

COMMUNITY SERVICE MANUAL

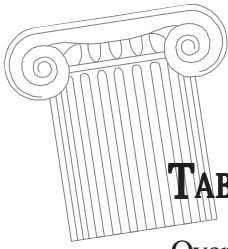


TABLE OF CONTENTS

Overview	3
Objective	3
Understanding the Service Learning Movement	4
Community Service: What's in it for Me?	5
Understanding and Appreciating Learning Styles	7
What the Leader Can Do	8
Learning Style Inventory Exercise	9
Matching Personal Values to Community Contributions	13
Five Stages of Service	15
Cross-Cultural Immersion	17
Four Stages to Developing a Multicultural Perspective	18
The Value of Fund Raising	19
Preparing the Chapter for Service Learning Activities (examples)	20
Postscript	27



OVERVIEW

The goal of this manual is to help Triangle chapter leaders develop a rewarding community service program and to understand the concept of service-learning. This manual provides examples and ideas to assist in building a rewarding service program.



OBJECTIVES

With the help of this manual, Triangle Brothers will be able to:

- ❖ Strengthen their service-learning abilities.
- ❖ Organize effective community service projects.
- ❖ Discuss the concept of service-learning and the effect it has on the chapter and in the community.

“We cannot live our lives isolated from the needs of society.”

Max DePree, *Leadership is an Art*



UNDERSTANDING THE SERVICE LEARNING MOVEMENT

You've been elected or appointed to the position of philanthropy/community service chairman. Because of your organizational skills, ability to motivate others, and true belief in the importance of giving to others, you hold this very important position in the organization.

Community service is a value that new students are bringing with them to college. Alexander Astin, a researcher from the University of California, Los Angeles Higher Education Research Institute, has been gathering the reported values, experiences, and opinions of incoming college freshmen for the past 30 years. In the January, 1997 *Chronicle of Higher Education*, he reported 71.8% of incoming students performed volunteer work before coming to college. Helping others who are in difficulty is seen as very important to 62.5% of the respondents. As more elementary schools, middle schools and high schools are requiring community service or providing it as an opportunity, this percentage can only increase. If you ask your members how many have provided needed services to their communities, you may see that you have a very experienced membership.

You've probably heard the term service-learning. Service-learning isn't merely a twist on community service. So how is it different from your chapter's current efforts in providing needed services to the college/university and surrounding community?

"Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning."

(Taken verbatim, from Service-Learning in Today's Higher Education, Barbara Jacoby, p. 5)

Sounds like the annual adopt-a-highway cleaning weekends and lip sync contest for the homeless aren't exactly service-learning, huh? So how do you move from a community service frame of mind to service-learning? Are the members ready for the change? How can you create the environment to learn deeply from your chapter's service endeavors?



COMMUNITY SERVICE: WHAT'S IN IT FOR ME?

You've probably heard, "The more you give, the more you get out of it." Perhaps when you joined the chapter the older members encouraged you to really get involved and they said that to you. They were hoping you would think about the areas in the chapter that really interested you...and you would get involved and give your best to the chapter.

"The more you give, the more you get out of it," also relates to contributing to the community.

"Service, combined with learning, adds value to each and transforms both." (Portner Honnet and Paulson, 1989).

Think about the last time you received something from someone (a birthday gift, directions from a resident when you were lost in a new city). How did it make you feel? You probably felt great! You know that the giver didn't have to give anything to you, they wanted to give you the gift. The gift-giver wanted to celebrate your birthday with you. The direction-giver wanted to make sure you reached your destination, along a safe route.

Have there been other times when you received something and you knew it was not sincerely given to you? That type of gift probably has little to no personal meaning to you. Your chapter may have had insincere motives in providing service and the receivers, recognizing the half-hearted contribution, felt as though the service had little meaning to them.

Think about the times when you expected a gift and didn't get one. Did you lose confidence in those people? Some organizations celebrate the birthday of every member. What if everyone got a birthday card but they forgot about yours? No one likes the feeling of being let down. But, think about the times your chapter planned on providing service to an agency or community and very few or no members showed. The agency or community probably lost some confidence in your organization's ability to carry out its promise.

Service can be a gift given and received. However, it's often that the giver ends up getting more than the receiver. It's all about learning!



Cognitive Benefits

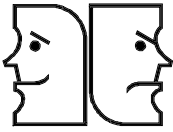
- ◆ Service is an ethical base for learning. Service is an opportunity for leaders to act in congruence with their values. If we value helping others, contributing to the community, and living out the values of our Fraternity, then service is an excellent opportunity to walk the talk, and practice what we preach.
- ◆ Think about the benefits of integrity. You'll be a more effective leader because you will serve as a positive role model for the members and for the community. Because you are acting in sync with your values, you will help create more effective organizations and teams of contributors.
- ◆ Offering service to the community can help clarify your career interests. Working with and for the community helps you see what type of work you enjoy.
- ◆ Know your community better. Many college students view the community in which their college/university is housed as their "home" community. Getting to know the residents and their needs is a great way to know your community better. You will have an opportunity to see different aspects of the town, its strengths and its areas of need.

Behavioral Benefits:



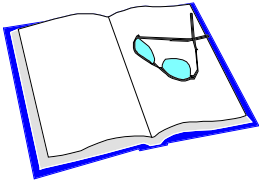
- ◆ Link your fraternity values to a tangible experience. It's one thing to talk about the importance of Greek life and the values the founders gave to our organizations. It's another thing to act in accordance with your fraternal values. Our organization is based on such values as scholarship, service to others, and deep friendship. We can help our chapter provide discussions and experiences related to our values in a meaningful, tangible way.

- ◆ Improve your job prospects. Many employers want new employees who are well-rounded, academic achievers, and contributing community members. They are looking for individuals who took personal initiative in their jobs, their campus organizations and their community service contributions.



