

J-Serve Leaders' Handbook

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J-Serve 2009 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, and the Lippman Kanfer Family Foundation..

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 Website:** 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.jservice.org, register your project and while you are there, you can even create a website 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 [website](#).
- **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. This year's conference will be in San Diego, CA, from January 11-13, 2009. 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. We also host themed conference calls so that communities can benefit from hearing about others' plans and projects.
- **PR and Marketing opportunities:** We have a number of opportunities to help you reach many Jewish teens. This year, we are providing each community with a customized postcard. Please contact Rafi Glazer at rafig@panim.org for more information about how to order this FREE postcard with your project details to send out far and wide in your community. Also, after last year's success, we are 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!

J-Serve Leaders' Timeline: 2008-2009

September 2008

- Form teen committee to help plan **J-Serve**: Interview and select teens.
- Hold first committee meeting (teen leaders and advisor).
- Complete the 'Identifying Community Needs' sheet (p. 11).
- Gather project ideas.
- As a team, select project.
- 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 **J-Serve**; advertising in different local public and private schools (with permission!).

October 2008

- As a **J-Serve** committee write a project proposal for **J-Serve** mini-grant (Grant applications will be available early October and are due November 10, 2008.)
- Participate in grant assistance call to have your questions answered on October 27 at 2 PM EST or October 28 at 7 PM EST.
- Submit **J-Serve** proposal – due November 10, 2008.

November 2008

- Register project at www.jservice.org.
- Create a mini site through jservice.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 or contact **J-Serve** staff for details.
- Mini-grant awards announced November 19.
- Visit service site. Discuss logistics with staff.

December 2008

- 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 (deadline December 5). Subsidies available on a rolling basis. Apply early!

January 2009

- January 11-13, 2009: **J-Serve** training conference in San Diego, CA.
- Continue to discuss logistics, reflection, and publicity opportunities.

February 2009

- 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 #2 (February 9 at 3 PM EST) with **J-Serve** staff about publicity and recruitment methods.
- Contact local papers with press release (see template p. 36).
- Order **J-Serve** t-shirts from JServe.org. Orders are due by February 13.

March 2009

- 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** website.

April 2009

- J-Serve** 2009!!!!
- Don't forget to have fun.

April/May 2009

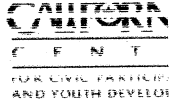
- Thank you letters to all donors and funders
- Post-event media outreach
- Complete **J-Serve** final report/questionnaire

Creating a J-Serve Committee

Your **J-Serve** committee can be comprised of a mix of teens and adults. If you are recruiting teens from different geographic areas or organizational affiliations to participate in **J-Serve**, try to have wide representation on the committee. That way you will ensure a variety of opinions and ideas, as well as promoting buy in from a variety of groups. This section has some strategies for creating the most effective committee for your project needs.

This Section Includes:

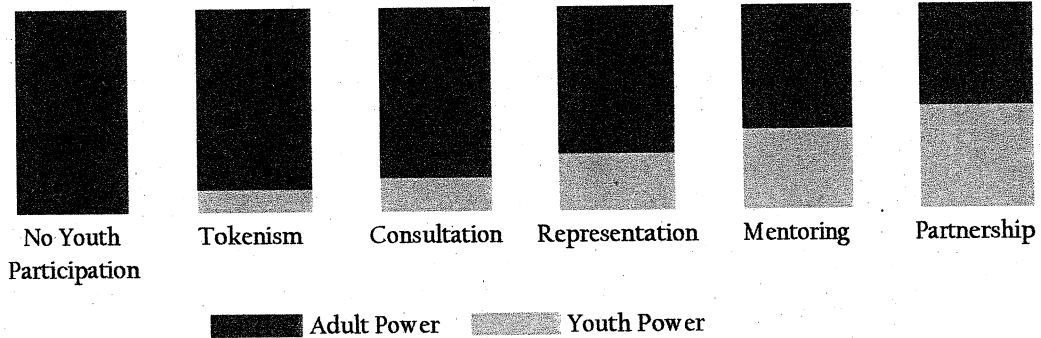
- **Power continuum Table in Youth/Adult Partnerships**
- **Youth Adult Partnerships**



Power Continuum Table

In Youth/Adult Partnerships

This Tip Sheet contains information and definitions regarding Youth/Adult Partnerships. The table below presents a range of ways to make decisions and shows the division of power between youth and adults. Information was taken from *Youth Voices in Community Design: A How To Guide for Adults on Involving Youth in Community Planning*, see reference information below.



