Freshmen Day of Service
General Studies Faculty Handbook
Freshmen Day of Service Faculty Handbook

Calendar for Registration & Preparation

Fall **Get Ready** PREPARATION
- General overview is discussed in GE classes on what to expect during your service learning FDoS project
- Attend an FDoS 101 workshop/information session

Winter **Get Set** ACTION
- Preview projects on the *Center for Community Engagement* website
- Registration site will be available (please register for only one project)
- Pick up t-shirt to be worn at service learning FDoS project
- Complete all necessary waivers/additional Community Partner registration to participate

Spring **Go!** CONCLUSION
- Attend service learning FDoS project
- Complete participation survey for CCE
- Reflection paper for General Studies

Students registered prior to deadline will receive:

| Project confirmation email that includes | • community partner name, location, and time of project  
| • recommended clothing for the project  
| • additional waivers/forms or registration on community partner site |
| --- | --- |
| Courtesy reminder email 2-3 days prior to project date | • community partner name, location, and time of project  
| • recommended clothing for the project  
| • additional waivers/forms or registration on community partner site  
| • any changes in project location, time attire  
| • dates and location where to pickup t-shirt |

Students who miss their day of service or fail to register by the deadline:
- Will not be accommodated by the Center for Community Engagement
- Students will need to work with their instructors on the alternative assignment.

Students who may not have enrolled in General Studies prior to spring quarter, (and therefore do not have an opportunity to self-register)
- *Faculty must complete a Special circumstance/Authorization to Change Project form* or
- Students will need to work with their instructors on the alternative assignment.

If a student has had a change in work or class schedule after time of registration
- Student may request to change their project by asking their instructor to complete the *Special Circumstance/Authorization to Change Project form*
- Submit form to the Center for Community Engagement at least ONE WEEK prior to their service date.
Freshmen Day of Service Faculty Handbook

The Center for Community Engagement would like to thank the faculty who diligently worked in summer 2012 to develop the first version of this handbook. Their knowledge of and commitment to service learning and the Freshmen Day of Service continues to be a wonderful resource for our campus community.

Many thanks to:

Hillary AcMoody, Instructor, General Studies Program
Dr. Thomas Hird, Professor, Theatre and Dance
Patricia Restaino, Instructor, General Studies Program

Center for Community Engagement (CCE) Contacts

Web Address: www.csueastbay.edu/communityengagement

Mary D’Alleva  
Director, Center for Community Engagement
mary.dalleva@csueastbay.edu
(510) 885-4437

Patricia Loché  
Projects Coordinator, Freshmen Day of Service
patricia.loche@csueastbay.edu (faculty)
fdos@csueastbay.edu (students)
(510) 885-7320

Table of Contents

Introduction to Service Learning (pgs 3-4)

Policies and Procedures (pgs 5-6)

Useful Resources for Faculty (pgs 6-11)

Quarterly/Curriculum Planning (pgs 11-30)

Sample Forms (pgs. 30-33)
Introduction to Service Learning

“Service Learning, combined with General Studies, gives our students the opportunity to learn best in a context that offers competency and relevancy, supporting their development within a communal, not isolated, environment.” Sally Murphy, Director, General Education

Why do Service Learning in General Studies?

Service Learning within General Studies offers our freshmen tangible, hands-on experience with community engagement. Going deeper with this idea, Service Learning provides our students with a practical way to understand and experience the ideas, theories, and concepts that we, as educators, purvey.

One of the most successful aspects of Clusters is their ability to build a community among the students. Service Learning provides an extension of that team building in our local communities and allows students to learn in an active mode while creating something positive, memorable, and tangible to carry through their educational journey.

The challenge is to entice students to actively participate within their communities by framing Service Learning, not as volunteerism, but as an opportunity to develop personally, academically, and socially. Service Learning provides a powerful, hands-on opportunity to lead students toward understanding what community is, and how to formulate their role in it in order to establish inspiring, active futures.

What is Service Learning?

Service Learning and Students
Service Learning provides our students with an opportunity to recognize and reflect upon their roles in society, while integrating their service experiences with their academic curricula. A sense of consciousness is gained through Service Learning; students see themselves as active contributors to their communities and their own learning, rather than as passive recipients of knowledge and society.