Emotional Benefits:

- ◆ Increase your empathy for others. When you think about it, college students are a pretty privileged group. You have enough ability to attend school beyond high school. You have clothes to keep you warm. You have nutritious food to keep your body strong. You have a roof over your head. Sharing your support with others who are less fortunate than you increases your feelings of empathy for others. Empathy is the sense of other's feelings without people telling us in words. It's having a clear channel in reading other's emotions. Empathy keeps society from becoming cold and cruel.
- ◆ Improve your mental/physical health. Service learning gives you balance in your hectic college experience. It helps clarify what's important to you and allows you avenues to channel your energy and your interests.
- ◆ Know you made a difference. You will know you played a major part in strengthening and transforming your community.

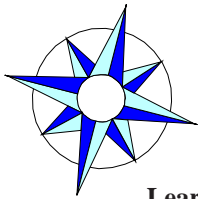


UNDERSTANDING AND APPRECIATING LEARNING STYLES

David Kolb (1983) developed the concept and theory for learning styles. He suggests that whole, complete learning involves four steps.

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

As you plan your calendar of service-learning experiences, think about how you can work through this cycle to enhance your learning, your members' learning and your organization's learning. Give your brothers the attached learning style inventory so they can see how they prefer to learn. The most effective leaders can utilize all four learning styles in order to best comprehend and appreciate what they're learning. Your role as a chapter leader may change for each style.



WHAT THE LEADER CAN DO

Concrete Experience: The Leader as a Coach/Helper

Learning Strengths

- ◆ Learning by intuition
- ◆ Learning from specific experiences
- ◆ Peer feedback and discussion
- ◆ Sensitivity to people
- ◆ Sensitivity to feelings

Preferred Learning Situations

- ◆ Learning from new experiences, games, role plays, etc.
- ◆ Relating to people
- ◆ Personalized one-on-one time

Reflective Observation: The Leader as Guide/Task Master

Learning Strengths

- ◆ Learning by perception
- ◆ Careful observation
before making judgments
- ◆ Viewing issues from different
perspectives
- ◆ Introversion—looking inward for the meaning

Preferred Learning Situations

- ◆ Lectures
- ◆ Opportunities to take an observer
role, to see different perspectives on an issue
- ◆ Objective tests of one's knowledge

Abstract Conceptualization: The Leader as the Communicator of Information

Learning Strengths

- ◆ Learning by thinking
- ◆ Systematic planning
- ◆ Logical analysis of ideas
- ◆ Deductive thinking—acting on the basis of one's understanding of a situation

Preferred Learning Situations

- ◆ Theory readings
- ◆ Study time alone
- ◆ Clear, well-structured presentation of ideas

Active Experimentation: The Leader as the Role Model for How to Do It

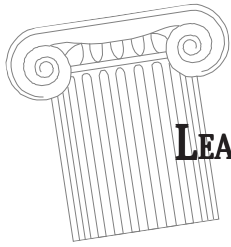
Learning Strengths

- ◆ Learning by doing
- ◆ Ability to get things done
- ◆ Risk taking
- ◆ Extroversion—acting to influence people and events

Preferred Learning Situations

- ◆ Opportunities to practice and receive feedback
- ◆ Small group discussions
- ◆ Projects and individualized, self-paced, learning activities

Based on David A. Kolb and Donna M. Smith. User's Guide for the Learning Style Inventory. Boston: McBer & Company, 1986.



LEARNING STYLE INVENTORY PART I

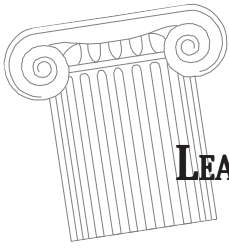
As you complete this inventory, think of the ways you most frequently go about learning. If you are trying something new, how do you learn best? Mark A if you strongly identify with the word on the left; B if less so; C if you identify more with the word on the right; and D if you identify strongly with the right side. You might generally use the sentence I am a(n) _____ learner. Do the same with the list in part II.

	A	B	C	D	
Talk	_____	_____	_____	_____	Listen
Action	_____	_____	_____	_____	Reaction
Individual steps	_____	_____	_____	_____	Overall picture
Quick-paced	_____	_____	_____	_____	Deliberate
Experimenting	_____	_____	_____	_____	Digesting
Carrying out ideas	_____	_____	_____	_____	Thinking up ideas
Change	_____	_____	_____	_____	Stability
Animated	_____	_____	_____	_____	Reserved
Doing	_____	_____	_____	_____	Watching
Goal-oriented	_____	_____	_____	_____	Process-oriented
Practical	_____	_____	_____	_____	Ideal
Change as you go	_____	_____	_____	_____	Map out in advance
Finding solutions	_____	_____	_____	_____	Identifying problems
Answering questions	_____	_____	_____	_____	Asking questions

Total the number of As, Bs, Cs, and Ds you checked and write the totals in the spaces below.

As _____ Bs _____ Cs _____ Ds _____

Based on David A. Kolb and Donna M. Smith. User's Guide for the Learning Style Inventory. Boston: McBer & Company, 1986.



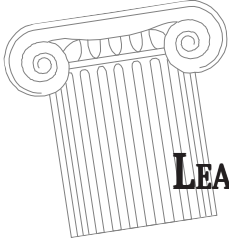
LEARNING STYLE INVENTORY PART II

	1	2	3	4	
Intuition	_____	_____	_____	_____	Logic
Personal	_____	_____	_____	_____	Impersonal
Emotional	_____	_____	_____	_____	Intellectual
Support	_____	_____	_____	_____	Critique
Discuss with others	_____	_____	_____	_____	Analyze by myself
New experiences	_____	_____	_____	_____	New ideas, models
Opinion	_____	_____	_____	_____	Theory
Accepting	_____	_____	_____	_____	Questioning
Feeling	_____	_____	_____	_____	Thinking
Risk-taker	_____	_____	_____	_____	Calculator
Trial and error	_____	_____	_____	_____	Plan and organize
People-oriented	_____	_____	_____	_____	Task-oriented
Get involved	_____	_____	_____	_____	Get facts
Dependent	_____	_____	_____	_____	Independent