Power Continuum Details

No Youth Participation: Unchallenged authority of adults.

Tokenism: Adults set the agenda and make all the decisions. One or two young people may be included, but often without training and without a promise that their suggestions will be taken.

Consultation: Adults seek advice from young people, but on terms set by adults.

Representation: A select number of young people are put forward as representing their peers, usually through a committee system and with varying degrees of accountability.

Mentoring: Adults provide encouragement and impart skills/values to help a young person achieve success.

Partnership: Young people and adults set the agenda together, decide on issues and activities, and have joint accountability and shared responsibility.

Which is right for your organization?

Only your organization can decide which approach is right for you. Obviously "tokenism" is not the place to start, but based on your organization's climate and resources, you may not be ready for true "partnership". The important thing is for your organization to decide in advance the nature of the youth-adult relationship.

For more resources on youth involvement and youth development visit:

- California Center at www.californiacenter.org
- Youth Service America at www.ysa.org/yvi

California Center for Civic Participation and Youth Development. *Youth Voices in Community Design: A How-To Guide for Adults on Involving Youth in Community Planning*. Sacramento, CA: Author, 2004. www.californiacenter.org/voices

Youth Service America + 1101 15th Street, NW + Suite 200 + Washington, DC 20005
T: 202.296.2992 + F: 202.296.4030 + info@ysa.org + www.ysa.org + www.SERVEnet.org

TOGETHER WE CAN SERVE



Youth/Adult Partnerships

This Tip Sheet looks at the components of creating a Youth/Adult Partnership and what needs to be in place for a partnership to manifest into a sustainable relationship. There are eight topics that will help to ensure a successful **ALLIANCE**.

ATTITUDES

Youth and Adults need to assess their own attitudes and behaviors. Some key questions that should be addressed individually by each member are:

- Do I appreciate different perspectives?
- What stereotypes do I have about others?
- Why should I be open to working with youth/adults?
- Could I share power with a(n) youth/adult?
- Do I hold preconceptions about youth/adults? What are they and why?

Respect also plays a major role in one's attitude/behavior towards others.

- Each person in the group deserves the same respect given to others.
- A culture of respect provides all people the opportunity to act on their dreams and learn from their mistakes.

LEARNING

Create opportunities that foster mutual learning.

- Provide for orientations and trainings that are beneficial to support both youth and adults.
- Make sure that the trainings are relevant to the group's purpose and will enable them to get things done effectively.
- Consider trainings on: problem solving, action planning, how to read budget reports, etc.
- Be sure to get suggestions on trainings from members and utilize youth trainers.

LOGISTICS

- Determine roles and responsibilities for both youth and adults: "How will young people fit into the organizational structure or overall plan?", "Who will be responsible for what?"
- Be conscious of youth and adult schedules when planning meetings and gatherings.
- Account for transportation of youth and be aware of food and beverages served at meeting (i.e., if serving alcohol to guests offer youth a non-alcoholic alternative).

INVOLVEMENT

Count us in: Decisions **about** young people should be made **with** young people.