Service Learning and Faculty
Service Learning serves to remind us, as faculty, of our social responsibilities as educators and researchers. Service Learning can promote innovation and creativity in teaching approaches, renew a passion for teaching, link personal and professional values, and drive knowledge toward action.
Service Learning and the University
As social resources, engaged universities contribute to the development of their local communities and future citizens, addressing social concerns, and improving community growth and quality of life.

Four Basic Principles of Service Learning

1. **Civic engagement** strengthens students’ ties with their local communities by meeting actual social needs.
2. **Reflection** can make learning relevant, influence career and major selection, develop social responsibility and leadership, and promote the exploration of values.
3. **Reciprocity** suggests that every individual, organization, and entity involved functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients.
4. **Public Dissemination** encourages public presentation of the service by inviting the community to enter into dialogue.

Important Things for Faculty to Keep in Mind

- Create a Service Learning context early & incorporate it throughout the academic year
- A broad view includes cluster and community
- Continuously point out the relevance to cluster themes
- Utilize this learning opportunity to build students’ reflective abilities, and to realize their growth
- Connect students to the “real world” rather than to the “virtual” or theoretical” world.

Ideas to Help Move Things Along Smoothly

- Focus on commitment and accountability—our community depends upon this project
- Emphasize that this is ultimately for our community, and not for a grade
- Remember that every behavior potentially has meaning
- Keep in mind that communication has unique meaning for every recipient
- Define your terms, as students have a tendency to confuse Service Learning with volunteering
- Avoid expressing value judgments about community partners—all are equally viable
Policies and Procedures

“All labor that uplifts humanity has dignity and importance, and should be undertaken with painstaking excellence.”

Dr. Martin Luther King, Jr.

Registration Forms
The following registration forms can also be found on Blackboard > GS Faculty > GS Topics > Service Learning.

Freshmen Day of Service Learning Agreement
See Appendix

Freshmen Day of Service Student Information & Preparation
See Appendix

Authorization to Change Freshmen Day of Service Project
See appendix

Alternative Research Assignment

The content within the alternative research assignment should be tailored according to your cluster. Please note that the general requirements of this assignment should not be altered.

This assignment is posted on Blackboard > GS Faculty > GS Topics > Service Learning > Alternative Service Learning Assignment

Center for Community Engagement Program Policy
Student Placements and Registration for Freshmen Day of Service

For the Freshmen Day of Service, accommodations can be made for persons with disabilities to find a suitable placement. Faculty should submit names of students with disabilities needing assistance in finding a placement to the Center for Community Engagement by midterm of the winter quarter. It is the student’s responsibility to notify the instructor and the Accessibility Services Office of needed accommodations in placements.
Freshmen Day of Service Faculty Handbook

The Center for Community Engagement will work each academic year to organize at least two, midweek on campus service project options. Students with limited weekend availability are expected to be self-motivated to register at the earliest opportunity to ensure a placement that meets their scheduling needs. Athletes, students with other scheduling challenges, or international students are expected to enroll in the standard list of projects. Students not able or not choosing to complete the day of service will work with faculty on the alternative assignment.

Students who miss their day of service or fail to register by the deadline will not be accommodated by the Center for Community Engagement. These students will need to work with their instructors on the alternative assignment.

For students who may not have enrolled in General Studies prior to spring quarter, (and therefore do not have an opportunity to self-register), faculty must complete a Special Circumstance/Authorization to Change Project form. Otherwise, these students will need to work with their instructors on the alternative assignment. If a student has had a change in work or class schedule after time of registration, the student may request to change their project by asking their instructor to complete the Special Circumstance/Authorization to Change Project form and submit it to the Center for Community Engagement at least one week prior to their service date.

Useful Resources for Faculty

Pioneers for Change: CSUEB Pioneers for Change (PfC) is made up of a select team of students who serve as leaders within the Center for Community Engagement and in direct support of the Freshmen Day of Service (FDoS) Initiative on and off campus through a wide range of activities such as classroom presentations, project registration, staffing tables for information, t-shirts and snacks, promotions and much more. PfC students also serve as point persons for FDoS projects. Faculty members who would like Pioneers for Change to come speak to their classes, should contact Patricia Loche to schedule an appointment.

“The students’ ‘performance’ on their day of service is largely dependent on how we couch the assignment, and more importantly, how we ‘prepare’ them for it.”
Darrol Hughes, General Studies Instructor
Lessons Learned

The Center for Community Engagement & General Studies faculty, do not want students thinking "that was a huge waste of time" when they complete their Freshmen Day of Service project. Below are important pieces of information that students told us and faculty recommended.