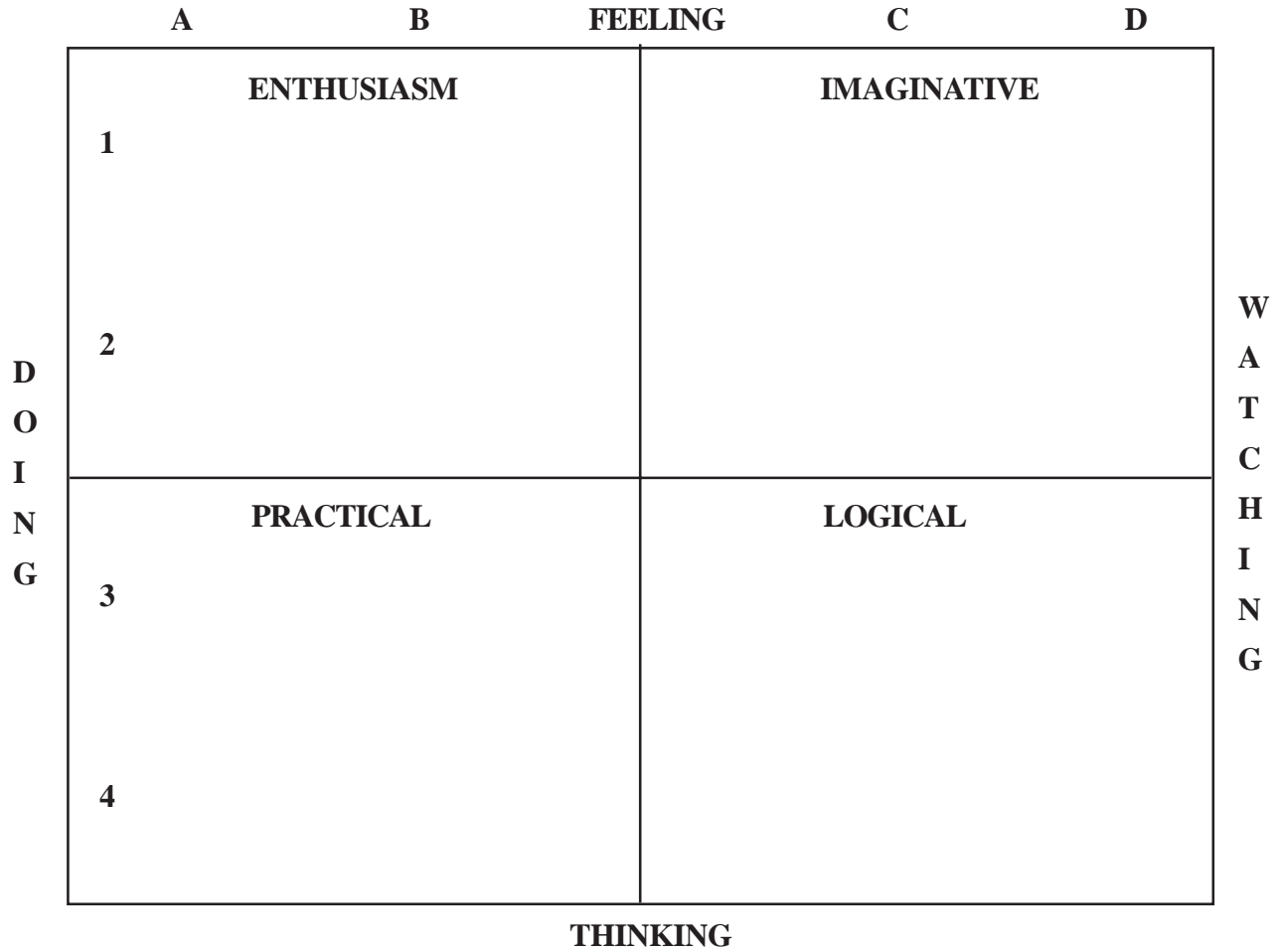
Total the number of 1s, 2s, 3s, and 4s and write the totals in the spaces below. (Note: if you checked four 2s, you have a total of 4, not 8!)

1s _____ 2s _____ 3s _____ 4s _____

Based on David A. Kolb and Donna M. Smith. User's Guide for the Learning Style Inventory. Boston: McBer & Company, 1986.

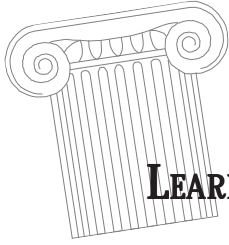


LEARNING STYLE PROFILE GRAPH



Next to the numbers down the left axis, write the corresponding number of check marks you had in that column from the inventory. Do the same for the lettered columns running across the top axis.

Then draw lines from the letter with the highest total and the number with the highest total so that you have a point of intersection in one of the boxes. Should you have two totals with the same number, draw lines from both of those.



LEARNING STYLE PROFILE

You learn best from concrete experience if your point of intersection was in the upper left box. Key words are: enthusiastic, doing, feeling. This means that you prefer to learn in an active way that involves doing and experimentation. You are likely to learn best when you have the opportunity to “get your hands dirty” and practice whatever skill is being taught.

You learn best through observation and reflection if your point of intersection was in the upper right box. Key words are: imaginative, watching, feeling. This means that you prefer to stand back and observe what is happening in a situation and then draw your own conclusions about what occurred. You are likely to learn more in situations that allow you time to observe and then reflect on your observations.

You learn best through forming concepts and generalizations if your point of intersection was in the lower right box. Key words are: practical, doing, thinking. This means that effective learning for you involves forming concepts and generalizations from the information that has been presented or the observations you have made. You are likely to learn more in situations that allow you time to form logical conclusions or summaries of what has been taught or experienced.

You learn best through testing your ideas or concepts if your point of intersection was in the lower left box. Key words are: logical, watching, thinking. This means that you like to determine how practical and applicable conclusions are by testing them in a hands-on manner. You are likely to learn more in situations where you have the opportunity to try out your ideas or “test the waters.”