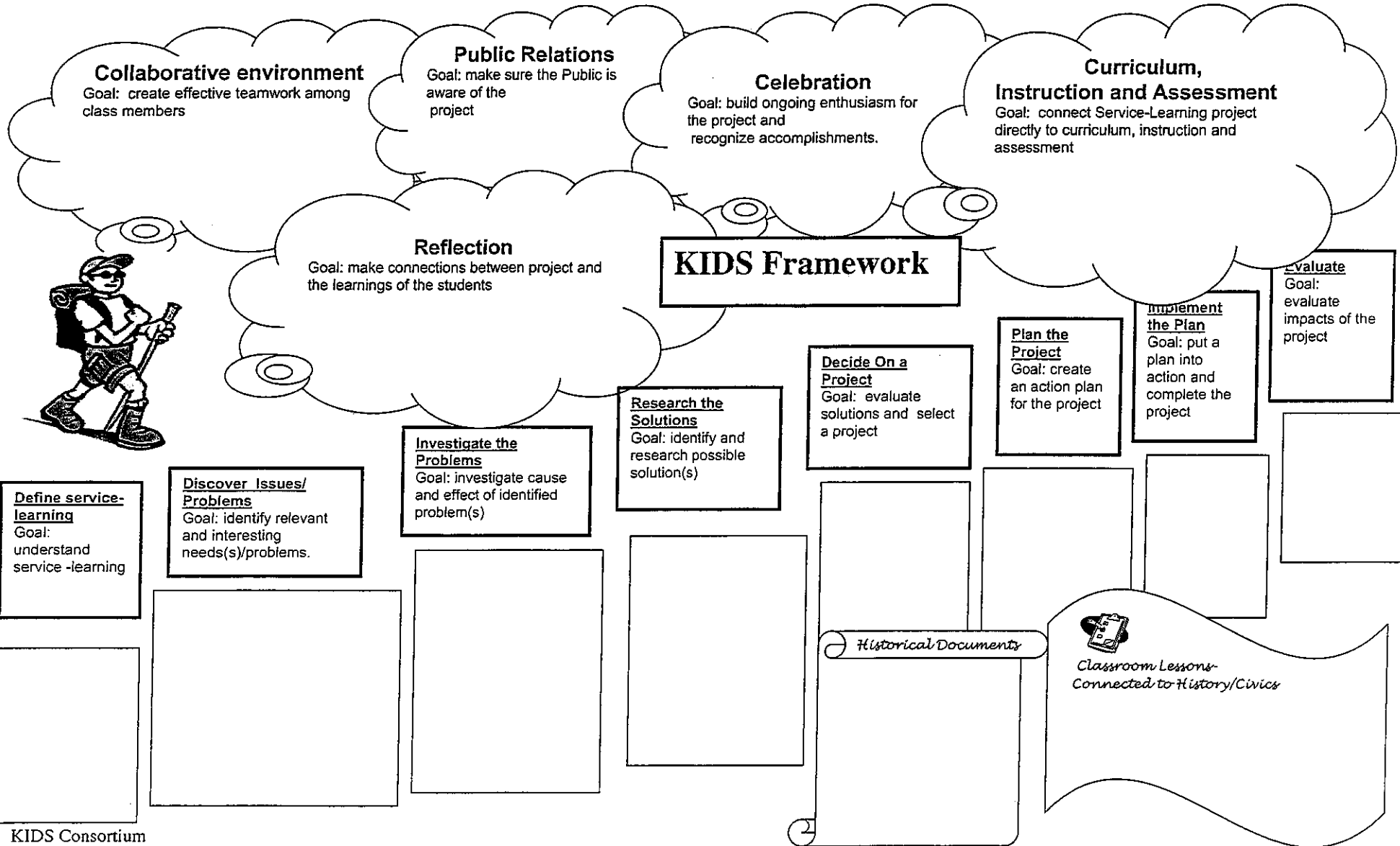
- Involving young people from the beginning builds ownership.
- Adults need to support young people in taking on responsibility based on what they can do, not what they have done.
- Young people and adults must hold each other accountable for all their decisions and actions.
- Provide financial and moral support.
- Create situations which foster mentorship between youth and adults.
- Push your organization/project/team to challenge the boundaries; How could this Youth/Adult Partnership be even more successful?
- Encourage creative and new ideas.
- Acknowledge time, effort, and successful partnerships with recognition and celebration activities.
- HAVE FUN!

Creating Meaningful Service Projects

Ensuring your **J-Serve** project is meaningful is key to maintaining enthusiasm and interest in service projects. This section contains tactics to guarantee that your project will add value to the community you are serving (“meeting a real community need”) and will be a good experience for the participants.

This Section Includes:

- **KIDS Framework**
- **Missionary Ideology**
- **Identifying a Community Need**
- **Guiding Questions to Create a Meaningful Service Project**
- **Tip Sheet for Successful Service-Learning Partnerships**
- **Working with Community Based Organizations**



KIDS Consortium

“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 socio-economic 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 Promote Good Practice:

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 planning and reflection makes for effective and authentic service.

Identifying Community Needs

The information and quotes in this section come from The Complete Guide to Service Learning, by Catheryn Berger Kaye. This book is published by Free Spirit Publishers, © 2004.

