

September/October

Project Planning:

- September/October - Attend C101 Kickoff (teachers and 1 or 2 lead students)
- Introduce class to C101: What is it and why are we involved?
- Get organized! Plan to engage student body this year
- Plan! Plan! Plan! Schedule awards presentation for April/May
- Students conduct student body survey
- Students submit Mission Statement and Request for Funds letter to Kim Whitney at OCF by November 9: kwhitney@oregoncf.org
- Students post mission statement to padlet: <https://padlet.com/c1011/missionstatements>

Forms You Need: (www.oregoncf.org/c101)

- Community 101 Student Survey
- Mission Statement
- Student Grantmaking Request Letter for \$5,000
- Student Follow-Up Information Form

Reflection: Letter to the Future

Whether it's done individually or as part of a group, reflection is a vital part of service-learning (or any experiential learning) as it fosters critical thinking and provides an opportunity to draw connections between activities and learning objectives. However, reflection doesn't just happen at the end; students should have intentional opportunities to reflect on their personal, social, civic and academic experiences before, during and after the program.

Pre-Reflection: Letter to the Future

An easy way to introduce students to reflection is through a journaling activity. Students can reflect on their own experiences, biases and expectations without fear of judgment from peers. Whether it's done in just a short answer format or as letter to themselves nine months from now, by having students write down and turn in their thoughts you create an opportunity for students to read the journals at the end of the year; this often allows people to see changes and growth that might have otherwise gone unnoticed.

Provide prompt questions that are most relevant for your group, but some sample questions include:

- What are the most pressing needs in your community?
- What people, groups, or organizations are addressing those needs?
- What, if anything, do you think you can do as an individual to address those needs?
- Do people have certain responsibilities to their community?
- What does philanthropy look like to you?
- Is volunteering important to you?
- What do you hope to learn through the Community 101 program?
- How, if at all, do you think Community 101 might change your values or goals?

After students have written their letters/journals, be sure each one is labeled with a student's name and collect them. Save the letters to distribute at the end of the Community 101 program and, at that time, invite students to look at their answers and see if anything has changed.

Ongoing Reflection

There are a few reflection activities included in this workbook, but you can find a wide variety of reflection resources online. Whenever possible, try to incorporate different kinds of reflection (discussion, journaling, art projects, games, performances, etc.) to create variety and support different students' learning styles. Some helpful reflection resources include:

- http://www.dartmouth.edu/~tucker/docs/service/reflection_tools.pdf
- http://www.generationon.org/files/flat-page/files/service-learning_reflection_activities_0.pdf
- <http://www.servicelearning.umn.edu/info/reflection.html>

Activity: Determine Community Needs

In order to determine community concerns and needs from a youth perspective, students will conduct a survey of the student body; this includes the Community 101 group and the entire student body. In order to create a mission statement, students will learn about the concerns of their peers and will decide which concern(s) they would like to address in their student grantmaking. The mission statement will guide the Community 101 students throughout the program.

Plan Ahead!

To survey the student body, the Community 101 group needs to plan ahead. It's important for Community 101 students to begin early in order to have time to collect, study and use the information to create a mission statement. Community 101 students should speak with their teacher advisor and administrators about the survey process and set aside time in October to have the student body complete the survey.

We suggest refraining from referring to specific community nonprofit organizations in the survey. This can, and most likely will, bias your survey. Community 101 students want to know which **issues** their peers think are important, but the Community 101 group decides which organizations will receive the funds.

Survey Process

Community 101 groups have utilized varying methods. Listed below are two that have been the most successful:

- Online surveys will save you time, but everyone will need access to the internet:
 - www.surveypal.com
 - www.typeform.com
 - <https://www.quia.com/web>
- Have a Community 101 student speak briefly to each homeroom class prior to distributing the survey. The student should explain what Community 101 is and how the process works.
- Give surveys to every teacher or put surveys in teachers' boxes. Ask teachers to distribute the surveys during a specified class hour and collect at the end of class.

Students collect and analyze the survey, and discuss and identify the top three issues. Based on the discussion and survey results, students develop a mission statement and email the mission statement to Kim Whitney at OCF: kwhitney@oregoncf.org

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Write Clearly & Accurately	Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology.
Think Critically & Analytically	Gather, question and evaluate the quality of information from multiple primary and secondary sources.
Personal Management & Teamwork	Plan, organize and complete assigned tasks accurately and on time.
Social Science Analysis	SS.HS.SA.58 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

Sample: Student Body Survey

Our Community 101 group in _____ (insert name of class) is helping to improve our community through volunteerism and philanthropy. Our Community 101 group has \$5,000 to give to nonprofit organizations that inspire change and encourage potential in one of four areas: education, the promotion of healthy families, access to the arts or environmental enhancement. We need your help so that our time and money will have the biggest impact. We'd like your input in determining a focus for this funding.