Each of us uses all four quadrants as a part of our learning style, but we tend to favor one or more of the quadrants for our preferred style. By knowing your preferences you can seek out classes and workshops that teach in the style in which you learn the most.

However, to maximize your learning, it is important to draw on all four of the learning styles for each situation. **Experience** the materials being taught. **Observe and reflect** on that information. **Form conclusions or generalizations** based on your observations and reflections. **Test out those conclusions** and adjust them accordingly.



MATCHING PERSONAL VALUES TO COMMUNITY CONTRIBUTIONS

Think about what's really important to you in your life. What are the core values that drive your actions? Is it honesty, integrity, helping others in need, relationships with family and friends, citizenship, academic achievement, leadership? As you spend some time thinking about your personal values, consider how they can align with your potential community contributions.



Principles of Good Practice in Combining Service and Learning

In compiling the following principles, the National Society for Experiential Education consulted with more than 70 organizations interested in service and learning.

The following 10 principles have been embraced by individuals and institutions linking service to education. The principles do not specifically address service within the context of undergraduate curricula, but contain more general recommendations for creating sustainable service programs that maximize student learning and benefit communities.

1. An effective program engages people in responsible and challenging actions for the common good.

Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions require reaching beyond one's range of previous knowledge or experience. Active participation—not merely being a spectator or visitor—requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build structured opportunities for participants to think about their experiences and what they are learning. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy and active citizenship. This reflective component allows for intellectual growth and the development of skills in critical thinking. It is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

3. An effective program articulates clear service and learning goals for everyone involved.

From the outset of the project, participants and service recipients alike must have a clear sense of : 1) what is to be accomplished and 2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of both those providing the service and those receiving it. Attention to this important factor of mutuality in the service learning exchange can help keep the "service" from becoming patronizing charity.

4. An effective program allows for those with needs to define those needs.

The actual recipients, as well as the community groups and constituencies to which they belong, must have the primary role of defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will help insure that service by participants will: (1) not take jobs from the local community, (2) involve tasks that will otherwise go undone, and (3) focus their efforts on the tasks and approaches that the recipients define as useful.

5. An effective program clarifies the responsibilities of each person and organization involved.

Several parties are potentially involved in a service and learning program: participants (students, teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify the roles and responsibilities of these parties through a careful negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

6. An effective program matches service provider and service needs through a process that recognizes changing circumstances.

Because people are often changed by the service and learning experiences, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service learning partnership affects development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. An effective program expects genuine, active, and sustained organizational commitment.

In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support, be an ongoing part of the organization's budget, be allocated appropriate physical space equipment and transportation, and allow for scheduled release time for participants and program leaders. In schools and colleges, the most effective service and learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations may recognize the value of service through appropriate celebrations, awards, and public acknowledgment of individual and group service. Planned, formalized and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. An effective program is committed to program participation by and with diverse populations.

A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome persons from differing ethnic, racial and religious backgrounds, as well as varied ages, genders, economics levels and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work and school responsibilities, concern for personal safety, or uncertainty about one's ability to make a contribution.

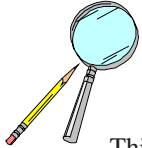
(Taken verbatim from Ellen Porter Honnet and Susan J. Poulsen, "Principles of Good Practice for Combining Service and Learning," a Wingspread Special Report, 1989, (Racine, WI: The Johnson Foundation, Inc., 1989). Printed with permission from the Johnson Foundation, Inc. in Principles, National Society for Experiential Education. p. 13-16. NSEE is located at 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229.)



FIVE STAGES OF SERVICE

“The most important qualification for trustees should be that they care for the institution (community) which means that they care for all of the people the institution (community) touches, and that they are determined to make their caring count...” — Robert Greenleaf, *Servant Leadership*

1. Community Voice
2. Orientation and Training
3. Meaningful Action
4. Reflection
5. Evaluation



In Detail....

1. Community Voice

This is an often overlooked aspect of serving others. While you will want to help your members channel their energy into something that they care about and are interested in, you also need to hear the community voices. Listening and understanding the needs and issues of the community will help you meet its needs and concerns.

Does community define where you live? To what communities do you belong?

These questions will become a critical part of your success as a leader and the effectiveness of your “community.” Knowing the answers to these questions will help your chapter define who they want to serve. Is it the university community? The town in which the university resides? The community of disabled children? The elderly community? Consider which community “speaks” to your membership.

Community can be defined as “a joining together of people who share a common identity and feeling of belonging.” Groups of communities typically share common rights, privileges, interests, needs and concerns. This feeling of identity may result in the formation of a town, a neighborhood, a fraternity, a special interest group on campus, etc.

Each individual is a citizen or member in many communities. Think about all of the communities of which you believe you are a member. What were some of your feelings as you identified people with whom you shared a sense of belonging and connection? What are some of the communities you identified? Now that you have a stronger sense of communities with which you connect, whom will you serve? Once you determine the community that will benefit from your chapter’s contributions, what needs do you want to address?

How do you hear the community voices? Meeting with campus professionals who are connected with community concerns is a good place to start. There are often consortiums of like agencies in the community. Talk with various agency representatives to find out what your chapter can do with and for them. Knowing the community needs and hearing their voices will keep your sincere efforts from appearing patronizing.

For the chapter members who learn best by Abstract Conceptualization, know that they will appreciate articles on the issues and concerns of the community. They will also benefit from some time alone to think about what they are learning from the agencies and the plan for involvement. These members appreciate clear, well structured presentation of ideas. These chapter members would be very helpful to you in communicating the plan for service-learning.



2. Orientation and Training

A strong orientation and training session for your members will help develop commitment for the cause and the community. Inviting a representative from the community and/or agency will provide an “expert opinion” to the membership. They can ask questions and get informed answers.

Members need to know the specific logistics for the service to be provided. They should know date, time, location (with maps if needed), on-site contact person, and specific place to meet. Members should know their assignments so they can start working right away!

From the orientation and training session, members should understand the history of the issue or cause, the strides made in services provided to the community, and the areas in which they still need help. The chapter will feel more comfortable with their increased knowledge and commitment to the community.