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? _____

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** **RESOURCES NEEDED**

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

Guiding Questions to Create a Meaningful Service Project

Community & Need

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

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

The Project

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

The Jewish

- ✍ What’s Jewish about your project?
- ✍ **What Jewish values are related to the need your project is meeting?**
- ✍ **How will you incorporate Jewish values/texts/learning into your project?**
- ✍ Have you identified texts that correlate to your project?

The Logistics

- ✍ **What costs are involved in your project?**
 - Transportation
 - Supplies
 - Food

- Room rental
- Other
- ✍ **How are you going to raise that money?**
- ✍ Who do you need to have on board to make this work?
- ✍ What skills do your group members have that will be useful?
- ✍ How often will your group meet to plan?
- ✍ **How can you use the skills that you learned at the summit in your planning?**
- ✍ **How will you divide up the tasks? What if there's a task that no one wants to do?**
- ✍ Are there other projects happening that day that you need to be aware of?
- ✍ Do you need adult supervision for participants? Where will those adults come from?
- ✍ What time of day is best for the project?
- ✍ **Does your project take place outside? Do you have a rain plan?**

Recruitment & Partnership

- ✍ **What is your goal for participation?**
- ✍ **How did you come up with this number? Is it realistic? Can you go higher?**
- ✍ **Where will the teens come from?**
- ✍ What type of recruitment will you do?
- ✍ **Does your project appeal to teens across the Jewish community?**
- ✍ **Is there anyone you know will not come to your project? Why? What can you do to change their mind?**
- ✍ How will you advertise your project?
- ✍ **How will you excite people to attend?**
- ✍ What Jewish organizations will you work with?
- ✍ What are their roles?
- ✍ Why would they want to partner with you?

Measuring Success

- ✍ **Why do think this project will succeed?**
- ✍ How will you know if you are successful?
- ✍ **Write up what you'd like to see in a 1-paragraph review of the day – what happened?**

Tip Sheet for Successful Service-Learning Partnerships

Source: Hedin and Conrad: *Youth Service: A Guidebook for Developing and Operating Effective Programs*, p. 8. "On Site Trainer Community Learning Site," Los Angeles County Office of Education Regional Occupational Program, April, 1989

1. Initial Approach

When initially approaching agencies, your preparation, professionalism, and genuineness will be rewarded by a positive image of your school and program and a greater opportunity for success.

2. Find A Champion

Try to determine who would be a key initial contract person.

3. Identify Key Needs

One of the mistakes which schools 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.

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 school and 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 the school supervisor, the agency, students and the clients/recipients who are supposed to be served. Have the views and 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 students, communities will differ in the roles they give to young people. What is important is that each program develop defensible parameters for their choices and occasionally reevaluate those standards.

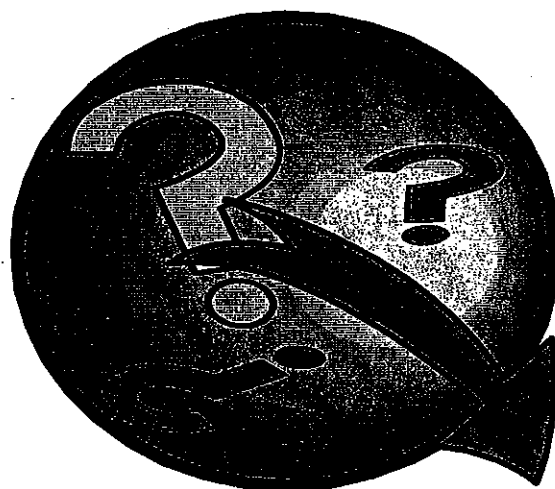
7. Roles and Responsibilities

Any good collaboration takes the 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