Some students end up unhappy with their project for 3 reasons:

1. Late student registration and planning ahead
   a. When students register early, they are able to choose from all of the projects, offering more options, locations, and dates.
   b. A fair amount of students sign up early and have no problem with showing up to their project, and, therefore, complain less about schedule conflicts.
   c. Some students wait until the very last minute, or choose not to register until spring quarter.
      i. The students are then unhappy with having to accommodate their weekend plans for the Service Learning project.
      ii. These students are also more likely to resist completing the actual project, and their overall attitude arriving at the project, participating in, and departing is negative.
   d. Some students have “no choice” over their project due to late registration, cancellation, etc.

2. Students who do not read the project description
   a. Students need to read the project description. It provides all of the needed details for the project, which help to better prepare the students for their project.
   b. Some students sign up so they can attend a project with friends. In this instance, few within the group know what they would actually be doing. Please encourage your students to read the project confirmation and reminder emails.
   c. Some FDoS students are very unhappy that they show up to a project wearing the wrong clothes, or that they unknowingly sign up for a project that expects physical labor.
   d. Scrolling through the titles of projects does not mean they read about the project. Some project titles may be misleading or do not represent what students will actually be
doing (e.g., Math Science Nucleus, Alameda Point Collaborative, & Save the Bay).
3. Students find the project unfulfilling, or they just do not like it

   a. Initially, some students have a “romantic” idea of what community service is. Although there are projects that reach out to people in need, and others that feed the hungry, not all projects are “ideal.” But, within each project there is a “public good.” Otherwise, the Center for Community Engagement would not post it.

   b. It is critical to communicate to students that the Service Learning project is limited to four-five hours. In the future, their department may offer classes where they will work with the community for an entire quarter. These two examples will most often have varying degrees of fulfillment.

   c. Some students are unhappy with picking up trash, cutting grass, and spreading mulch, and do not believe that what they are doing “means” anything. By educating students on the sheer numbers and the impact that they will have on their community will help them expand their perspective, rather than focus on themselves. This will help them see that they are a part of a greater community, and therefore, will ideally approach their Freshmen Day of Service with a less “selfish” attitude.

   d. In-depth reflection generally is a result of increased gratification by the students.

   e. The more the students know about the organization, the more they make a correlation to the value of the work they do. If they do not see the value of their work, it is their responsibility to ask an organizer to explain or to help them understand the process that leads to supporting the community.

   f. Compared to the faculty who were not 100% behind the Freshmen Day of Service, the faculty who positively encouraged students and helped them to “succeed” with their Freshmen Day of Service had more enthusiastic presentations and personal growth.

4. Additional suggestions for General Studies faculty:
   In the past, some procedures and policies were not made clear to students. These suggestions are intended to promote a smooth Service Learning experience for students and faculty alike.
Some recommendations to decrease discrepancies between what faculty know about the Freshmen Day of Service and what the students are expected to accomplish:

1. **Students must register for only one project**

2. **Student impact of last-minute changes**

   A student who wants to change the project for which she or he has signed up will need authorization from the General Studies faculty. The faculty member must sign the approval form to change projects. The student must deliver the form to the Center for Community Engagement office in Trailer St 120, room 122.

   **Student last-minute drops**

   a. The Center for Community Engagement and the community partners establish the amount of students that the community partners need for a single project, and everyone prepares for those numbers.

   b. When students register, drop, and/or do not show up at their event, the project can be adversely affected.

   c. The community partners’ initial expectation is not met and other students may have to work harder to accommodate for student absences.

   d. Faculty should encourage commitment to projects.