3. Meaningful Action

It's time for action! The members that will most appreciate the hands-on learning will be those that learn best by Concrete Experience and Active Experimentation.

The service-learning opportunity provides new experiences and a chance to know the individuals in the community. By relating to people and understanding their needs, members will feel more connected to the cause and the community. They are learning by doing and connecting with others.

Members should be aware of the feelings they are experiencing, so they can use these service-learning opportunities as a basis for further discussion and feedback. This is a good time for you to help reinforce the Fraternity values this activity is strengthening. As the community service chairperson, emphasize the need that the service is addressing and the lessons learned which connect back to Fraternity values.



4. Reflection

Avoid “guerrilla service”—providing community service and moving on to the next project without stopping to think about what you learned. Reflection is simply taking time to quietly evaluate your own personal behaviors, hesitations, fears, and joys of the experience.

This can be done in small groups or in a large group setting with the entire chapter. It's important, in whatever manner it is implemented, that reflection be given appropriate time and consideration. Questions (see examples) can help bring out the reflection/discussion in the chapter.

- ◆ What were your feelings before we implemented our service-learning activity?
- ◆ How are you feeling now?
- ◆ What do you believe you contributed as an individual?
- ◆ What do you believe we contributed as a chapter?
- ◆ How does this activity relate to our founding values and principles?



5. Evaluation

Just like any other chapter activity, your service-learning program could be made better. Take some time with the committee to walk through the entire activity noting strengths and weaknesses. Critique the implementation of the program. You can gain insights from the general chapter membership by providing a short evaluation form so you can get their thoughts and feedback. This will only enhance your future service-learning efforts.

(Five Stages of Service developed by COOL; Campus Outreach Opportunity League)



CROSS-CULTURAL IMMERSION

Serving the needs of the chosen community can present some challenges as well as opportunities. Some chapter members may have some hesitations and fears going into the service-learning program. While some people may feel immediately comfortable in a new environment, others may feel anxious. Going to a facility for long-term AIDS patients, children's hospital, senior citizen assisted-living facility, or homeless shelter for the first time may be overwhelming to the members. Each community has its own cultural identity. How can you help your members become acclimated to the new environment?



To better prepare your members, consider the following four action steps:

1. Acknowledge their emotions.

Let them know that the chapter is a safe space to discuss challenging experiences. Allow members to talk about their feelings without judgment.

2. Ask the members to stretch themselves out of their comfort zone.

Acknowledge their emotions and present them with an opportunity to work on their fears and hesitations.

3. Ask what they can do to help support each other.

As brothers, they will be experienced in helping each other out. They will be leaning on each other for support as well as strengthening each other through the common experience.

4. Ask them what personal actions they can take as individuals to help them in this learning opportunity.

Once the chapter discussion closes with personal actions, discuss the value of face-to-face service learning. One of the best ways to know the personalities in the community is through a short immersion experience.

Cross-cultural immersion is "a situation where one experiences oneself as a physical or psychological minority; where one feels foreign. An experience in a foreign setting where one's value and behavioral systems may be inadequate for negotiating the protocols of human experience. An experience where one encounters a loss of identity. An experience where one addresses the relevance of one's self-identity." —Frederick C. Jefferson, Jr.



FOUR STAGES TO DEVELOPING A MULTICULTURAL PERSPECTIVE

Frederick Jefferson, an author and educator, identified four stages to developing a multicultural perspective.

1. Isolate Stage
2. Inquiry
3. Contact
4. Integration

While Jefferson's framework is within multicultural communities, the feelings and experiences relate closely to immersing oneself in a new community with special needs. In the **Isolate Stage**, members have practically no contact with the identified community members. Sometimes they will reject and/or avoid situations and opportunities that involve personal contact. Many are uncomfortable in the company of individuals from the other group. They often will not know what to say in this setting.

For example: A brother may feel very uncomfortable volunteering at a Special Olympics competition since he has never been in contact with a mentally or physically challenged person. Because of his discomfort, he does not seek out opportunities to work with this community.

In the **Inquiry Stage**, individuals are willing to participate in various experiences to increase their knowledge and understanding of the beliefs and values of other groups. Most of their experiences with other cultures do not involve direct contact with individuals from other groups. They are non-contact experiences such as courses, seminars, books, movies, lectures, concerts, the World Wide Web, etc.

For example: A Brother still feels uncomfortable around mentally and physically challenged individuals but is willing to learn more about issues that face these children and adults. He may go to a workshop on various disabilities or listen to Maria Shriver Kennedy and Arnold Schwarzenegger talk about the Special Olympics and individual participants who benefited from competing in the games.

Members are comfortable with individuals from other community groups when they are in the **Contact Stage**. Members will begin to search out opportunities for direct-contact experiences that allow a brief immersion into another community. Excursions into another culture often indicate a willingness to risk and a belief in the inherent value of all communities.

For example: a brother is pretty comfortable around people with physical and mental challenges. He begins participating in experiential workshops on mental disabilities. After gaining more information through these educational programs, he volunteers to serve as a "hugger" for the state-wide Special Olympics. After spending time with the athletes and developing some strong relationships, he is invited to be a guest in the home of a family friend with a mentally disabled child.

In the **Integration Stage** members value cultural, community, and racial diversity in their work life, neighborhood life, community life and political life. They have a heightened awareness of the exclusionary consequences of social oppression and actively work to counteract them. These members are challenged to develop a global perspective and use these experiences to enhance their actions at home.

For example: A member may "adopt" a Special Olympics athlete and serve as a Big Brother after the competition. He spends designated time each week with his "little brother" and develops a strong one-on-one relationship with the child and his family. The member may begin to coordinate fund-raising programs, and speak on behalf of the Special Olympics Foundation to recruit more volunteers for the events.

Supporting Members and Respecting their Feelings

In order to best support your brothers, try to understand their point of view and empathize with their feelings. Some members may be silent about their feelings of hesitancy. They may hide their differences so they fit in and don't "rock the boat." Challenge them to take some small yet incremental steps to become more comfortable with the service-learning initiative and the chosen community.

