *Prohibited On-duty Activities*, and review its contents. Explain to members that what they do in their own time as citizens without their "AmeriGrays" on is up to them...just like any other citizen. (AmeriGrays = otherwise know as the T-shirts, sweatshirts, buttons, hats, or anything that identifies them as AmeriCorps members.)

Part 1



Look Here!

Materials Needed

Handout A-1
Markers
Drawing Paper
Lined Paper
Pens & Pencils



Look Here!

Materials Needed

Handout A-2

4. WRAP-UP PART 1: DEFINING CIVIC PARTICIPATION AND ACTIVE CITIZENSHIP

- ✓ Ask if there are any lingering questions.
- ✓ Introduce the next agenda item, Part 2: Exploring the Dimensions of Citizenship.
- ✓ Allow participants time for a break.

NOTES

PART 2: EXPLORING THE DIMENSIONS OF CITIZENSHIP

Minimum Time Needed: 2 hours

1. GROUP DISCUSSION: ROOT CAUSES AND PATHWAYS TO ACTION

In the following segment participants will spend time defining and discussing underlying issues that are facing our nation and what they can do to address these issues.

STEP 1: PARTNER DISCUSSIONS

Instruct members to find a partner and spend the next 10-15 minutes discussing the following questions. Give each pair a piece of blank poster paper and markers. Have them record the history of their conversation and be ready to report back to the large group. Encourage pairs to spread out around the room and find a quiet place to conduct their discussion.

Challenge Poster

1. What do you feel are the greatest challenges facing our country?
2. What are the underlying causes of these challenges? (Try to do some serious exploring to uncover causes. For example, if you were to look at homelessness, one of the causes might be lack of affordable housing. Take it a step further and ask yourself why there is a lack of affordable housing in our country).
3. What action steps can you take to address the causes of these challenges?
4. Choose one of the challenges you identified in question 1. Now spend a few moments thinking about what the world would look like if this challenge had been overcome. Take a few minutes to explore what had to happen for that to occur?

POSTER #5

STEP 2: REPORT FINDINGS

Have each pair share their findings with the large group.

STEP 3: DEBRIEF SMALL GROUP DISCUSSIONS

With the whole group, debrief the small group discussions by asking some or all of the following questions:

1. Did you have a difficult time identifying challenges facing our country? Explain.
2. Were there any common themes among the root causes?
3. Did you have a hard time identifying action steps to address the challenges? Were the solutions you generated feasible?
4. How did it feel to see yourself as part of the solution?
5. Do you feel like it is possible to overcome some of the challenges we identified?
6. Whose responsibility do you think it is to do this?
7. How are you addressing these challenges as AmeriCorps members?

STEP 4: WRAP-UP DISCUSSION

Explain that it will be important to continue to think about the discussion from this activity as they move into the next section, which is about taking action in our sphere of influence. Also take a few minutes to remind participants that even though the issues facing our communities, country, and world seem to be insurmountable there are small steps citizens can take to work toward finding solutions. Indeed, their involvement as AmeriCorps members is a step that they are taking as active citizens.

Part 2



Look Here!

Materials Needed

Blank Poster Paper
Markers

Part 2



Look Here!

Materials Needed

Handout A-3

Markers

Glue

Crayons

Scissors

2. *TAKING ACTION IN OUR SPHERE OF INFLUENCE*

In the following activity, members will define concrete steps they can take to work toward positive community change. They will create an artifact to take with them when they leave the training. Their artifact will serve to remind them of the commitments to active citizenship they have made.

Attention! Before you facilitate this session...

It would be helpful for you to take time prior to the training to complete this activity. After creating your own octahedron, it will be easier for you to give directions.

STEP 1: OCTAHEDRON ACTIVITY DIRECTIONS

Give each member a copy of handouts A-3, *Spheres of Influence and Action*. Explain to participants that they will be making an octahedron with their spheres of influence and action. Provide them these instructions:

- ✦ Choose 4 circles of influence in your life. For example your friends, family, co-workers, neighborhood, city, state, country, world, solar system...you get the picture.
- ✦ Corresponding to each circle of influence you have chosen, identify at least one action step you can take in each circle of influence to become a more active citizen. (For example, if you have chosen your family, an action step might be to teach your children about how the political system works and why it is important to stay abreast with current events).
- ✦ Coordinate each circle of influence to correspond with the action step(s) you will take in that sphere of influence. This can be done by using similar colors, designs or number codes.
- ✦ Refer to the directions on the handouts to assemble the octahedron.

STEP 2: INDIVIDUAL WORK TIME

Give members time to work on the activity. You will need a minimum of 30 minutes.

STEP 3: SHARE OCTAHEDRONS

Ask volunteers to share their octahedrons with the group. For the sake of time, you can ask each member just to share one sphere of influence and the action steps they chose for that sphere. Remind members to take their spheres with them and refer to them in a week, a month, a year, etc. to assess progress they have made in their spheres.

3. *WRAP-UP PART 2: EXPLORING THE DIMENSIONS OF CITIZENSHIP*

- ✓ Ask if there are any lingering questions.
- ✓ Introduce the next agenda item, Part 3: Applying Civic Skills
- ✓ Allow participants time for a break.

NOTES

PART 3: APPLYING CIVIC SKILLS

Minimum Time Needed: 1½ hours

1. IDENTIFYING COMMUNITY NEEDS AND TACKLING ISSUES THROUGH SERVICE PROJECTS

This session of the training focuses on identifying specific skills AmeriCorps members can use to bring positive change to their communities. Participants will discuss skills they use to plan community service projects. They will also look at ways they can apply these skills after they graduate from AmeriCorps.

STEP 1: INTRODUCTORY DISCUSSION ABOUT SERVICE PROJECTS

Explain to the group that the next section of the training is going to focus on planning community service projects, which is one way to be involved as active citizens. Ask the group why planning community service projects is important and why AmeriCorps members are involved in planning service projects. If they are not covered in the discussion, mention the following key points. Service projects:

- ✦ Serve as a catalyst for community change
- ✦ Unite a diverse group of people together to solve public problems
- ✦ Strengthen communities
- ✦ Promote service
- ✦ Teach community-building skills

STEP 2: REVIEW SERVICE PROJECT HANDOUTS

Give members a copy of handout A-4, *7 Components for Creating Strong Community Service Projects*. Review the handout point-by-point and highlight the following key points.

Key Points:

1. RESEARCH

- ✦ Members will need to devote a substantial amount of time to research their community's need for the proposed project.
- ✦ Do not choose projects arbitrarily or just because you have to complete a project. Projects chosen this way may not be meeting community needs.
- ✦ Develop allies and project partners through your research.
- ✦ Well-researched projects have the potential to achieve strong outcomes.

2. DEFINE GOALS AND OBJECTIVES

- ✦ Goals are what the project will accomplish.
- ✦ Objectives are the actual steps to be taken to achieve project goals.
- ✦ Articulate goals and objectives to volunteers and project partners. People want to know why the project is important and what it will accomplish.
- ✦ Clearly defined goals and objectives will help generate community support.
- ✦ Goals and objectives are a road map to success.

3. CREATE PARTNERSHIPS

- ✦ Service projects with community partners are more sustainable.
- ✦ Community partnerships can include asking community agencies to co-sponsor the project, inviting community members to volunteer for the project, or working in partnership with community groups to enhance pre-existing service projects.
- ✦ Project partners should represent the diversity of your community in ages, cultural backgrounds, gender and education.

Part 3



Look Here!

Materials Needed

Handouts A-4 & A-5

4. *THOROUGHLY PLAN LOGISTICS*

- ✦ Divide the project into the tasks that need to execute the project successfully.
- ✦ Plan for volunteers, equipment, transportation, signage, food, media, and safety.
- ✦ Attempt to plan for every potential obstacle that may present itself the day of the project.
- ✦ Create an inclement weather plan for outdoor projects and articulate the plan to volunteers BEFORE the day of the project.

5. *BUILD A REFLECTION PIECE INTO THE PROJECT*

- ✦ Reflection is the bridge between service and learning.
- ✦ Reflection helps participants see the value in service. Furthermore, if participants see the value of their service, they will be more likely to participate in future service projects.
- ✦ If you have planned to conduct the reflection exercise at the end of the project, resist the temptation to excuse volunteers before the group has taken time to reflect.
- ✦ For many volunteers, the most genuine learning from the project occurs during reflection activities.

6. *EVALUATE THE PROJECT*

- ✦ Use both formal and informal evaluations to assess the project's effectiveness.
- ✦ Evaluating your project is a learning tool for improving future projects.
- ✦ Make certain your evaluation focuses on what was successful about the project and what could be improved for the next time.

7. *CELEBRATE YOUR SUCCESS AND SHARE YOUR STORY*

- ✦ Thank everyone who is involved in the project.
- ✦ Celebrate the success of the project.
- ✦ Share the story of your project with others. You can do this formally through the media and informally with people that you know.
- ✦ Sharing the stories about your project with others can inspire others to get involved and help them see that regular citizens can make a difference.

STEP 3: REVIEW PROJECT PLANNING WORKSHEET

Give participants a copy of Handout A-5, *Project Planning Worksheet*. Review the handout with participants. The project planning worksheet is a visual and written tool for members to plan for their community service projects and is based upon the 7 *Components of Strong Community Service Projects* handout. If your group is currently planning a service project, this would be a great time to discuss your plans.

STEP 4: DEBRIEF SERVICE PROJECT PLANNING

Ask members to discuss the following questions:

- ✦ What do AmeriCorps member accomplish by planning and participating in service projects?
- ✦ Why do AmeriCorps members plan and participate in community service projects?
- ✦ What specific skills have you learned from participating in service projects?
- ✦ How can you use these skills after your year of service?