What issues facing you and your community (school, neighborhood, family, and friends, whichever you choose) **do you think have the greatest need?**

Please choose a total of five issues and rank them in order from 1 to 5, with "1" being the most important to you and "5" being of least concern. If you think *none* of these are the number one problem, please check "Other" and tell us what you think it is.

Rank	Issue	Rank	Issue
	Alcohol abuse		Poor health care
	Decreasing voter turnout		Problems with education
	Teen pregnancy		Personal finance education
	Stress		Discrimination
	Lack of self esteem		Mental health (anxiety, depression, etc.)
	Racism		Illiteracy
	Suicide		Inadequate housing
	Bullying		Homelessness
	Healthy relationships		Civic engagement
	Children living in poverty		Vandalism and graffiti
	Lack of recreational facilities / programs		Easy access to guns
	Services for the disabled		Drug abuse
	Child abuse		Juvenile crime
	Rape/date rape		Lack of community involvement
	Services for the elderly		Lack of volunteerism
	Violence in schools		Domestic Violence
	Lack of awareness of available social services		Services for the immigrants
	Lack of arts and music		Transportation
	Equity		Environmental Issues
	Tourism		
	Hunger		Other:

Download a Word version of this template at www.oregoncf.org/c101

Reflection: Understanding Community Needs

This activity is best done in small groups but can also be done as an individual assignment or classroom discussion. The goal of this activity is help students think about issue they are addressing at a deeper level. Why is it a problem? What are the things that cause it and what are its impacts? What might the community look like if this issue were addressed?

1. Identify the **BIG ISSUE** the students want to address (this should relate to the mission statement). It's often helpful to write this as a statement rather than just a noun; e.g. "youth in our community are homeless" in lieu of "youth homelessness" or "many young adults don't vote" rather than "youth voter turnout."
2. Brainstorm all the different reasons why this is a problem. What are some of the things that cause or contribute to this problem? These are **ROOT CAUSES**.
3. Brainstorm the effects of this problem? What is happening in the community because the **BIG ISSUE** is present? Why does this issue matter? These are **IMPACTS**.
4. Pick which root cause(s) you are going to address. Draw an arrow from the **BIG ISSUE** circle to the **ROOT CAUSES** box.
5. Under the diagram, briefly explain the **RESEARCH** you have done to help you understand these root causes and how your project will begin to address the bigger issue by tackling the root cause.
6. Optional: Turn the **BIG ISSUE** around into a **POSITIVE VISION**. "Youth in our community are homeless" might become "All children have safe and stable homes." "Many young adults don't vote" could be "All young people vote." Brainstorm root causes (what would have to happen to make this **VISION** reality) and impacts (what would the community look like if this **VISION** were implemented).