Help the members feel included in the service-learning initiative. Everyone wants to feel that others depend on them, are interested in them, and are concerned about them. Help them identify how they can contribute. Their opinions do matter, and since this is a chapter service program, they will want to be involved along with everyone else.



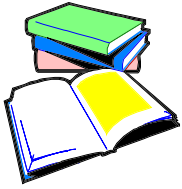
THE VALUE OF FUND RAISING

One of the low-risk service activities is raising money for a particular cause or community. Philanthropy is important. Many chapters complement their service-learning activities with fund-raising activities. Many have annual events and programs that help raise the awareness on the campus as well as raise money for research, scholarships, tutoring programs, etc.

Philanthropy is defined as voluntary financial contributions. “All aspects of our lives benefit from gifts of time and money. Health care facilities, higher education institutions, environmental concerns, religious organizations, agencies serving children and their families, social justice activities, and arts and cultural groups all rely on the funding they receive through philanthropy to serve the needs and interests of our diverse population.”

Raising money for a worthy cause or community is important. However, it is equally important that the chapter members know where the money is going and exactly how it is going to be used. The members aren’t learning anything if they just donate their time to raise money and then hand over a check. Members should visit the community members that are benefiting from their work so they can see the faces of people and identify with the personalities who are on the receiving end of their philanthropy.

“We have learned to say that the good must be extended to all of society before it can be held secure by any one person or any one class; but we have not yet learned to add to that statement, that unless all men and all classes contribute to the good, we cannot even be sure that it is worth having.” — Jane Addams



PREPARING THE CHAPTER FOR SERVICE LEARNING ACTIVITIES

Community Walk-Through

This exercise helps the chapter prepare for an actual walk through the community. This is one way to get them ready to hear the Community Voice. Divide the chapter into five groups: north, south, east, west, and central. Give the following list of thought provokers to each group and ask them to think about their collective response. They should write down their group thoughts on a piece of flip chart paper and share it with the entire chapter after 10 minutes of writing time.

Thought Provokers:

- ◆ What do you see when you drive through...
- ◆ What do you hear?
- ◆ What do you smell?
- ◆ What makes this a safe place to be?
- ◆ What makes this an unsafe place to be?
- ◆ How comfortable would you be living here?
- ◆ What could our chapter do to make life better here?

After the chapter members have time to think about their perceptions of their given area of the community, they should go out in teams to actually drive and walk around that area of the town seeking service agencies, non-profit organizations, and talking with representatives of various groups. It may be helpful to identify some groups in that area of town in advance to facilitate the activity.

Passion Areas

Ask members to identify all issues, concerns, and communities which they care about. Ask them to list all of their identified communities on flip chart paper. Lead a discussion about prioritizing their issues. Then, take time to take out your code of ethics and discuss how working with this issue will complement the Fraternity's purpose. Help your brothers see how helping others and serving others matches your fraternal values.

Look at the readiness level of your brothers. Identify perceived low, medium, high risk service learning activities together as a chapter. Take into consideration the four stages of developing a multicultural perspective by Frederick Jefferson and help members become more comfortable with others from a different background (disability, illness, poverty, etc.).



Specific Ideas for Service-Learning Activities

Literacy

Inquiry Activities:

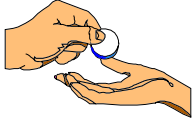
- ◆ Attend a workshop at a community Literacy League
- ◆ Attend a meeting at a community Literacy League
- ◆ Do research on the literacy rate in your community
- ◆ Talk with local Chamber of Commerce professionals about the implications of illiteracy on local businesses

Contact Activities:

- ◆ Tutor children at after-school programs
- ◆ Tutor adults at community center programs
- ◆ Take a phonics class
- ◆ Assist an English teacher grading exams

Immersion Activities:

- ◆ Train tutors for adults
- ◆ Raise awareness in your community by speaking on the topic at other chapters
- ◆ Recruit volunteers to serve as individual tutors
- ◆ Help prepare adults for the G.E.D. exam



Poverty

Inquiry Activities:

- ◆ Visit district or state representatives requesting information about the poverty rate in your community
- ◆ Visit several social service agencies in town that support poverty-stricken community members

Contact Activities:

- ◆ Provide educational programs for the community on personal financial management
- ◆ Offer programs on balancing checkbooks
- ◆ Work in conjunction with a social service agency to talk with individuals about the benefits and challenges of credit
- ◆ Work with the library staff to offer free clinics on tax preparation

Immersion Activities:

- ◆ Visit various communities and talk with residents about their needs
- ◆ Visit community members and ask how your chapter can support them
- ◆ Develop a professional development program focusing on dressing for success. Work in conjunction with the Disabled American Veteran, Salvation Army, or AmVet Society, and solicit and gather professional wear to help individuals develop an interview outfit. Complement the program with interviewing skills.

Children of Poverty



Inquiry Activities:

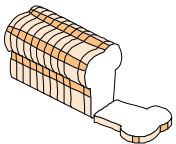
- ◆ Gather similar statistics relevant to your community, district, or state
- ◆ Take an anthropology class and learn about the effects of poverty on a community
- ◆ Attend a campus or community speaker on the topic
- ◆ Search the World Wide Web for relevant information

Contact Activities:

- ◆ Visit the local Boys Clubs/Girls Clubs in your community and ask how you can volunteer your time
- ◆ Tutor
- ◆ Help local teachers with Head Start programs in your community

Immersion Activities:

- ◆ Serve as a Big Brother and commit your time to one child
- ◆ Coordinate a baby-sitting program so single-parents can have quiet relaxation time or work their second shift job
- ◆ Work with the United Way to grant “holiday wishes” to families. Many families write to this agency to request every-day items such as medicine, medical equipment, clothes, and other basics. Hold this event several times throughout the year.