2. CLOSING & PROCESSING THE TRAINING

The final session of the training will require members to brainstorm training applications, celebrate their accomplishments with AmeriCorps, and evaluate the training.

STEP 1: INTRODUCE FINAL SESSION

Review with participants that they have defined citizenship, taken a deeper look at what it means to be citizens, and discussed specific action skills they can use to be more involved as citizens. Explain that the final session will include discussing training applications, a closing activity, and evaluating the training.

STEP 2: BRAINSTORM TRAINING APPLICATIONS

Ask the group to brainstorm the following question and record comments on a blank piece of poster paper.

"How can you apply what you have learned from the training?"

STEP 3: CLOSING REFLECTION ACTIVITY

Give members a few minutes to choose something they have with them or an object that is in the room to represent what they have accomplished as an AmeriCorps member. (For example, with you could show a paper clip and say that you had bound your community together). Ask members to share and explain their object.

STEP 4: NEXT STEPS

Provide participants with a copy of *Active Citizenship Resources for AmeriCorps Members*. (Found in the back of the *Service to Citizenship Guide*).

STEP 5: EVALUATE THE TRAINING

Ask participants to complete a training evaluation. You can use the sample training evaluation provided, handout A-6, or create your own.

STEP 6: THANK PARTICIPANTS!

Thank members and excuse them from the training.

NOTES

Part 3



Look Here!

Materials Needed

Blank Poster Paper
Markers
Handout A-6

Part 4



Look Here!

Materials Needed

Examples of Civic Stories

Handouts 1-7

Paper

Pens & Pencils

ADDITIONAL ACTIVITY 1: TELLING YOUR CIVIC STORY

Minimum Time Needed: 1 hour

PURPOSE OF ADDITIONAL ACTIVITY

The *Telling Your Civic Story* activity provides members with a structured opportunity to reflect on the impacts of their AmeriCorps service. Telling stories of community change can also inspire others to get involved, because they realize it is possible for one person or a small group of people to make a difference.

STEP 1: INTRODUCTION TO CIVIC STORYTELLING

Introduce this section to members by reading civic stories out loud. You can use stories, articles or testimonials that were written by previous AmeriCorps members or there are also several inspirational books and collections of short stories with the theme of service.

One excellent resource is:

Stone Soup for the World: life changing stories of kindness & courageous acts of service. Edited by Marianne Larned. Berkley, California: Conari Press, 1998.

STEP 2: REVIEW BASICS OF STORY TELLING

Give participants a copy of handout A-7, *Tips for Telling your Story*, and review the handout point-by-point.

STEP 3: INDEPENDENT WORK TIME

Tell members they will have time to create a draft version of their civic stories. They may choose to write a traditional story with pen and paper or their story could be in the form of a play, picture, poem, or monologue. Tell members they will have an opportunity to share the "rough draft" of their story with the group after the independent work time. Explain to members that there are no parameters for what their story should look like when it is completed. However, as always, stories should be appropriate to share with the entire group.

STEP 4: STORY SHARING

Ask for volunteers to share their stories with the large group. Depending on time, you may want to have everyone share their story or divide the large group into smaller groups to have them share their stories. Encourage members to get up in front of the group when they are telling their story.

ADDITIONAL ACTIVITY 2: CREATIVE COMMUNITY

SOLUTIONS ROLE-PLAY

Minimum Time Needed: 1 ½ hours

PURPOSE OF ADDITIONAL ACTIVITY

The purpose of the community solutions role-play is to have participants experience a situation where a diverse group of community members address community problems. Through this activity members will learn about the importance of seeking common ground and finding solutions to which everyone can agree. During the simulation they may also realize that finding community solutions can be both frustrating and rewarding and that it is sometimes difficult to know where to start. This activity will help members discuss their successes and challenges when working with community groups.

DIRECTIONS

In this activity, participants will role-play a town meeting and work to find a feasible solution for a community issue faced by a fictitious town. Each group will present their case and then work in committees to find creative solutions. Any details not provided in the role-play handout can be made up by participants. Divide participants into 6 groups and read the following scenario.

THE SCENARIO

Recently, your city government proposed legislation that will make it illegal for homeless people to spend extended periods of time in your city's public parks. The local police will issue costly citations to homeless people caught loitering in the parks. This legislation was proposed after repeated complaints from local citizens claiming that they felt like homeless people had taken over the city parks. As you can imagine, heated debate has ensued from local citizens representing many facets of your community. The city council has decided to call a town meeting. You are now at the town meeting. Your task is to work with other members of the community to propose a workable solution to this issue.

STEP 1: SET-UP

Copy Handout A-8, *Community Solutions Role-play*, and cut out the description of each community group. Give each group a description. Explain that each group will need to prepare an opening statement to present their group's position at the town hall meeting. Give participants 5 minutes to prepare an opening statement. Statements should not exceed 2 minutes and presentations should be quick and concise.

STEP 2: OPENING STATEMENTS

Have each group present their opening statements. Ask other groups to only listen at this time and save questions for the committee discussions that will follow.

STEP 3: COMMITTEE DISCUSSIONS

Form small committee groups making sure that each group has at least one person represented from each organization. Therefore, at the very minimum each discussion group should have one representative from Parents for Parks, Voices for the Homeless, the homeless community, Friendship Shelter, city council and the downtown Business Owners Association. Each committee group will need to find a creative solution to the issue that is both feasible and one to which everyone agrees.

Part 4



Look Here!

Materials Needed

Handout A-8

STEP 4: PRESENT SOLUTIONS

Have each committee group present their proposed solution to the large group.

STEP 5: DEBRIEF ACTIVITY

Ask the group to debrief the following questions:

- ✦ What did you learn from this activity?
- ✦ How did this activity make you feel?
- ✦ Was it easy to find a solution to the scenario?
- ✦ What kind of compromises did you feel like you had to make to reach a solution?
- ✦ What would have happened if you had not reached an agreement?
- ✦ How have you worked with the community during your year of service?
- ✦ Can you think of examples from your AmeriCorps service where you have successfully worked with a community group to solve complicated problems?
- ✦ What challenges did you encounter when working with community groups to solve complicated problems?
- ✦ What did you learn about solving community problems?
- ✦ What applications and lessons can you take from this role-play?

STEP 6: CLOSE ACTIVITY

Ask the group to share additional thoughts and learning from this activity.

APPENDIX

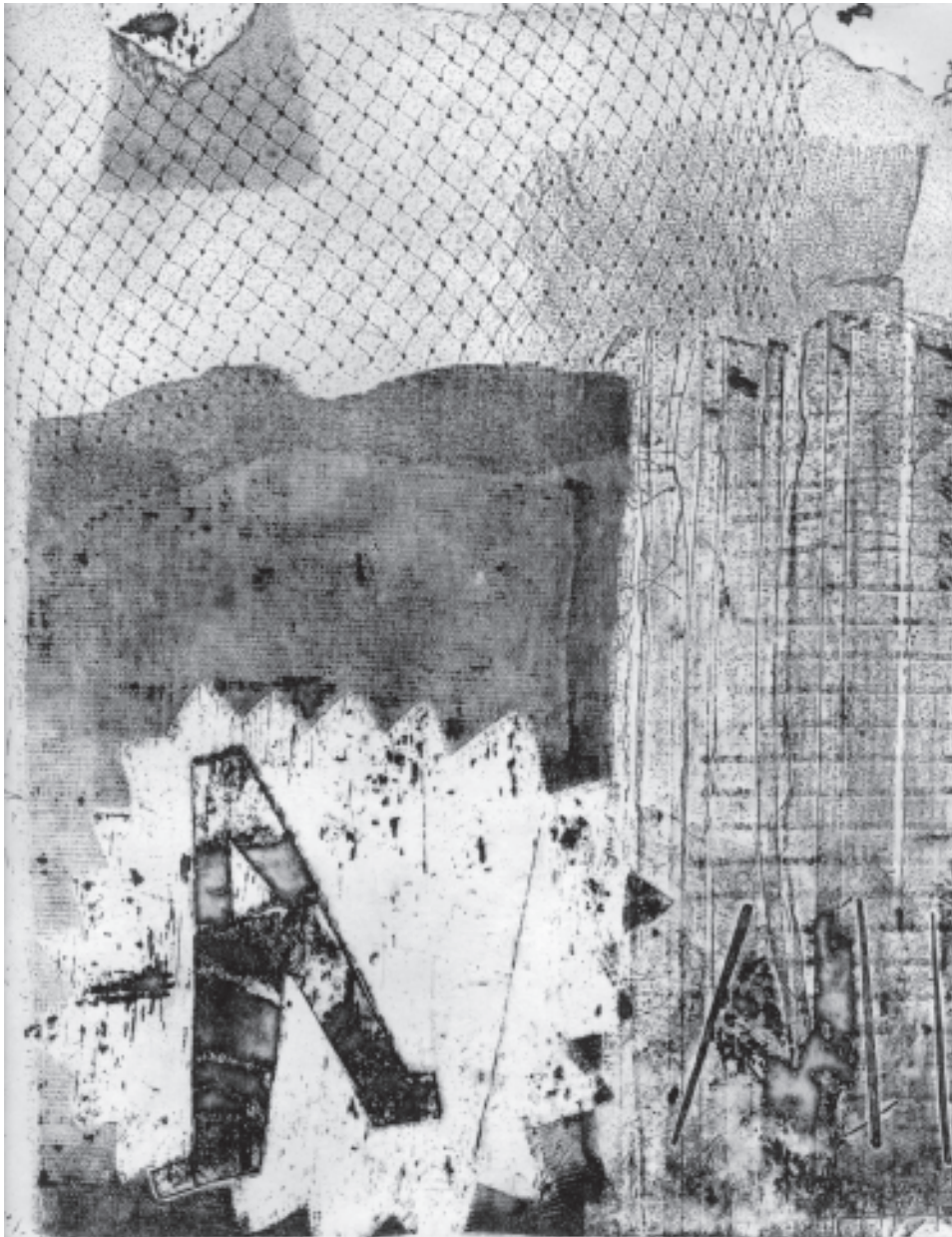
HANDOUTS FOR TRAINING AND ADDITIONAL ACTIVITIES

Appendix

Contents:

Handouts:

- A-1: Reflection Activities
- A-2: Prohibited On-Duty Activities
- A-3: Spheres of Influence and Action
- A-4: 7 Components for Creating Strong Community Service Projects
- A-5: Project Planning Worksheet
- A-6: Sample Training Evaluation
- A-7: Tips for Telling your Story
- A-8: Community Solutions Role-play



REFLECTION ACTIVITIES

You will now have time to reflect on your citizen service as an AmeriCorps member. Briefly read through the following activities and choose the reflection exercise that most interests you. If time permits, get started on a second activity. If you choose to do your activity with another person, please be mindful of creating a quiet space for others to complete the activity they have chosen. Have fun and be creative!