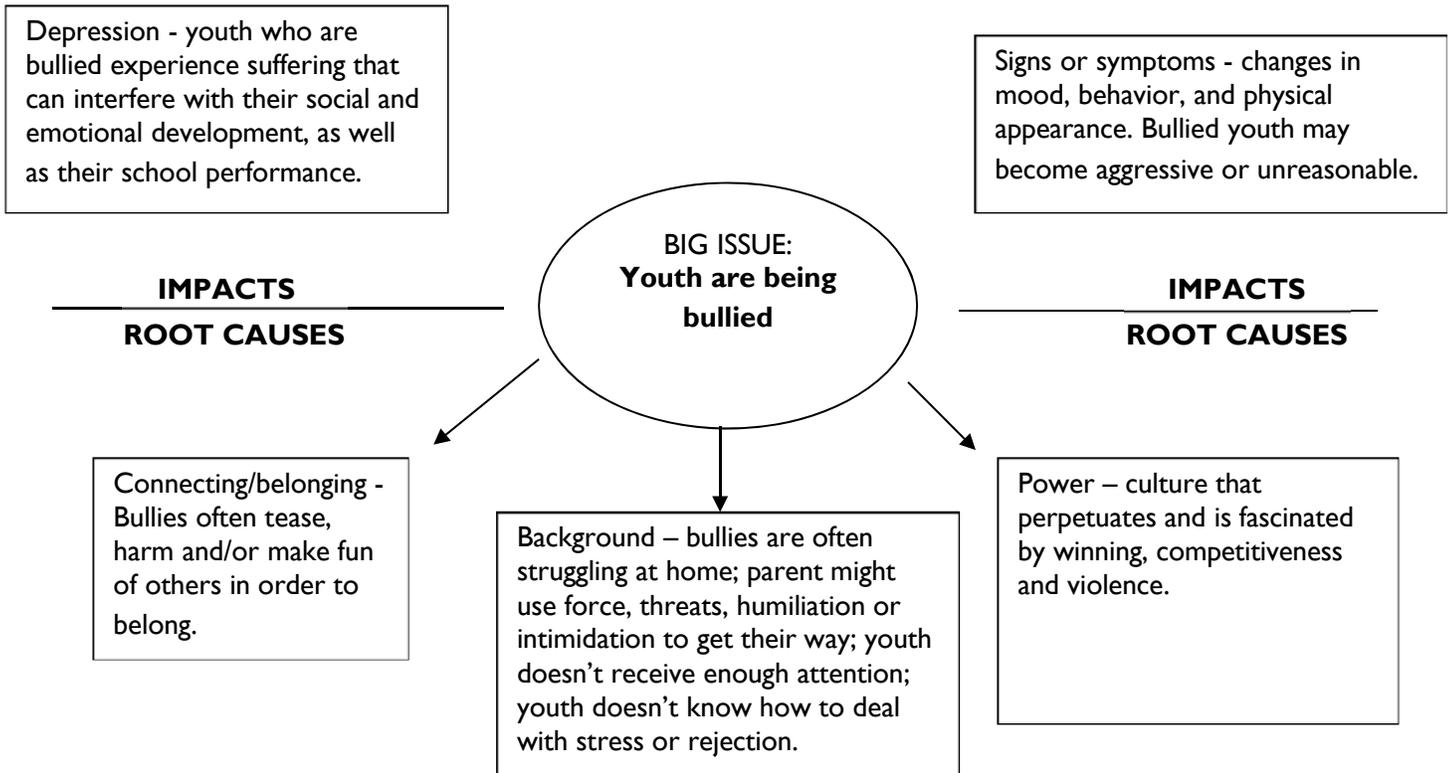
Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems.
Social Science Analysis	<p>SS.HS.SA.57 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p> <p>SS.HS.SA.60 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p>

Understanding Community Needs

This worksheet helps you to think about the issue you are addressing at a deeper level. WHY is it a problem? WHAT are the things that cause it? HOW does your project address one of the ROOT CAUSES? Here's how:

1. Identify the BIG ISSUE you want to address (this should relate to the mission statement).
2. Brainstorm reasons why this is a problem. What are some of the things that cause or contribute to this problem? These are ROOT CAUSES.
3. Pick which root cause(s) you are going to address. Draw an arrow from the BIG ISSUE circle to the ROOT CAUSES box.
4. Under the diagram, briefly explain the RESEARCH you have done to help you understand these root causes and how your project will begin to address the bigger issue by tackling the root cause.



Student Project

Research

Bullying and teen suicide is Oregon's second leading cause of death among 10 to 24-year-olds, stats via OHS 2006 report. According to the Oregon Department of Human Services, suicide is the 2nd leading cause of death among 15 to 34-year-olds. Oregon's teen suicide rate has been higher than the national average for decades and has seen an increase since 2002.

Our group has decided to focus on teen bullying prevention by supporting organizations that address this issue in our school and our community. We plan to raise awareness about this issue, the impact it has on youth and provide grants to nonprofits that are addressing bullying prevention.

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Activity: Write a Mission Statement & Request for Funds Letter

As a group, Community 101 students decide how they will tally the results to determine one or two issues from the student body survey to address in their mission statement. **A mission statement is a statement of purpose that explains the Community 101 group's expectations for the use of the funds.** This statement will define what your Community 101 group stands for.

Sample Community 101 Mission Statements: Crater High

School

“With support from the Meyer Memorial Trust and the Robert & Francis Chaney Family Foundation, Crater High's Community 101 mission will be to target and impact the effects of stress, self-esteem and depression in youth of the Rogue Valley through public awareness and education.”