Hunger

Inquiry Activities:

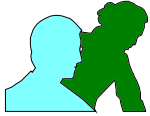
- ◆ Write a report on the hunger issue in your community and in the state
- ◆ Visit legislative lobbyists who work with this issue
- ◆ Read articles on hunger and distribute them to chapter members

Contact Activities:

- ◆ Spend time at a social service agency distributing food stamps
- ◆ Cook food at a shelter which offers three meals per day to residents

Immersion Activities:

- ◆ Volunteer at a WIC clinic (Women, Infants, and Children)
- ◆ Buy groceries for home-bound elderly
- ◆ Work with social service agencies to provide educational programs on nutrition and deliver food to families needing extra sustenance



Seniors

Inquiry Activities:

- ◆ Call or write to the Census Bureau and/or convention and visitor's association for statistics on the number of elderly in your community
- ◆ Develop a listing of agencies which serve the elderly
- ◆ Gather information on diseases which most affect the elderly (i.e. Parkinson's disease, Alzheimer's disease, etc.)

Contact Activities:

- ◆ Volunteer to provide yard work for elderly home owners
- ◆ Paint houses for the elderly who can not stand firmly on a ladder
- ◆ Go grocery shopping for elderly community members who can not drive
- ◆ Volunteer with local agencies to shovel snow
- ◆ Work with program directors to teach yoga or tai chi to residents

Immersion Activities:

- ◆ Provide home visits to house-bound elderly
- ◆ Volunteer time to read at a senior's community once a week
- ◆ Become involved in the Adopt-a-Grandparent program
- ◆ Write letters for nursing home residents



Fire Station/Police Station

Inquiry Activities:

- ◆ Learn about the needs of burn victims
- ◆ Read about the dangers of smoke damage to individuals
- ◆ Work with an insurance agency to develop a fire safety and awareness campaign

Contact Activities:

- ◆ Accompany local housing officials while they provide home safety inspections
- ◆ Install smoke alarm systems in low-income communities
- ◆ Post emergency exit signs throughout the fraternity/sorority houses and residence halls
- ◆ Work with low-income residents to install fire extinguishers in their communities

Immersion Activities:

- ◆ Spend the night at a fire station to understand the stresses and issues of firefighters
- ◆ Ride with police officers for a 24 hour shift during peak crime periods
- ◆ Present a fire-safety workshop to grade school children
- ◆ To help firefighters know how many children are in each bedroom, work with local fire fighting units to put stickers on bedroom windows for children



Young Fathers

Inquiry Activities:

- ◆ Develop an executive summary of the number of young fathers in the local school system
- ◆ Work with planned parenthood to offer a course developed specifically for young fathers
- ◆ Write an article for the school paper on the challenges of young parents in the community

Contact Activities:

- ◆ Volunteer for a legal assistance program for child support programs
- ◆ Teach young men in local high schools the responsibilities of fatherhood
- ◆ Hold a chapter discussion with alumni members on the challenges of parenthood

Immersion Activities:

- ◆ Talk with support groups for young fathers to understand their challenges
- ◆ Collaborate with social service agencies to develop a program helping young fathers support mothers and babies
- ◆ Visit the hospital to support a young father on the day his child is born



Young Mothers

Inquiry Activities:

- ◆ Gather educational materials from the campus health center and local Planned Parenthood office and share with other chapter members
- ◆ Talk with high school counselors about the issue of teen pregnancy in their schools and in the district
- ◆ Call the local NOW chapter (National Organization of Women) for relevant information

Contact Activities:

- ◆ Help young mothers get the education they need through home schooling and working toward their G.E.D.
- ◆ Attend and develop anger and stress management courses to educate young mothers
- ◆ Purchase “What to Expect When You’re Expecting” (or similar books) to distribute to local young mothers at the hospital

Immersion Activities:

- ◆ Help young mothers with the local healthy babies program
- ◆ Develop a program to match young mothers with older community members who were once young mothers.



Physically Challenged

Inquiry Activities:

- ◆ Visit the local Disabled American Veterans staff to inquire about the challenges of individuals with physical disabilities
- ◆ Interview a physical therapist to discover the stresses, challenges and joys of working with children and adults with disabilities
- ◆ Walk through your campus to see how buildings are or are not easily accessible to a variety of human physical challenges

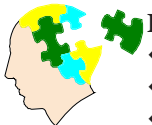
Contact Activities:

- ◆ Spend one day on campus in a wheelchair, blindfolded, or on crutches. Reflect on your experience in a journal
- ◆ Go through a low-ropes course experience as if you were a person with a physical challenge. Discover the strengths, assumed weaknesses and support you can offer to a team of individuals.

Immersion Activities:

- ◆ Commit to volunteer scheduled time at day-care facilities for children with disabilities
- ◆ Assist a teacher with one special needs student
- ◆ Get an internship in a hospital or special needs facility

Mentally Challenged/Mental Illness



Inquiry Activities:

- ◆ Do research on the various types of mental illnesses affecting individuals
- ◆ Develop a directory of mental health professionals, support groups, and centers
- ◆ Watch the movie “Rain Man” and ask a mental health professional to facilitate a discussion on the needs of the mentally challenged community

Contact Activities:

- ◆ Assist private practitioners with their paper work to understand the types of reports professionals must develop
- ◆ Take a class on abnormal psychology and do a site visit with your class

Immersion Activities:

- ◆ Work with a local mental health professional to develop workshops for the chapter on stress, depression, and referrals
- ◆ Work to ensure equal opportunity in the workplace for people with mental illness



Environment

Inquiry Activities:

- ◆ Read about the “greenhouse effect” and implications for your health
- ◆ Watch the Discovery channel and develop an article on the environment for the chapter newsletter
- ◆ Search out local groups and associations already addressing community environmental concerns

Contact Activities:

- ◆ Clean up the community
- ◆ Adopt-a-highway or community
- ◆ Work with local teachers and implement a recycling program with grade school children

Immersion Activities:

- ◆ Plant trees, bushes and other plants with the university physical plant staff
- ◆ Work at the local Nature Center as a guide
- ◆ Volunteer at a state or community Ranger Station
- ◆ Work to build or support your local Conservatory or conservation club

New Community Members & ESL Students (English as a Second Language)



Inquiry Activities:

- ◆ Find out how many community members can read and speak English
- ◆ Do research and find out what the city/town does to welcome new community members
- ◆ Work with police, fire safety officials, store owners, dentists, doctors, insurance salespeople, bankers, etc. to guide new residents to these necessary service providers

Contact Activities:

- ◆ Develop a program to help children become acclimated to their new schools
- ◆ Hold a pizza party for all new residents at the beginning of each year. Plan “getting- acquainted” exercises for everyone

Immersion Activities:

- ◆ Provide tours of the community
- ◆ Provide an orientation program for all new community members with interpreters for people of all languages. Talk about safety, schools, community service agencies, educational opportunities, community involvement programs, etc.