ACTIVITY 1:

You have been asked to write a speech that you will deliver at your AmeriCorps graduation ceremony. Joining you at your ceremony will be friends, family and distinguished community guests. You want your speech to reflect both what you have gained as an AmeriCorps member, as well as what has been accomplished by your team. In preparing your speech think about addressing the following questions:

- What did you accomplish as an AmeriCorps member this year?
- What did your AmeriCorps team accomplish?
- How did you work together as a team? What challenges did your team face?
- What did you learn about your community?
- What impact did your service have on the community?
- Do you have inspiring stories to tell about other members, obstacles overcome or community improvements?
- How will you continue in the tradition of "getting things done" after you leave the AmeriCorps program?
- What did you learn about yourself?
- How do you want to remember your year of service with AmeriCorps?
- What advice would you give to new AmeriCorps members?

ACTIVITY 2:

You have been asked to designate a theme and then design a T-shirt for your state's annual AmeriCorps member gathering. Your theme should be reflective of the collective accomplishments of AmeriCorps members in your state and what you have learned along the way. Have fun designing your T-shirt and be ready to explain your theme and logo to the selection committee.

ACTIVITY 3:

Find a partner and get ready to role-play the following scenario:



One of you is a TV newscaster for the local 5 o'clock news and you are profiling your partner for a series of stories titled Citizens Taking Action! As the newscaster, spend a few moments developing questions to ask the AmeriCorps member you will be interviewing. Your goal will be to ask questions that illustrate his or her experience and how the community was changed through his or her service with AmeriCorps. The story should also inspire others to get involved. For the AmeriCorps member being profiled, it will be beneficial for you to spend a few moments quietly reflecting on your AmeriCorps experience to prepare for the interview. Your interview should last 8-10 minutes to ensure there is plenty of footage for the final piece. Lights, camera, action!

PROHIBITED ON-DUTY ACTIVITIES

There are certain activities that AmeriCorps members and staff may not perform in the course of their duties, while charging time to the AmeriCorps program, or at the request of the program staff. Furthermore, members and staff may not engage in any conduct that would associate a national service program or the Corporation for National Service with prohibited activities. Programs must become familiar with the specific prohibitions described in the Corporation's formal regulations (45 C.F.R. 2520.30) and the grant provisions.

PROHIBITED ACTIVITIES INCLUDE:

- ✦ engaging in any effort to influence legislation, including state or local ballot initiatives or lobbying for your AmeriCorps program
- ✦ organizing a letter writing campaign to Congress
- ✦ engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office
- ✦ printing politically charged articles in a Corporation-funded newsletter
- ✦ taking part in political demonstrations or rallies;
- ✦ organizing or participating in protests, petitions, boycotts, or strikes
- ✦ assisting or deterring union organizing
- ✦ engaging in religious instruction, conducting worship services, or engaging in any form of religious proselytization
- ✦ impairing existing contracts or collective bargaining agreements
- ✦ engaging in activities that pose a significant safety risk to participants
- ✦ completing assignments that displace employees
- ✦ participating in internships with for-profit businesses as part of the education training component for the program
- ✦ providing assistance to a business organized for profit

AmeriCorps members, like other private citizens, may participate in lobbying, political, or advocacy activities on their own time, at their own expense, and at their own initiative. However, members may not wear AmeriCorps service gear in such instances.

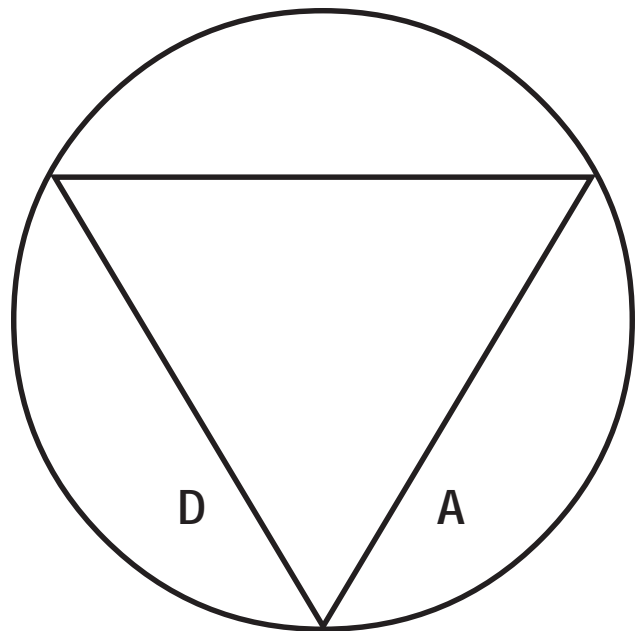
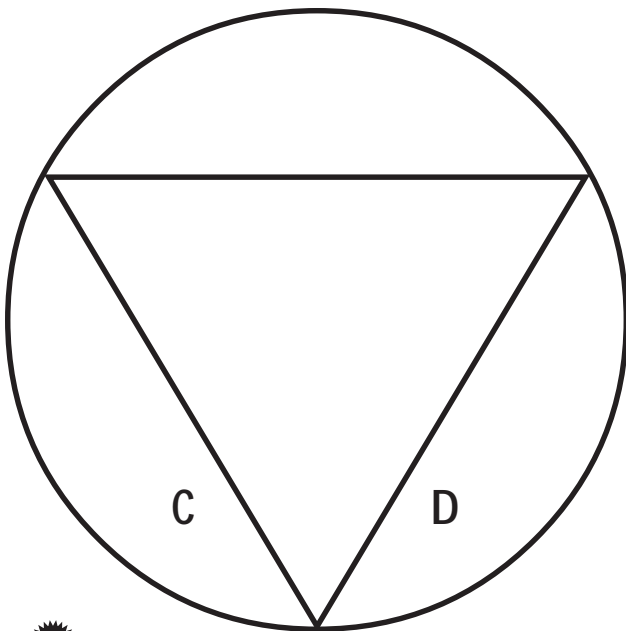
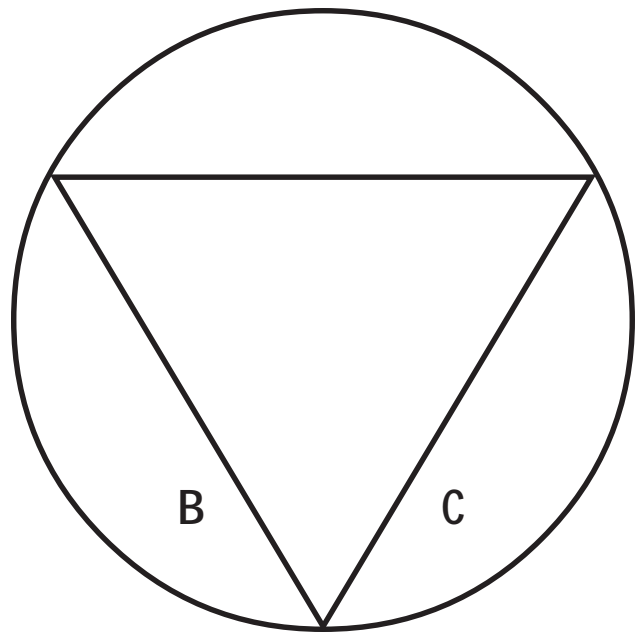
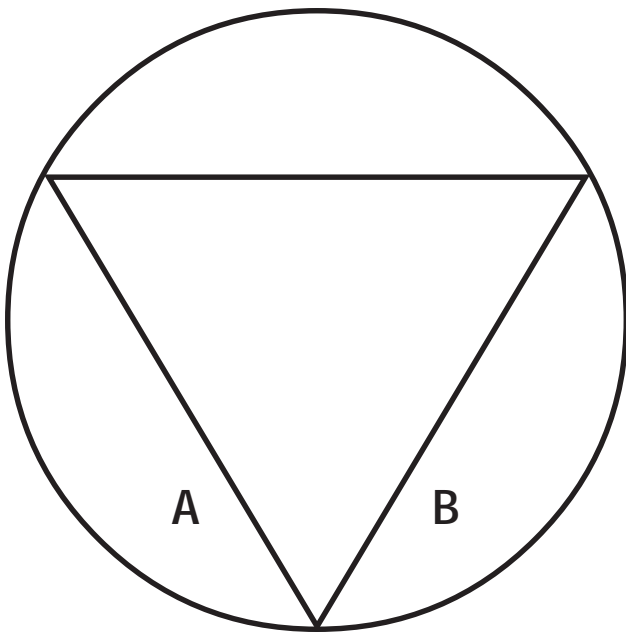
(Adapted from AmeriCorps Member Handbook, 1997)