Oregon Islamic Academy

“We, the students of Oregon Islamic Academy's Community 101 class, believe that our success lies in our diversity. We seek to empower and positively integrate new immigrants and enhance community- building dialogue towards an equitable, sustainable, cohesive, and well-connected community. Through the assistance of The Oregon Community Foundation, we will grant funds to nonprofit organizations that support these goals.”

Create the Mission Statement, submit it along with the Request for Funds letter to Kim Whitney at kwhitney@oregoncf.org.
(See “Forms” section for Request for Funds letter template)

Download a Mission Statement template at www.oregoncf.org/c101

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology. •Develop organized, well-reasoned, supported, and focused communications.
Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Personal Management & Teamwork	Plan, organize and complete assigned tasks accurately and on time.
Social Science Analysis	SS.HS.SA.62 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

Sample (#1): Request \$5,000 from Your Funder

Use this letter if your funding is from one funder. Students should send this letter after they create their mission statement. Be sure to print the letter on school letterhead.

November 2, 2018 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW Yamhill
St., Suite 100
Portland, OR 97205

Re: Request for \$5,000 for Community 101 Student Grantmaking for 2018-2019 Dear Ms.

Whitney:

We, the students of South Albany High School are writing to ask the Trail Blazers Foundation to grant our Community 101 group \$5,000 so we can help nonprofit organizations that help victims of violent crime.

Organizations have a mission statement that guides the actions of the organization, spells out its overall goal, and provides a sense of direction. Our mission statement is:

“We, the student of South Albany High School Community 101, want to assist the Linn and Benton Counties address issues surrounding homelessness in the area. With the assistance of the Trail Blazers Foundation, we will target homelessness by addressing housing needs, hunger and hygiene within the local non-profits.”

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement.

We will keep in contact with OCF throughout this school year. We thank the Trail Blazers Foundation for providing \$5,000 for student grantmaking. The funds help us learn the importance of giving back.

Sincerely,

Clair Smith, Teacher
South Albany High School

Community 101 student
South Albany High School

Download a Word version of this template at www.oregoncf.org/c101

Sample (#2): Request \$5,000 from Your Funders

Use this letter if your funding is from multiple funders. Students should send this letter after they create their mission statement. Be sure to print the letter on school letterhead.

November 2, 2018 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW Yamhill
St., Suite 100
Portland, OR 97205

Re: Request for Funds for Community 101 Student Grantmaking for 2018-2019 Dear Ms.

Whitney:

In order to fund this year's Community 101 student grantmaking, the Wallowa County Alternative Education Program's Community 101 class respectfully requests a grant of \$5,000 from the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation. After conducting a school-wide survey to determine which issues are of the highest priority within our community, our mission statement is as follows:

“We, the Students of Wallowa County Alternative School’s Community 101 Project, are concerned with the prevalence of Youth Suicide and Teen Depression in Wallowa County. With the assistance of the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation, we seek to support non-profit and community civic groups/agencies that work to provide programming and awareness to address this very real issue.”

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement.

We will keep in contact with OCF throughout this school year. We thank the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation for providing \$5,000 for student grantmaking. The funds help us learn the importance of giving back.

Sincerely,

Maria Weer, Teacher
Wallowa County Alternative Education Program

Community 101 student
Wallowa County Alternative Education Program’s

Download a Word version of this template at www.oregoncf.org/c101

Activity: Create a Buzz

Involve Students

Involving many students in the Community 101 process will result in more creative and unique perspectives. Most importantly, the Community 101 group will be more representative of the student body as a whole. This also means that more students will be able to help when reading the grant proposals, writing letters, putting together fundraising events and conducting site interviews. Besides, more students mean more fun and friendships.

Below are some ways to share what you're doing and to make more students aware of C101:

- Post signs around the school.
- Contact the school TV or local community access station. Maybe you have an internal news channel or student-run network? They will surely want to cover an important program like C101.
- Send out a school wide email to students and teachers.
- Publish information about Community 101 on the school website or class blog.
- You are the best publicity of all! Spread the word to friends, family, teachers, and other members of the community.

This is an important part of the grant making process. Foundations put time and effort into publicity and marketing not just to toot their own horn, but to raise awareness of important community issues, nonprofits doing great work, and the funders that make that work possible. In addition to involving more people and perspectives in the process, by publicizing your Community 101 group you'll increase the number of great grant applications you receive, highlight the generosity of your funder (which is a nice incentive for them to continue giving), and potentially mobilize other students and individuals in your community to take action on the issues you're working on.