Political Action

Inquiry Activities:

- ◆ Gather a directory of all community elected leaders
- ◆ Write a letter to your state representative, congressman/woman, school superintendent, etc. about an issue which you feel very strongly
- ◆ Visit a lobbying firm in your community

Contact Activities:

- ◆ Coordinate a voter registration program with your local League of Women Voters
- ◆ Support your local school boosters
- ◆ Take a civics class

Immersion Activities:

- ◆ Run for an elected leadership position with your student government association
- ◆ Run for the student representative position with your college/university board of governors/trustees
- ◆ Serve as a volunteer with your local Democratic or Republican party office



Sight Impaired/Blind

Inquiry Activities:

- ◆ Discover the programs and services offered to the sight impaired/blind in your community
- ◆ Walk around campus and your community and make note of all Braille signs and areas in which there should be appropriate signage

Contact Activities:

- ◆ Become a story teller and reader at your local library
- ◆ Collect old and used prescription glasses, and working with a local optometrist, provide them to the elderly and poor
- ◆ Assist school officials with their annual vision screening tests

Immersion Activities:

- ◆ Serve as a tutor/interpreter for students on your campus
- ◆ Serve as a guide
- ◆ Help raise funds for individuals to obtain service-dogs



Hearing Impaired/Deaf

Inquiry Activities:

- ◆ Watch the movie, “The Miracle Worker” and read about the life of Helen Keller
- ◆ Attend a campus program where a signer interprets the speaker
- ◆ Watch the movie “Mr. Holland’s Opus” and talk about the challenges of being hearing impaired from birth

Contact Activities:

- ◆ Work with campus and community leaders to extend their library of books on tape.
- ◆ Serve as a reader for books on tape
- ◆ Take a sign language class

Immersion Activities:

- ◆ Serve as an interpreter at campus workshops
- ◆ Take a course at a school for the deaf (other than sign language)
- ◆ Work as an advocate for the hearing impaired, lobby for their needs



Community

Inquiry Activities:

- ◆ Document the history of a neighborhood
- ◆ Visit historical monuments and buildings
- ◆ Talk with a historian about the development of your community

Contact Activities:

- ◆ Visit the local Chamber of Commerce and join as a chapter
- ◆ Inquire about the local community leadership program often offered through the Chamber
- ◆ Visit the statehouse and community leaders
- ◆ Discover how local businesses are serving as community leaders

Immersion Activities:

- ◆ Sit in on legislative sessions
- ◆ Attend school board meetings and raise questions
- ◆ Get an internship with a community leader
- ◆ Volunteer with Habitat for Humanity building houses for low-income, poverty level community members
- ◆ Volunteer to paint and fix homes of existing community members



Violence/Personal Safety/Domestic Violence

Inquiry Activities:

- ◆ Develop a banner with all agencies that offers assistance to abused and neglected individuals and ways in which chapter members can offer their help
- ◆ Coordinate a safety escort service on campus
- ◆ Develop a poster series for campus awareness

Contact Activities:

- ◆ Provide rape whistles to all new students
- ◆ Develop workshops for chapter members to understand the breadth of the problem
- ◆ Take a personal safety class

Immersion Activities:

- ◆ Spend the night at a local shelter for battered women and serve as security
- ◆ Work for a hot-line staff to help individual callers
- ◆ Ride with local law enforcement officers to discuss various issues of safety



HIV/AIDS

Inquiry Activities:

- ◆ Attend a workshop on sexually transmitted diseases
- ◆ Invite a medical doctor to provide information on the effectiveness of contraceptives and prophylactics
- ◆ Watch an educational videotape on the correct way to use a condom

Contact Activities:

- ◆ Raise funds for children born with the HIV virus
- ◆ Visit a local facility for long-term AIDS patients and develop a one-on-one relationship
- ◆ Talk with an individual that is HIV-positive

Immersion Activities:

- ◆ Volunteer at a community free health clinic which has a needle exchange program for drug users
- ◆ Become educated and provide seminars on safe-sex and HIV/AIDS in the community
- ◆ Deliver and serve food to home-bound people with AIDS



Alcohol/Other Drug

Inquiry Activities:

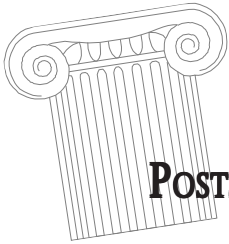
- ◆ Take a health class on alcohol and other drugs
- ◆ Attend a workshop on the physical effects of alcohol and the differences between men and women
- ◆ Provide referral agencies on chapter bulletin boards, chapter telephone directories, etc.

Contact Activities:

- ◆ Participate in campus National Collegiate Alcohol Awareness Week programs
- ◆ Confront a friend who you believe behaves in a dangerous or destructive manner after drinking
- ◆ Hold regular educational programs and support services to brothers who know an individual who died in an alcohol-related accident

Immersion Activities:

- ◆ Work as a volunteer with young adults with drinking problems
- ◆ Volunteer with your local mental health and Alcoholics Anonymous (or Narcotics Anonymous) organizations



POSTSCRIPT

Information in this edition of the Community Service Manual was generated from work done by Like Minded People.