SPHERES OF INFLUENCE AND ACTION

Handout A-3

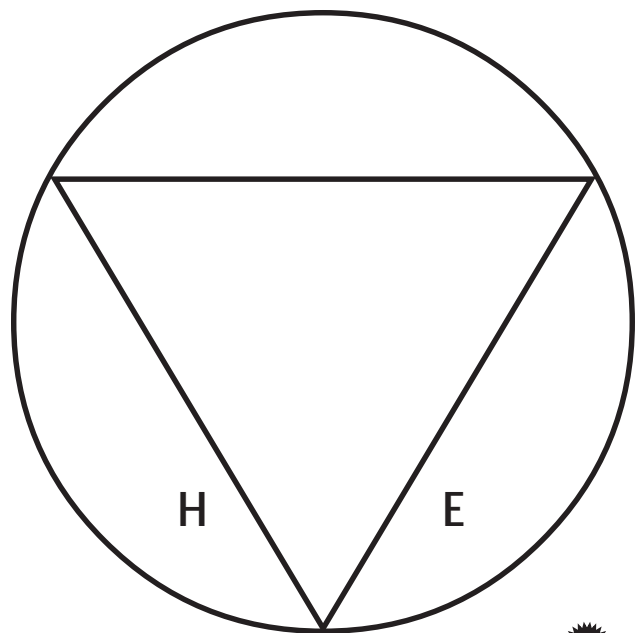
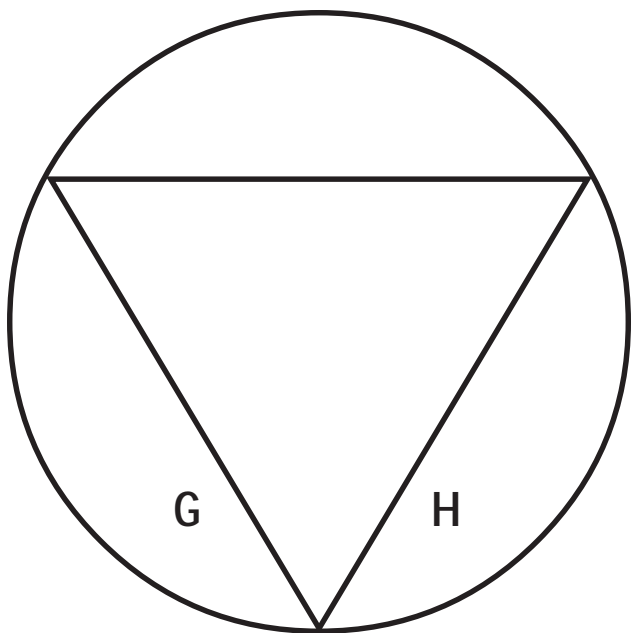
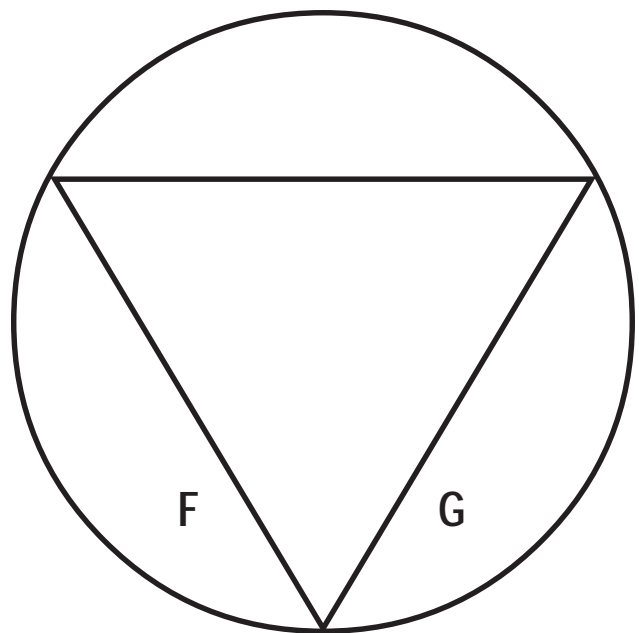
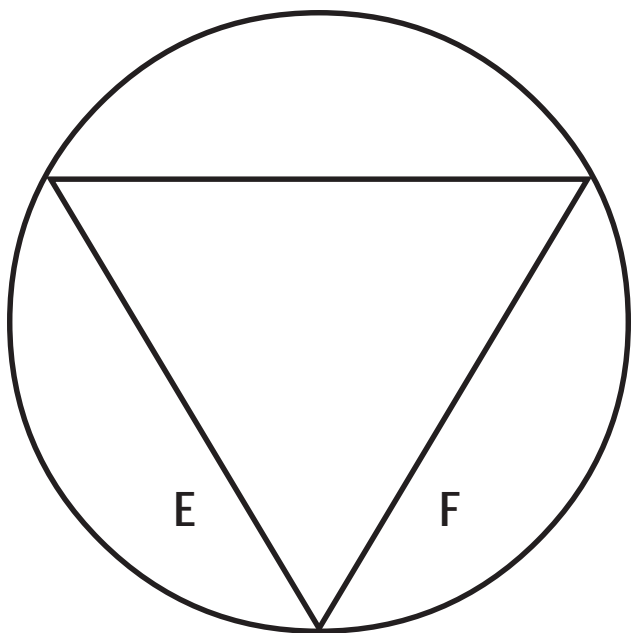
DIRECTIONS FOR SPHERE OF INFLUENCE AND ACTION

- 1 Write one sphere of influence inside of each of the four triangles on this page.
- 2 On page 2, write at least one action step you can take to create positive change in the sphere you have chosen. For example, if your sphere of influence is you community, one of your action steps might be to stay current with local news and vote in city elections.
- 3 Correspond each circle of influence with the action step(s) you will complete in that sphere. You can do this by using corresponding background colors, lettering color, symbols or designs.
- 4 Your final step will be to follow the directions on page 2 to assemble your *Sphere of Influence and Action*.



TO ASSEMBLE:

- 1 Cut out each of the 8 circles.
- 2 Fold along the black lines of each triangle. Each circle will now have three flaps.
- 3 Assemble the first 4 circles from page 1 as follows. Glue together the backsides of flaps with corresponding letters. For example, flap A is glued to the other flap A.
- 4 Repeat step 3 with the circles from page 2.
- 5 Attach open ends of your two assembled pieces to form an octahedron. (Your sphere of influence and action will look like a funky, eight-sided circle.)



7 COMPONENTS FOR CREATING STRONG COMMUNITY SERVICE PROJECTS

1. RESEARCH YOUR PROJECT

Devote a substantial amount of time to researching the community issue you have chosen to tackle with the project. Try to uncover multiple community perspectives surrounding the problem. You can use interviews, surveys, community forums, newspapers, private organizations, government agencies, field experts and/or the Internet to locate information.

2. CLEARLY DEFINE GOALS AND OBJECTIVES

Goals are what you hope to accomplish by the project and objectives are the actual steps you will need to take to reach the project goals. Articulate the goals and objectives of the project to volunteers and project partners. People want to know why volunteering their time is important and how their efforts are going to make a difference in the community. Clearly defined goals and objectives are a road map to success.

3. CREATE PARTNERSHIPS

Strong projects are supported and sustained through community partnerships. You may have already identified several partners for your project while doing your initial research. Make certain project partners represent the diversity of your community in ages, cultures, gender, education and race.

4. CAREFULLY PLAN THE PROJECT

Planning ahead for the project is crucial to success. Your team should plan project logistics, delegate duties and agree on a timeline for completing assigned tasks. Although it is impossible plan for everything, make an effort to. Challenges the day of the project will be more easily overcome if you team had the foresight to plan ahead for potential obstacles.

5. BUILD A REFLECTION COMPONENT INTO THE PROJECT

Project participants need to have the opportunity to learn from the service they have provided. Organized reflection activities will give participants time to generate the key concepts that they learned as a result of participating in the project. Reflection activities should include time for participants to think about what they learned, whether or not their expectations were met, and what they would do differently if they were to do the project in the future. Reflection also helps participants identify the value of participating in service activities.

6. EVALUATE THE PROJECT

Evaluation leads to continuous improvement. Evaluations can be conducted formally and informally. Make certain to evaluate both what worked well and what you would change for the next project.

7. CELEBRATE YOUR SUCCESS AND SHARE YOUR STORY

Make sure to celebrate what you have accomplished through the project. Share your story formally through the media and informally with people you know. Celebrate and let it be known that regular citizens can and do make a difference in their communities.

PROJECT PLANNING WORKSHEET

Project Name:

Team Members:

Goals:

What will the project accomplish?

- 1.
- 2.
- 3.

For example:

Your AmeriCorps program wants to help with the housing problem in your community. One project goal might be help create affordable housing for low income families in your community. An objective to reach this goal would be to assist your local Habitat for Humanity chapter with a building project.

Lead Contact for Project:

Phone #:

Logistics	Notes	Contact
<i>Project Location</i>		
<i>Foul Weather Plan:</i>		
<i>Transportation/Parking</i>		
<i>Volunteers</i> <ul style="list-style-type: none"> • <i>Recruit</i> • <i>Train</i> • <i>Supervise</i> • <i>Recognize</i> • <i>Feed</i> 		
<i>Project Materials</i> <ul style="list-style-type: none"> • <i>Equipment</i> • <i>Donations Needed</i> 		
<i>Media</i> <ul style="list-style-type: none"> • <i>Press Releases</i> • <i>Media Contact Day of Event</i> 		
<i>Safety Issues</i>		

Project History:

The project history should be compiled with enough information that another group replicating the project could follow it. Project histories include a short narrative of the project, photographs, newspaper articles and the measured results of your project.