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

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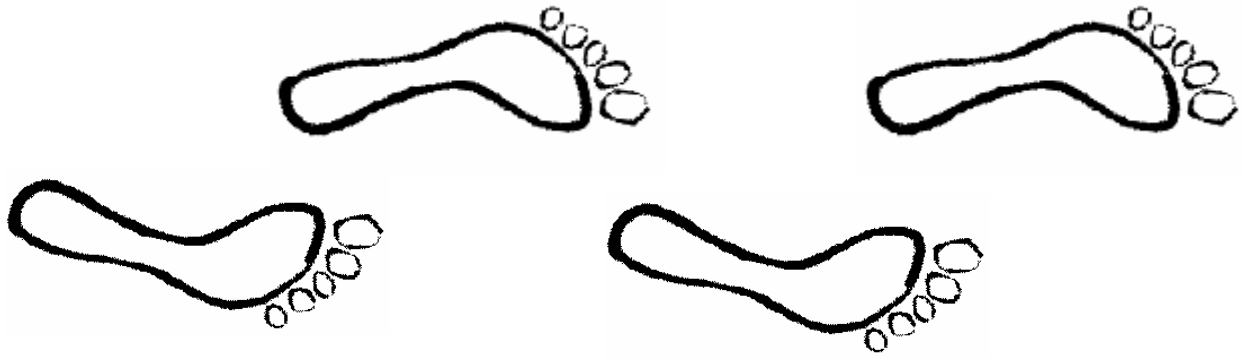


Creating Effective Reflection Programs

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 a reflection program, your service project moves from being 'service' to 'service learning.' Effective reflection takes place not just at the end of the day, but before and during the project as well. There are examples of effective reflection programs in this section.

This Section Includes:

- **Reflection stands on four FEET**
- **Integrating Judaics into Community Service: A Primer**
- **Reflection Toolbox**
- **Sensory Reflection**
- **How do you Define Service?**
- **Things that make you go...Hmmm...**



Reflection stands on four **FEET**

It must be **FUN**

(otherwise no one will come back)

It must include **Everyone**

(be accessible to all experiences, varying Judaic levels, etc)

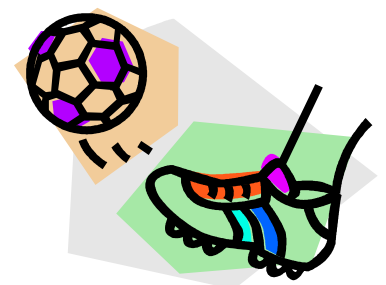
It must be **Engaging**

(or you'll lose them)

Trust

must be established

(otherwise no one will share their thoughts)



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

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 mindset 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.

By adding reflection, we can create deeper, longer-lasting, positive outcomes for participants. If learning objectives are the road map, and meaningful service the vehicle, then reflection is the snapshots we take along the way. Like photography, reflection allows us to frame or focus on an experience as it takes place, and also to remember it and talk about it afterward. Reflection allows us to see things in a different way. It can help us to better appreciate all that we've experienced.

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?

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?

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?

Bumper stickers

Find a partner. Take a few minutes to talk to one another about the experiences you have had today. Share your ideas about the most important things that you have learned. Then create a bumper sticker that tells the essence of your joint experience.

Skit

With the other people in the group, develop a skit that includes some of the do's and don'ts you discovered in relation to your service project (for example, how to do certain tasks; how not to relate to other people). Please include the props found in this bag. (Note: include some props related to the project, and some odd ones, e.g., a banana, a bandanna, a CD.)

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.

Commercial

As a small group, create a service-learning commercial to act out for the entire group. It should reflect some of the insights you have gained today. The purpose of this commercial is up to you. You may want to convince your community to support service-learning. You may want to sell your project to the next group of people to participate, etc. Your commercial may be of a serious or humorous nature. As with real TV, you can have up to one minute of air time for your commercial.

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.

Visualization

Coordinators should take your participants on an imaginary tour of their service experience. Ask participants to find a comfortable position (laying down on the floor, head on table, lounging in a chair), and close their eyes. Play relaxing instrumental music at a low volume. Ask participants to become aware of their breathing. Ask them to leave behind their present thoughts and clear their minds. Once the participants appear to have achieved a relaxed state, ask them to begin remembering their service experience. To assist them in remembering their experience, mention common events. Allow participants to remember how they felt before they performed the meaningful service, what their expectations were, what happened in their preparation, and how they felt during their service experience. To stimulate their thinking, you might mention some of what you remembered. Slowly bring them back to the present. Ask them to become aware of their surroundings, to again concentrate on their breathing, and to open their eyes when they are ready. Ensure that

a quiet tone is maintained. Continue to play music. Ask each participant to share reflections with another and end with people volunteering to make comments to the whole group.