**Be sure to sign a student release form for photos that you send to OCF!
You can find it on page 6 in the forms section.**

Oregon Department of Education Essential Skills for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none">•Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology.•Develop organized, well-reasoned, supported, and focused communications.•Write to explain, summarize, inform and persuade, including business, professional, technical and personal communications.•Use appropriate conventions to write clearly and coherently, including the correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
Think Critically & Analytically	<ul style="list-style-type: none">•Identify and explain the key elements of a complex event, text, issue, problem or phenomenon.•Propose defensible conclusions that address multiple and diverse perspectives.
Personal Management & Teamwork	<ul style="list-style-type: none">•Participate cooperatively and productively in work teams to identify and solve problems.•Plan, organize and complete assigned tasks accurately and on time.

Activity: Write a Press Release

Write a Press Release

- Students should contact the school newspaper and ask them to run two articles - one with the results of the student body survey and one after the student grant decisions are made. This is an effective way to inform the entire student body about the Community 101 endeavors and to thank them for completing the survey.
- Students should write a press release and send it to the local media (newspaper, local cable TV, Rotary, Chamber of Commerce, etc.). This will help inform the community as well as nonprofit organizations about the good work the Community 101 students are doing. This is also a great way to let potential donors know about the amazing work the students are doing!

When Writing a Press Release, Think About:

- Your schedule
- Your target audience
- The main idea you want to get across
- The most important information, which should be in the first two sentences of the release

When Writing a Press Release, Students Should:

- Ensure every name, date, time, place, fact and figure in the release are recorded accurately, are spelled correctly and have been checked with sources.
- Ensure all copy is typewritten and double-spaced on a single side of a sheet of standard 8 ½ x 11 inch paper.
- Ensure page margins are at least one inch on each side.
- Ensure the word “more” is typed at the bottom of the page. Indicate the end of the release by inserting the symbols “###.”
- Use short paragraphs -- even one-sentence paragraphs are okay in press releases.
- Be consistent with your style (font type, font size, spacing, etc.) throughout.
- If possible, include a high-resolution photo of your Community 101 class.
- Include a quote from at least one source. A source can be the Community 101 teacher advisor, school principal, Community 101 funder, other Community 101 students or anyone else of significance, if you have the space.

And Finally, Remember to:

- Review a draft of the press release with Kim Whitney, kwhitney@oregoncf.org
- Include the Community 101 class contact name, phone number and e-mail address in case the media has questions.

Download a Press Release template at www.oregoncf.org/c101

Activity: Community Service/Volunteering

Volunteers help get work done, introduce new ideas and make a community strong. Some of the most active leaders in America today are often the least paid. Volunteers bring experience and working hands to communities and nonprofits to complete tasks that otherwise could not be accomplished. On average, approximately 1.10 million volunteers in Oregon contribute 136.7 million hours of service. Oregon is ranked 8th out of 50 states and Washington DC for volunteering.

In 2015-2016, Community 101 students collectively volunteered over 8,000 hours!

By volunteering, you gain valuable experience, knowledge, confidence, and friendship that far outweigh the few hours of sacrifice you give. Community service is of such benefit to the individual that colleges and employers look for people with volunteer experience. In the context of Community 101, volunteering also provides an opportunity to gain hands-on insights into the community issues you're working to address.

Engage the entire student body in the Community 101 volunteer project!

Tips for Community Service:

- Know what you want out of volunteering, such as how to weatherize a home, plan an event, prepare and serve food, plant vegetables in a community garden, etc.
- Check out the time it takes to do a particular volunteer project
- Think about interests and life experiences and how they fit into a volunteer setting
- Encourage your advisor, principal, funder, friends and family to participate in your project
- Keep your eyes and ears open to find out about prospective jobs when you volunteer
- Be open and honest about your desire for meaningful and satisfying work
- Be willing to give and take honest feedback when volunteering
- Bring your heart and your sense of humor!

After your Community Service:

- Be sure to send a thank-you to both the community organization and anyone you recruited to volunteer with you (your principal, friends, family, etc.)
- Take time to reflect on your service. In particular, think about WHAT you did, WHY it mattered, and HOW it will change your actions/ideas in the future. Students can do this by writing individual journals, making a collage or other art project, or having a class discussion – the most important piece is taking time to think critically about the volunteer experience and draw connections to daily life.

Oregon Department of Education Essential Skills for this activity:

Think Critically & Analytically	<ul style="list-style-type: none"> •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.