Assigned Project Historian & Camera Person

Tasks:

After reviewing the logistics section of this worksheet, generate a list of tasks and divide them among team members. Team members will report to the lead contact person once their assigned tasks have been completed.

Task	Completed By	Completion Date

TRAINING EVALUATION FORM

Please circle a corresponding number for each question. Any additional comments you have are strongly encouraged. Thank you for completing this evaluation.

**Handout
A-6**

1. Please rate the overall effectiveness of each section of the training.

a) Defining Civic Participation and Active Citizenship

1= Ineffective to 5 = Very Effective

1 2 3 4 5

Comments:

b) Exploring the Dimensions of Citizenship

1= Ineffective to 5 = Very Effective

1 2 3 4 5

Comments:

c) Applying Civic Lessons to your Life

1= Ineffective to 5 = Very Effective

1 2 3 4 5

Comments:

2. Please rate the overall effectiveness of this training

1= Ineffective to 5 = Very Effective

1 2 3 4 5

Comments:

3. Please give any additional feedback, suggestions or comments you have for this training. Thank You!

TIPS FOR TELLING YOUR STORY

Getting Started:

Brainstorm ~

If you are uncertain about what you are going to write, spend a few minutes jotting down potential ideas for your story. The most important thing you can do is to start writing. As a pre-writing activity, set your watch for 2-3 minutes and write about anything to get warmed-up.

Journal ~

If you keep a journal or service log, it might be helpful to go back through your previous writing to glean ideas for your story. You may find an idea in your journal that you would like to spend more time writing about.

Writing Basics:

Introduction, body & ending ~

Every story, article, or essay you write should follow a basic format. Start with an *introduction*. The introduction is overview of what you intend to write about, a story to grab your reader's attention, or a general thesis about your topic. The *body* is where you develop the story. Develop the topic by providing details to illustrate the story through words. In the *ending*, you will bring your story to a close. The ending should be a summary of the story, a rhetorical question, a deductive statement or a call to action. This basic guide will help to organize your thoughts and develop a well-crafted story.

Tips for Success:

Show vs. Tell ~

Show readers the story you are trying to tell. An example of a telling statement is "My neighborhood has big problems." A showing statement is "There have been 4 robberies in the north end of town in the last week." Showing the story to readers will raise interest, provide details, and develop the story.

Narrow your focus ~

Chose a topic that is manageable for the length of the story. It will be much easier to tell the story of a specific service project, than to write a story on the general topic of your AmeriCorps experience.

Know your audience ~

Knowing the audience allows you to adapt your writing style to different situations. For example, a story written for your program's newsletter and what you write for your AmeriCorps progress reports are going to be quite different. Depending on the audience, adjust form, content, and style. It is important to realize that not every audience is familiar with the same abbreviations and acronyms. A sentence like the following will not be clear to all readers. "AC members from the NCCC, a program funded by CNS, attended their PSO in DC on January, 5th." If you are not certain how much to assume the reader knows, provide too much information.

Proofread ~

It is often best to have someone else proofread what you have written. When you read your own work, you are more likely to read for meaning and not mechanics. Furthermore you may actually see words that you intended to put in your essay that really are not there. If you are working alone, read your story out loud. Reading out loud forces you to focus on writing mechanics, rather than content.

COMMUNITY SOLUTIONS ROLE-PLAY

Handout
A-8

The Scenario:

Recently your city government has proposed legislation that will make it illegal for homeless people to spend extended periods of time in your city's public parks. The local police will issue costly citations to homeless people caught loitering in the parks. The legislation was proposed after repeated complaints from local citizens claiming that they felt like homeless people had taken over the city parks. As you can imagine, heated debate has ensued from local citizens representing different facets of your community. The city council has decided to call a town meeting. You are now at the town meeting. Your task is to work with other members of the community to propose a workable solution to this issue.

To prepare for this activity, cut out each of the descriptions below.

Representatives from the Homeless Community

You are disappointed to hear this news. The shelter you currently live in locks its doors from 9AM until 5PM and you have no idea where you will go during the day. You believe it is just as much your right to use the public park as it is for anyone and you are not hurting anyone by spending time there.

Officials from Local Homeless Shelters

You are on the board of directors at Friendship Shelter. You feel like your hands have been tied. Friendship Shelter is unable to allow residents to occupy the shelter during the day, because it is the only time your staff and volunteers have time to clean the facility and attend to administrative matters. However, you certainly don't want your residents to be arrested for hanging out in the park. You wish there was a safe place for them to spend their days.

Parents for Parks

You are part of a neighborhood group that has formed to reclaim the city's public parks. In the past few years there have been more and more homeless people occupying the parks during the day and you no longer feel safe bringing your children to play. It's not that you have anything against homeless people in general, but you just don't feel they should be overrunning the city parks.

City Council Members

You are surprised by the way the community has been polarized by this issue. You can see no other way to address the problem, besides imposing a fine for those caught loitering in the public parks. You want to do what is possible to help your community reach a workable solution at the town meeting.

Voices for the Homeless

You are part of a local group whose mission is to advocate on behalf of the homeless population in your community. You believe this proposed legislation is an absolute outrage and, furthermore, infringes on the rights of the homeless. There is absolutely no way you can stand for this type of legislation to be passed in your community.

Downtown Business Owners Association

You are part of a local group that represents the interests of the downtown business owners. There are three public parks downtown. You feel that allowing homeless people to hang out in the public parks during the day has deterred potential customers from shopping downtown. You feel badly about forcing the homeless out of the public parks, but you are concerned about your business.

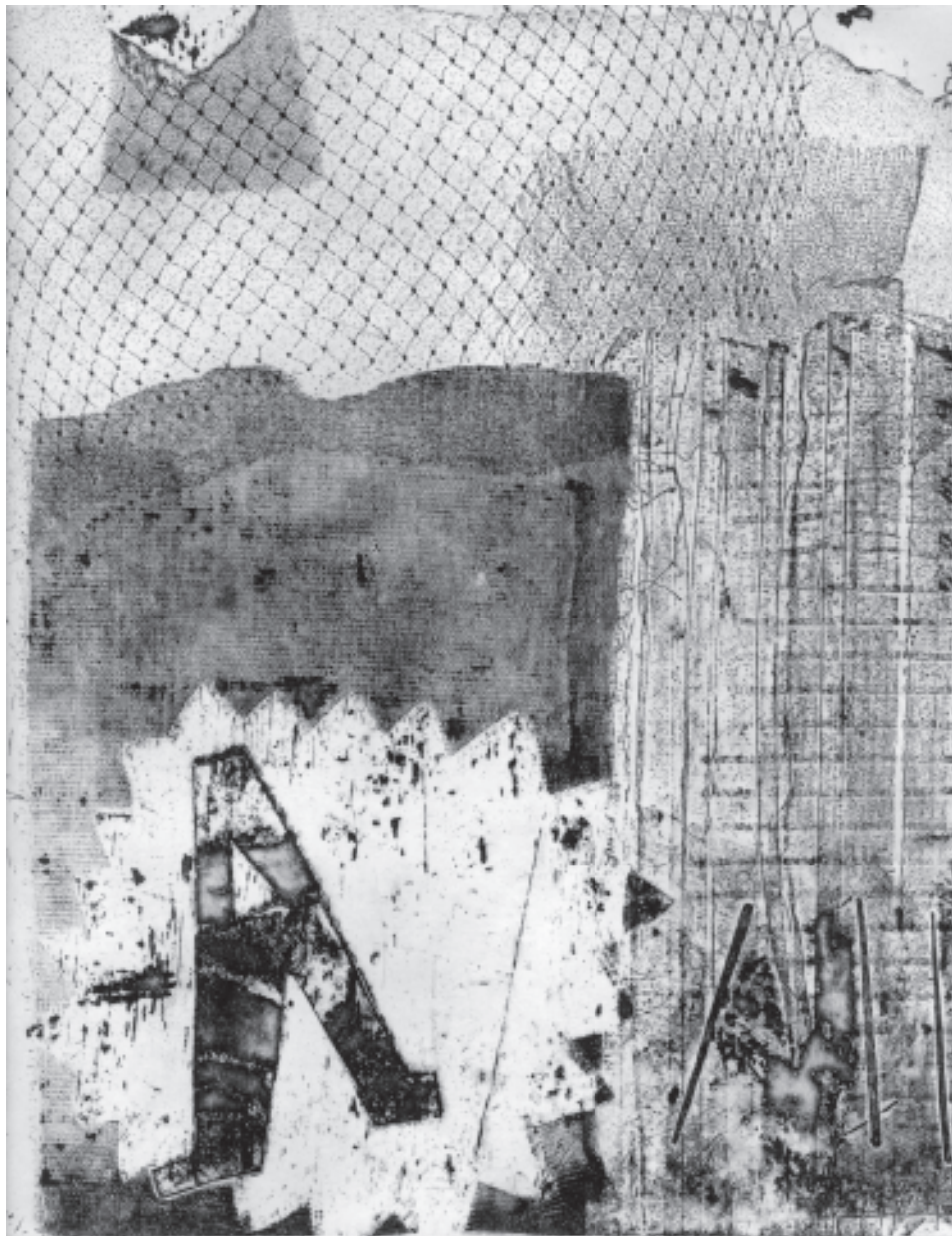
ACTIVE CITIZENSHIP RESOURCES FOR AMERICORPS MEMBERS

Contents:

Member Handouts with Additional Active Citizenship Resources

- Does it Make a Difference if you Vote?
- Citizenship on the Net
- Staying Involved

Member
Resources



ACTIVE CITIZENSHIP RESOURCES FOR AMERICORPS MEMBERS

Welcome! You are part of an exciting national movement that brings people from various histories, backgrounds and experiences together to work toward the goal of strengthening communities through service. First of all, thank you. Your journey has probably not been without sacrifice, hard work and occasional challenges. It is an important journey. Through your hard work, you have witnessed the rewards of serving others and being actively engaged in community life. Wherever you are in your year of service, you have probably started to look toward the future. Possibly you have explored career options, checked out schools, or at least spent some time thinking about what is next. Have you thought about how, and if, you will continue to stay involved in your community? You have gained a lot of skills in community building during your year of service. The purpose of the following resources is to help you identify avenues to continue your involvement as an active citizen in your community, this year and beyond. Included in this handout you will find information on staying involved in service, active citizenship resources on the Internet, and information about informed voting.