Group Banners

If you are coordinating a project where there are already small groups, keep participants in those groups. If not, then break the big group into smaller groups of five or six. Supply each group with a piece of banner paper and markers and ask group members to depict its experience using a combination of words and pictures. Give them about 10-15 minutes. When they have finished, ask each team to share its banner with the whole group. Use the banners as a starting point for discussing and reflecting upon the experience.

Ball of String

Have the group stand in a circle. Give someone the ball of string and ask them a question, or ask them to reflect on a particular question (e.g., what was one thing you learned today?). Once they have answered the question ask them to hold onto one end of the string and to throw the ball to someone else. Have the second person answer the same question, holding onto one end of the string and passing it on to the next person. Continue the process until everyone has reflected on the question. When everyone has spoken, you should have something that looks like a web. At this point, the coordinator should make points about the interconnectedness of people, how they were all part of the solutions, how the outcome would be different if everyone had not participated, etc.

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?

Time Capsule

As participants are preparing for a project, have them put memorabilia related to the process together in the form of a time capsule. This could include information about the topic they had researched, a training agenda, dirt from a gardening project, etc. In addition to the objects, ask participants to write down how they are feeling at different points of the project (what they expected before they began, how they felt about the preparation, how they felt the first time they did service as part of the project). Put everything into a “capsule” that will be opened, read aloud and discussed (perhaps anonymously) at the end of the experience. This is particularly good for a long-term project or for a long-term service-learning program.

Before and After Pictures

Pictures are especially effective for cleanup or renovation projects. Ask participants to draw, color, paint, etc., pictures of the park before they begin to clean it up. Chances are the pictures will include trash, broken bottles, rusty playground equipment, etc. After the project is complete, have the participants create another picture. Lay the pictures side by side and let them discuss the changes and positive impact they made.

Sensory Reflection

At some point during or after your service project, find a place to gather together for half-an-hour and fill out this form. It will help you reflect on the service and process the information that has saturated you during your experience.

What did you....

HEAR?

SEE?

SMELL?

TASTE?

FEEL?

How do you define service?

People define service in many different ways. Represented below are some examples of service. Study the list carefully. Place a “1” next to the action that most closely models your personal philosophy of service. Place a “2” next to the action that is second closest to your philosophy of service, etc. The example which is least close to your own philosophy should be marked “18”.

- _____ Joining the armed forces.
- _____ Providing dinner once a week at a homeless shelter.
- _____ Talking with a friend.
- _____ Chaining yourself to an old growth tree as loggers enter the forest.
- _____ Making calls for your Jewish Federation’s Super Sunday fundraiser.
- _____ Writing a letter to a congressional leader about the faith-based initiative.
- _____ Mentoring an elementary school student.
- _____ Walking a frail person across a busy street.
- _____ Giving blood.
- _____ Tutoring a migrant worker.
- _____ Adopting an eight year old boy.
- _____ Giving \$50 to United Way.
- _____ Quitting your job to move to Israel and study for a year.
- _____ Working as a state legislator.
- _____ Visiting people in the hospital.
- _____ Teaching people about homelessness in your community at Shabbat services.
- _____ Setting up kiddush at your synagogue.
- _____ Voting.

adapted from materials by Kent Koth and Scott Hamilton, Salem, OR. © 2001

Service-Learning: Things that make you go... Hmmm...

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

Creating a Successful Marketing Campaign:

A holistic approach to marketing is key to success. Before **J-Serve**, advertising to potential participants as well as media or politicians who might attend is important. Be sure to follow up with another press release after the project to let everyone know about your successes. This section includes a checklist and some templates to get you started.

This Section Includes:

- **Marketing planning checklist**
- **More Publicity Ideas**
- **Publicity Tools: The Don't List**
- **Invitation to local area politicians (template)**
- **Press release about project (template)**



Marketing Planning Checklist

The following checklist can be used to plan marketing campaigns.

Project Name:

Event Date:

Project Coordinator:

General Marketing Objectives

It will be helpful to brainstorm and document a few key objectives for your marketing materials. Keep these objectives in mind as you plan the detailed steps, to make sure that your detailed steps will meet your stated objectives.