INFORMED VOTING

PROJECT VOTE SMART a voter's self-defense system

<<http://www.vote-smart.org>>

Call Toll Free: 888-VOTESMART

PROJECT VOTE SMART is the sole project for the Center for National Independence in Politics. They provide voters with information on elected officials and candidates seeking public office. Through a citizen's toolkit of free services, programs and materials, this national non-partisan, nonprofit effort researches, tracks and provides to the public independent factual information on over 13,000 elected officials and candidates for public office. Voting records, campaign issue positions, performance evaluations by special interests, campaign contributions, backgrounds, previous experience, and contact information are available over the toll-free Voter's Research Hotline, manuals and other publications, and the Vote Smart Web site.

Check Out These Resources on the Project Vote Smart Website

<<http://www.vote-smart.org>>

CANDIDATES & ELECTED OFFICIALS

Facts on political leaders, including biographies and addresses, issue positions, voting records, campaign finances, and evaluations by special interests.

CONGRESS TRACK

A citizen's toolkit for tracking Congress, including status of legislation, members and committees, sponsors, voting records, clear descriptions, full text and weekly floor schedules.

GOVERNMENT & POLITICS

Find information on elections, federal and state governments, the issues, and politics. This page includes Project Vote Smart references, plus thousands of links to sites on the net.

Institute for the Study of Civic Values

<<http://www.libertynet.org/edcivic/iscvhome.html>>

The Institute for the Study of Civic Values is a non-profit organization established in Philadelphia in 1973 to promote the fulfillment of America's historic civic ideals.

At a time when millions of Americans are struggling to identify the values that we share, the Institute for the Study of Civic Values believes that it is our civic values—the principles embodied in the Declaration of Independence, the Constitution, and the Bill of Rights—that bring us together as a country.

This page provides information on seminars, workshops and public forums aimed at applying America's civic values to contemporary issues and problems. Their online resources include information on Internet activism, listservs for civic dialogue, and resources on community planning.

Study Circles Resource Center

<<http://http://civic.net:2401/ACF/STUDCIRC5.TXT>>

Study circles are small-group, democratic, highly participatory discussions that allow citizens to analyze a problem or challenge their community faces. In the study circle process, citizens discuss their firsthand knowledge of an issue, examine different views and solutions, and draw on those experiences and insights to decide what practical measures should be taken. The Study Circles Resource Center (SCRC) offers free assistance to communities and organizations that are implementing study circles. Funded by the Topsfield Foundation, SCRC's mission is to advance deliberative democracy and improve the quality of public life in the United States.

SCRC also offers a variety of resources, including:

- ✦ how-to materials for study circle organizers, discussion leaders, and trainers
- ✦ a quarterly newsletter
- ✦ a clearinghouse list of study circle material developed by a variety of organizations
- ✦ an annotated bibliography

For more information on available SCRC publications visit the Internet address above or e-mail the Study Circles Resource Center: <scrc@neca.com>

Alliance for National Renewal

<<http://www.ncl.org/anr>>

The Alliance for National Renewal (ANR) is a coalition of over 200 national and local organizations dedicated to the principles of community renewal.

The Alliance for National Renewal is a catalyst for inspiring and helping citizens work together to improve their communities and thus, our nation. ANR offer:

- ✦ assistance to communities that want to start community renewal alliances
- ✦ access to a network of people who believe in taking back our nation, neighborhood-by-neighborhood
- ✦ a collection of stories on successful community renewal efforts
- ✦ inspiration, ideas, tools, and collaborative processes shared through conferences, publications, technical assistance, and the World Wide Web

Impact Online

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

Impact Online's premiere Web-based service, VolunteerMatch, matches thousands of volunteers with nonprofit organizations. Whether it's building a house for Habitat for Humanity, organizing an arts and crafts fair for inner city children, or participating in an AIDS Walk-A-Thon, VolunteerMatch provides information on volunteer events that fit everyone's interests and schedules.

Civic Practices Network

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

Civic Practices Network (CPN) is a collaborative and nonpartisan project bringing together a diverse array of organizations and perspectives within the new citizenship movement. They share a commitment to bring practical methods for public problem solving into every community and institutional setting in America. CPN assumes the responsibility for telling our stories, so that all citizens may have the opportunity to learn from what others are doing to renew their communities. And they have a common faith that we can revitalize our democracy to tackle the complex problems of the 21st century if we can broadly exchange and continually refine the civic wisdom of what works and what empowers citizens to work together. CPN is designed to bring schooling for active citizenship, which has always been at the heart of our rich democratic and associational life, into the information age.

Civic Source

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

Civic Source was established by the Burns Academy of Leadership to link individuals, communities, businesses, organizations, scholars, and programs with the resources to meet the needs of a new century of civic activism and "transforming leadership."

Civic Source seeks to serve the public and civic leadership community in a variety of ways. They provide:

- ✦ a directory of online and offline resources to support and promote public leadership
- ✦ a meeting place for those interested in and concerned about public leadership, to share their knowledge and experiences
- ✦ advice and consultation on the use of new technologies for enhancing scholarship and leadership development
- ✦ partnerships for the development and dissemination of information supporting public leadership
- ✦ a calendar covering civic organizing on local, regional, national, and international levels
- ✦ a news collection focusing on ideas, programs, and people who are making a difference in our communities and organizations

Virtual Volunteering Project

<<http://www.serviceleader.org/vv/>>

The Virtual Volunteering Project offers resources for potential online volunteers, as well as for agencies utilizing online volunteers. Information includes advice for those people who are interested in doing virtual volunteering and where to locate volunteer opportunities. For the volunteer manager, they have also included information on starting and managing an online volunteer project and recruiting, as well as involving people with disabilities in online projects.

Center for Living Democracy

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

The Center for Living Democracy inspires and prepares people to make democracy a rewarding, practical, everyday approach to solving society's problems.

They do this by:

- ✿ showing that solutions are possible through the American News Service, which provides stories on innovations in public problem solving in their *Doing Democracy* newsletter
- ✿ skill building for a living democracy through training in the democratic arts and their learning tools catalog, full of practical resources for citizens
- ✿ building an interracial democracy by providing resources for interracial dialogue, an interracial dialogue listserv, presentations and workshops

STAYING INVOLVED!!

Join AmeriCorps Alums, Inc.

Building a network of alumni/ae and friends who are ensuring AmeriCorps is a year in a lifetime of service.

Stay involved by joining the membership alumni network for AmeriCorps graduates from VISTA, NCCC, State and National Programs. The mission of AmeriCorps Alums, Inc. is threefold:

- ✿ meet needs of AmeriCorps Alumni
- ✿ build support for national service
- ✿ uphold the ethic and practice of community service.

AmeriCorps Alums, Inc. is a nonprofit, independent organization of the Corporation for National Service. They provide graduating members with career information including leads on community service jobs and internships. AmeriCorps Alums, Inc. also serves as a catalyst and support network for creating alumni chapters across the country and works to further the field of national service.

For more information on staying involved contact:

AmeriCorps Alums, Inc.

PO Box 27914

Washington, DC 20038

phone: 202-729-8180 fax: 202-729-8102

e-mail: <Acorpalums@aol.com>

For more post-AmeriCorps support and information visit their website:

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

Supported by membership dues, individual and corporate donations, and foundation funds, AmeriCorps Alums, Inc. seeks to build a nationwide network of AmeriCorps graduates which facilitates the post-AmeriCorps transition, helps connect alumni to career and service opportunities, and assists in the advancement of national service programs.

ORGANIZE YOUR COMMUNITY TO SERVE

Guess what? You have gained amazing skills in community organizing. Don't forget to put these skills to work after you leave the program. One way to get people involved is to organize a project for one of the many national days of service.

Martin Luther King, Jr., Day

Led by the Corporation for National Service, Martin Luther King, Jr. Day of Service was established to honor the memory of Martin Luther King and his spirit of service. Participants are asked to keep the "dream" alive by opening their hearts and offering their hands to create positive change in their communities. The Martin Luther King, Jr. Day is an annual service day occurring on the observed Martin Luther King, Jr. federal holiday in January. A day on, not a day off!! For more information, visit the Corporation's website at <<http://www.nationalservice.org>> or call 202-606-5000.

The Big Help Campaign

The Big Help Campaign gets young people involved in their communities through volunteer work. Each year, Nickelodeon airs the Big Help-a-thon, a live televised extravaganza when kids call toll free numbers to pledge their help. In 1997, 8 million kids pledged 85 million hours of service. The Big Help Week is in April. Call the Big Help Hotline or visit: <<http://www.NICK.com>> or call 212-258-7080 for more information.

National Youth Service Day

Participate in the largest day of service event in America. National Youth Service Day, NYSD, is sponsored by Youth Service America in partnership with more than 30 other national organizations. NYSD is an annual event that takes place in April. For more information visit their website at <<http://www.servenet.org>> or call 202-296-2922.

National Volunteer Week

National Volunteer Week is an opportunity for everyone to get involved and improve their community. This annual event occurs during the third week in April. Contact the Points of Light Foundation for more information or visit their website at: <<http://www.pointsoflight.org>> or call 800-VOLUNTEER.

Christmas in April

Roll up your sleeves and grab a hammer. Christmas in April works to preserve houses and neighborhoods. They collaborate with community groups, business, labor and individuals. If you would like to get involved, give them a call at 800-4REHAB9 for more information!!

Make a Difference Day

Sponsored in partnership by USA Weekend magazine and the Points of Light Foundation since 1992, Make a Difference Day unites people from all walks of life to make a difference in their communities. Make a Difference Day occurs the 4th Saturday of each October. Call their hotline at 800-VOLUNTEER or visit their website at <<http://www.usaweekend.com/diffday/index.html>> for more information.

MORE OPPORTUNITIES TO STAY INVOLVED:

America's Promise: The Alliance for Youth

800-658-0153

America's Promise is a national campaign created to further the goals of the Presidents' Summit into the 21st century. They have nationwide initiatives addressing the five fundamental resources for youth: a healthy start, safe places with structured activities, a relationship with a caring adult, marketable skills, and opportunities to give back through service.

American Red Cross

212-737-8300

Among its many roles, the American Red Cross provides a large portion of America's blood supply, and certifies millions of people in life-saving skills, and mobilizes relief for national and international disasters. Call your local chapter to get involved.

Big Brothers Big Sisters of America

215-567-7000

Big Brothers Big Sisters of America match more than 100,000 children nationwide with caring adults as friends and mentors. If you want to make a big difference in a child's life, consider becoming a big brother or big sister.

Boys and Girls Club of America

800-854-CLUB

Boys and Girls Clubs of America provide children nationwide with safe places to play, grow, and learn. Volunteer your time to help create a positive place for kids. Call their national hotline to find out if there is a club near you.

Connect America

800-VOLUNTEER

Connect America links nonprofit organizations, business and community volunteers together to solve issues facing our country. To connect with volunteer opportunities, visit <http://www.pointsoflight.org>.

National Civic League

800-223-6004

Organize your community to prepare for the future through citizen's visioning and strategic planning. Call to find out how you can help strengthen communities.

National Coalition for the Homeless

202-775-1322

National Coalition for the Homeless is a national advocacy network of persons who are or have been homeless, activists, service and housing providers. They work to meet the urgent needs of the homeless, as well as addressing prevention issues.

One to One: the National Mentoring Partnership

202-338-3844

One on One provides resources for mentoring efforts nationwide and advocates for the expansion and development of mentoring programs. To start or expand a mentoring program, visit <http://www.mentoring.org>.

Points of Light Foundation

800-VOLUNTEER

The Points of Light Foundation is a nonpartisan, nonprofit organization committed to engage volunteers in solving social problems. To find out more about how to become involved in the many initiatives sponsored by the Points of Light Foundation, visit <<http://www.pointsoflight.org>>.

The Salvation Army

703-684-5500

The Salvation Army is a nationwide nonprofit organization motivated by the love of God and a concern for people in need, regardless of color, creed, gender or age. There are over 10,000 centers nationwide. Salvation Army engages in a myriad of projects, including holiday food and toy distribution, youth programs, shelters, food banks, and emergency services.

YMCA (Young Men's Christian Association)

312-614-2700

The YMCA helps men and women of all ages grow in body, mind and spirit. Volunteer at one of the 2,000 YMCAs across the nation to help them with tutoring, mentoring, recreation programs, day camps, childcare, and job training.

YWCA (Young Women's Christian Association)

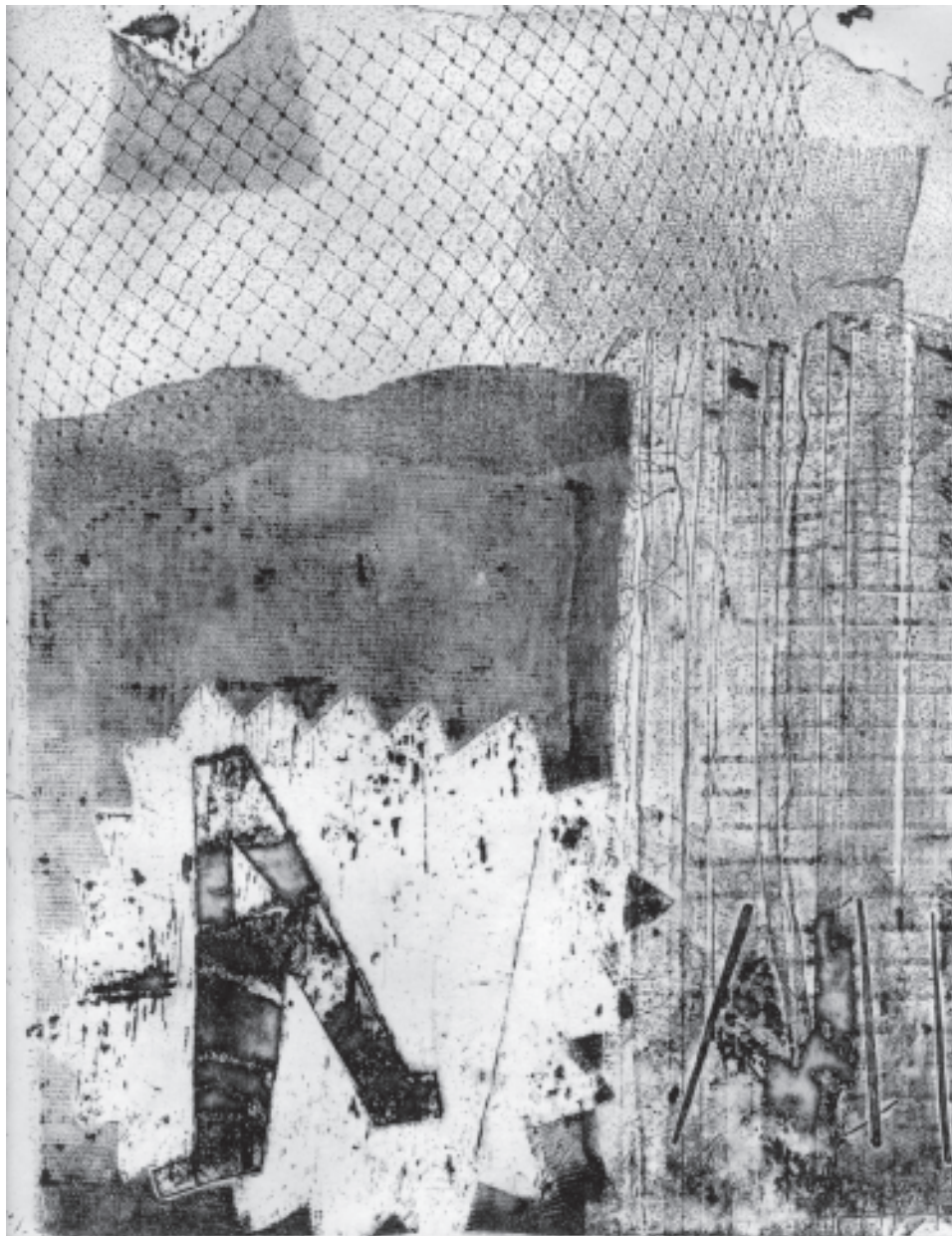
212-614-2700

The YWCA is dedicated to empowering women and girls. Join one of their affiliates across America to assist them with issues ranging from parent and peer counseling, childcare, health care, domestic abuse, and teen pregnancy prevention.

Additional Active Citizenship Training Resources for AmeriCorps Program Directors, State Service Commissions and Trainers

Contents:

- Notes from the Field
- Additional Information on Planning Service Projects
- Eight Additional Ideas to Expand the Training
- Citizenship Training Guides Funded by the Corporation for National Service
- Suggested Reading



Additional Active Citizenship Training Resources for AmeriCorps Program Directors, State Service Commissions and Trainers

Voices from the Field

AmeriCorps programs from across the country are finding new and exciting ways to train members in civic participation. The following notes are a series of responses gathered from AmeriCorps program directors. The information is taken directly from a survey conducted with AmeriCorps programs nationwide during the start-up of this National Service Fellowship project.

VOICES FROM THE FIELD:

"We invited two guest speakers to talk to members about citizenship and civic responsibility. One speaker was a 72-year-old volunteer active with RSVP. In addition, we had one student talk about his experience as a corps member with NCCC. The discussion revolved around ways to renew commitment to civic responsibility during our term of service and throughout their lives."

- SUNY New Paltz AmeriCorps

"Our program has a community building class once a month where we address civic participation."

- Cadre of Corps AmeriCorps Programs

"We invited a history professor to talk to our members about the importance of citizenship, civic awareness and civic participation."

- Mississippi Campus Link

"Currently we do training, when appropriate, on voting, civic rights and citizenship."

- LINC-UP AmeriCorps

"We emphasize the importance of volunteerism at trainings and individual meetings, encourage members both to volunteer and recruit others in the community to volunteer in human service project. Members also work in the community to develop steering committees to identify and meet the needs of communities, allowing the communities to define needs and solutions."