What are your marketing goals? (List specific goals.)

Who is your target market? (List all potential market groups.)

What message do you want to convey about your product?



Detailed Marketing Plan

The following questions will help define the details of your marketing plan.

What type of materials will be made?

(Fliers, postcards, invitations, registration forms, posters, etc. List all materials, and who will create them.)

How will you distribute your publicity materials?

(Print or electronic? Mail, e-mail, hang in public spaces?)

To whom will you send the publicity materials?

(List recipients and transmission mode.)

Where will you post materials?

(List all venues)

Who do you need to contact to help distribute materials?

(List all names and contact information)



What content must be included in your materials?

1. What is the event?
2. Who should plan to attend?
3. Location information and details
4. Date and time
5. Costs (if any)
6. Why should the user be interested?

Develop detailed schedule for the development and distribution of materials.

(Include dates and names of responsible parties.)

1. Content/text completed by:
2. Materials developed by:
3. Materials reviewed by:
4. Edits completed by:
5. Final approval by:
6. Materials printed/copied by:
7. All materials finalized and distributed by:
8. Event date:



Questions to think about:

1. When is the event?
2. When should the marketing begin?
3. Who is the target audience?
4. How do you think it is best to find/reach this audience?
5. Do you have a committee or staff member to help with PR?
6. Do you have a marketing budget?
7. What is your goal with this program? What benefits does it offer to people?
8. Does the program fill a need in the community?
9. Do I have any competition for this program?
 - Who?
 - When?
 - What are the differences between your program and others offered?
10. Would I be better off partnering with a competitor or another agency on this event?



Reaching your members and non-members:

In-house Vehicles

Newsletters
ListServes
Websites
Other programs and events
Other

Direct Mail

Promotional vehicle – Postcard,
brochure, flyer...
Lists
- in-house
- free
- purchased

Flyers/Posters, etc.

Around your building
Other classes and programs
Preschool or Camp
Local libraries
Schools
Local businesses
Hospitals
Other

Banners

Inside the building
Outside the building
Synagogues & Agencies
Newsletters – free vs paid ads
ListServes
Websites
Letter or e-mail to Execs and/or Pres
Other

Schools

Private schools
Public Schools
College & Universities
- Newsletters
- Hillels
- Professors/Classes
-Other

Newspapers

Local
Jewish
Calendar event listings

Miscellaneous

Cooperative Marketing Agreements &
Partnerships
Community partnerships
Online postings

More Publicity Ideas:

Register your project at www.jserve.org so we can help you spread the word. Media looking to cover **J-Serve** will check this website, 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. .

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**. See template for invitation letter on p.

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 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.jserve.org. Orders are due by February 15th.)

Choose a project that's worth talking about. If a food bank is on the verge 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 Tools: The Don't List

As you're formulating your media plan, below are a few points to keep in mind. Timing, newswiness 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: Invitation to Local Area Politicians:

Dear _____,

On behalf of **Organization(s) name** and the leadership of **J-Serve**, we would be honored if you could join us on April 26, 2009 for the fifth annual **J-Serve**, the national day of Jewish youth service. That Sunday, Jewish teenagers from our community and all across North America will join together – across denominations – to participate in volunteer projects and service learning. **J-Serve** is serving as the kickoff event to Youth Service America's annual Global Youth Service Day.

We welcome you to join us at **Venue (Venue Address)** where Jewish teens will gather to **insert activity**.

J-Serve 2009 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.

Please let us know if you are able to join us. We would be delighted to arrange for you to meet with these dynamic teenagers as they participate in this exciting volunteer service program.

I can be reached via email at **Email Address** and phone at **Phone number**.

Sincerely,

Project Leaders' Names

Template: Press Release

FOR IMMEDIATE RELEASE

Contact:

Community Leader Name

Phone, Email

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** website, www.jservice.org.

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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.

The Jewish Coalition for Service aims to inspire Jewish community members to dedicate a part of their lives to full-time, hands-on volunteer service. The Coalition acts as a clearinghouse and central resource for volunteers and project organizers for numerous programs in North America, Israel, and elsewhere around the world. Participants, age 15 through retirement, work, study and volunteer together and collectively underscore Jewish community solidarity and concern for those in crisis around throughout the world.

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