- AmeriCorps ACCESS

"We constantly encourage members to acquaint themselves with local and state civic members. As part of our program, members must constantly be out in the community. This gives members a chance to become active participants in what is going on in their communities."

- Arkansas State H.I.P.P.Y.

Additional Information on Planning Service Projects

Look for project planning guides for national days of service. The Corporation for National Service produces and distributes a guide to assist AmeriCorps programs with planning Martin Luther King, Jr. Service projects. Youth Service America produces a comprehensive, annual guide for planning service projects for National Youth Service Day. For more information visit their website: <<http://www.SERVE.net.org>>.

8 Additional Ideas to Expand this Training!

I. INVITE GUEST SPEAKERS. Invite someone who is actively involved in civic

life to speak to your members about citizenship. Try locating speakers through the League of Women Voters and service organizations like the Elks or Rotary Clubs.

2. **PLAN SERVICE LEARNING PROJECTS.** After completing Part 3 of the training on project planning, have your members identify, plan, organize and execute a service project that meets community needs. Teach members the tools they need for completing service projects and then allow them to take the lead. Allowing member to plan projects will help them sharpen skills, develop new skills, and strengthen communities.

3. **CREATE A BILL OF RESPONSIBILITIES.** Pass out copies of the Bill of Rights to your members. Lead them in a discussion about the Bill of Rights by asking them questions about its contents, promises, and significance. After you have discussed citizen rights generate a discussion about citizen responsibilities. Ask members to draft either an individual or group Bill of Responsibilities. To debrief the activity ask members what they learned from the activity, what is significant about what they learned, and how they can apply what they have learned.

4. **DESIGN CIVIC INVOLVEMENT PLANS.** Ask members to develop a civic involvement plan highlighting ways they would like to become more involved in their communities. Begin the activity by asking members to brainstorm a list of characteristics embodied by active citizens. Segueing off the list of characteristics, ask members to think about what characteristics from the group list they would like to spend more time personally cultivating. Instruct members to create a written plan for civic involvement in their service journals or elsewhere. Their plan should list commitments they would like to make in the next week, month, year, five years, decade and their lifetime. Encourage members to use the group brainstorm as a starting place for developing their personalized plans.

5. **HIGHLIGHT CITIZEN PROBLEM SOLVING ACTIVITIES.** Have members scour media sources and report stories they find about creative ways citizens and communities are taking action to solve public problems. When your group comes together for a team meeting or training, ask members to share the stories they found. Other sources members might pursue for this activity, in addition to local news outlets, are Hope Magazine, Do Something, and Who Cares. Each of these magazines highlights organizations and individuals that are working to strengthen communities. Sharing these stories can give members ideas, inspiration, and information about community resources.

6. **CREATE PUBLIC SERVICE ANNOUNCEMENTS.** Ask members to write a public service announcement (PSA) script about the importance and benefits of citizen involvement in the community. Pursue local media outlets, both television and radio, to produce your PSA and air it on their station.

7. **ORGANIZE A CITIZENSHIP READING CIRCLE AND DISCUSSION GROUP.** Compile a list of resources and a syllabus for a discussion group among your members. For ideas on books and videos to include on your list, refer to the *Suggested Reading* list. Ask members to practice facilitation skills by having them volunteer to lead reading circles and discussion groups.

8. **SHARE CIVIC STORIES.** Have members complete *Telling Your Civic Story* (additional activity 1). When doing the story telling activity designate the medium your members will use to tell their stories, for example writing, video, or visual arts. Compile the completed civic stories. Ask your members to inspire others by designing a creative way to display their stories. For example, creating a documentary, displaying their work in a gallery, or compiling a book.

Citizenship Training Guides Funded by the Corporation for National Service

Draft copies of two excellent citizenship training guides for AmeriCorps programs are available from the National Service Resource Center. The guides can be downloaded from their website or borrowed from their lending library. To borrow from their library visit: <http://www.etr-associates.org/NSRC/resources.html> and click on "*lending library*" or call them toll free: 800-860-2684. To download the guides in PDF format, visit the above website, scroll down the page, and click "*on-line publications*", where you will find information regarding downloading the citizenship guides.

By the People, prepared by the Center for Democracy and Citizenship at the University of Minnesota's Humphrey Institute of Public Affairs, provides an historical and philosophical perspective on what it means to be a citizen and how that responsibility relates to the ethic of service that can be cultivated through national service. The guidebook includes exercises and worksheets that connect citizenship skills with the process of planning community service projects.

The AmeriCorps Guide to Effective Citizenship, prepared by the Constitutional Rights Foundation, focuses on the critical thinking, communication, and planning skills that strengthen the bonds between citizenship and service. This publication includes materials for leading small groups through learning and action exercises, as well handouts to help members plan effective service projects.

SUGGESTED READING

Suggested Reading

The following is a sample of civic participation resources available for checkout from the lending library at the National Service Resource Center, NSRC. The NSRC Library contains a wealth of resources for national service programs. Items in the NSRC Resource Library are available to AmeriCorps Programs, State Commissions, AmeriCorps*VISTA, AmeriCorps*NCCC, National Senior Service Corps, Learn and Serve Programs, and National Training and Technical Assistance Providers. Programs can borrow two items at a time for three weeks. Items may be renewed unless there is a waiting list. For more information about this wonderful service call toll free: 800-860-2684 or visit <<http://www.etr-associates.org/NSRC/library.html>>.

Active Citizenship Today Field Guide, Close Up Foundation and Constitutional Rights Foundation, NSRC Order Number R0269

Keywords: Community change. Community leadership. Social responsibility. Citizenship.

Call of Service, The, Coles, Robert, Houghton Mifflin Company, New York.

NSRC Order Number: M0076

Keywords: Citizen participation. Social responsibility. Social change. Change agents. Public service.

Care and Community in Modern Society: Passing on the Tradition of Service to Future Generations, Schervish, Paul G. et al., Jossey-Bass Inc., San Francisco, NSRC Order Number: M0252

Keywords: Citizenship. Citizen participation. Social responsibility. Group unity. Community satisfaction. Community cooperation. Community attitudes.

Citizen Politics: Civic Storytelling, Center for Democracy and Citizenship, University of Minnesota, St. Paul, MN, NSRC Order Number: V0047 (Video)

Keywords: Service learning programs. Youth programs. Community education. Educational resources. Citizenship.

Citizen Stories: Democracy & Responsibility in American Life, Close Up Foundation, NSRC Order Number: V0089 (Video)

Keywords: Citizenship. Citizen participation. Citizen responsibility.

Co/Motion: Guide to Youth-Led Social Change, Dingerson, Leigh and Sarah H. Hay, Alliance for Justice, Washington, DC, NSRC Order Number: R0612

Keywords: Community change. Community involvement. Social responsibility. Social change. Citizen participation. Community and youth services. Youth.

Community Problem Solvers: Youth Leading Change, Stack, Kathleen et. al., National Helpers Network, Inc., New York, NSRC Order Number: C0078

Keywords: Community action. Community leaders. Social change. Educational resources. Teaching resources.

Congress: How a Bill Becomes a Law, Guidance Associates, Mt. Kisco, NY, NSRC Order Number: E0004

Keywords: Citizenship education. Civics. Law related education.

Discovering Common Ground, Weisbord, Marvin R., Berrett-Koehler Publishers, Inc., San Francisco, NSRC Order Number: M0170

Keywords: Cultural pluralism. Social change. Organizational change.

Suggested Reading

Making a Difference College Guide, Weinstein, Miriam, SageWorks Press, San Rafael, CA, NSRC Order Number: R0187

Keywords: Global education. Education. Citizenship. Conservation education. Excellence in education. Philanthropic foundations. Resources. Learning resources. Teaching resources. Curriculum resources.

Net Activism: How Citizens Use the Internet, Schwartz, Ed, Songline Studios, Inc., Sebastopol, CA, NSRC Order Number: R0461

Keywords: Internet. World Wide Web. Email. Newsgroups. Citizenship. Citizen participation. Citizen role.

No Kidding Around! America's Young Activists Are Changing Our World and You Can Too, Lesko, Wendy Schaetzel, Information USA, Inc., Kensington, MD, NSRC Order Number: R0195

Keywords: Citizen participation. Social action. Citizen advocacy. Government. Youth leaders. Youth programs. Youth clubs. Young adults. Student volunteers. Student groups. Citizenship. Grants and program proposals. Freedom of information. Community and youth service.

Organizing: A Guide for Grassroots Leaders, Kahn, Si, National Association of Social Workers, Washington, DC, NSRC Order Number: R0268

Keywords: Community action. Community leaders. Social change.

Reinventing Citizenship: The Practice of Public Work, Center for Democracy and Citizenship, University of Minnesota, St. Paul, MN, NSRC Order Number: M0151

Keywords: Citizenship education. Citizen responsibility. Community attitudes. Citizenship. Community programs.

Tapping Civic Life, Harwood, Richard C., Pew Center for Civic Journalism, NSRC Order Number: W0049

Keywords: Citizenship. Community and youth service.

We the People...Project Citizen, Project Citizen Center for Civic Education, Calabasas, CA, NSRC Order Number: C0732

Keywords: Citizenship. Citizen participation. Citizenship education. Civics. Government.

What Service Teaches about Citizenship and Work: The Case of AmeriCorps, Cohen, Carolyn, NSRC Order Number: M0243

Keywords: AmeriCorps. National service. AmeriCorps programs. Citizenship.

Writing for Change: A Community Reader, Watters, Ann and Marjorie Ford, McGraw-Hill, New York, NSRC Order Number: M0196

Keywords: Citizenship. Citizenship education. Community change. Community involvement. Community action. Community and youth services. Consciousness raising. Youth. Youth development. Educational innovation.

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