3. **Students must NOT contact the community partners for permission to attend**

   a. *It is not acceptable for students to contact community partners to ask to attend a Freshmen Day of Service project, as all freshmen are required to register online. Logistically the University has liability concerns and the Center for Community Engagement generates rosters for attendance.*

4. **Registration Verification**

   a. Faculty will receive periodic registration updates from the General Studies office. The Center for Community Engagement will work to update the information for the General Studies office.
Service Learning Timeline

<table>
<thead>
<tr>
<th>Freshmen Day of Service Registration Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
</tr>
<tr>
<td>Mid-January</td>
</tr>
<tr>
<td>Late January to Mid-February</td>
</tr>
<tr>
<td>March – May</td>
</tr>
</tbody>
</table>

Service Learning forms include:

1. **Academic Field Trip Informed Consent, Waiver Of Liability And Hold Harmless Agreement**: Addresses the legal liability and risk to CSU East Bay

2. **Service Learning Agreement**: Provides General Studies faculty members with information about students and their Freshman Day of Service projects

3. **Student Information & Preparation**: Outlines healthy behaviors, and provides preparatory information to the students

1. **Academic Field Trip Informed Consent, Waiver Of Liability and Hold Harmless Agreement**
   - This is an e-form included during the registration process.

2. **Service Learning Agreement** (turn in Spring quarter)
   - This form must be filled out by the students (online or on paper) after they have registered for a Freshmen Day of Service project. They must include their registration information on this form in order that faculty members are aware of their students’ Freshmen Day of Service project participation. The dates and times of projects are specified because some organizations have projects on multiple days while some projects have multiple start times on one day.
   - The students must read (and hopefully discuss) the Student Information & Preparation form. The students must initial the references to the details on the Student Information & Preparation.
   - There is also a section that is intended to assist the students with selecting appropriate attire, planning travel logistics, and thinking about the assignments they have been given.
3. Student Information & Preparation *(discuss Winter and Spring quarters)*

- This is a form for the students to keep and refer to before their Freshmen Day of Service project.
- Initially, the learning objectives are presented.
- Behavior guidelines may seem obvious to us, but need to be restated to our students.
- Precautions are in the best interest of the students.
- The final line reinforces that students must attend the Freshmen Day of Service project for which they have registered, or complete the alternative assignment.

**Quarterly/Curriculum Planning**

“Coming together is a beginning; keeping together is progress; working together is success.” Henry Ford

**Linking General Studies Learning Outcomes with Service Learning Outcomes**

Knowing the learning outcomes that we intend to impart at the beginning of the year gives us a broad and clear view of our yearlong teaching goals. Our ability to integrate multiple learning outcomes demonstrates to the students how this occurs in life. Service Learning can reinforce much of what we teach. It also gives our students an opportunity to experience concepts in reality.

**General Studies Relates Service Learning & Freshman Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Potential topics for faculty</th>
</tr>
</thead>
</table>
| Understand and be able to articulate how different academic disciplines approach the personal, social, political and international issues that influence our lives. | ❑ Multiple intelligence / Learning style (ch 3)  
❑ Improve Analytical skills (ch 4)  
 o making choices (ch 4 analytic skills and make decisions effectively)  
 o planning what is needed to follow through  
 o following through and what gets in the way (ch 2 managing time, ch 4 practical thinking skills)  
❑ Community  
 o current issues and the community impact  
 o CSUEB and its connection to community  
 o research organizations and possible days of service (ch 5 respond critically to what you read)  
❑ Compassion  
 o random acts of kindness  
 o case study |
| Use basic skills to communicate effectively with others by writing, thinking, and speaking in ways appropriate to academic and professional contexts. | ❑ Listening  
❑ Presentation skills  
❑ Importance of asking questions (ch 2)  
❑ Teamwork skills (ch 9: getting and giving criticism)  
 o Teamwork vs. individual work  
 o Relating to others (ch 9)  
❑ Career development (ch 12)  
❑ Knowing your own values (ch 2 know what you value)  
❑ Personality Spectrum (ch 3 assessment) |
| Be able to describe and demonstrate skills needed to |
Use the following table as a guide to fulfill your General Studies learning outcomes within the calendar for FDoS.

### A Reflective Approach to Service Learning

“In their freshman year students are ready to explore; community service should be well-supervised and structured; pre-service reflections can facilitate discussion of values/identity, community, and social awareness.” From Service Learning at CSU East Bay Faculty Handbook, page 5

Beyond the actual day of service itself, both in-class preparation and deep reflection upon one’s service facilitates recognition of values that represent the intent of Service Learning—social conscience, appreciation of community engagement, and awareness of political responsibilities. Regular practice of reflection (both written and oral) has the added benefits of improving the perception of complex problems and the ability to structure beneficial solutions to problems of life, work, and community. While the community partners will train students for their actual service, the development of reflective skills, historically a focus of General Studies classes, is the responsibility of faculty.

The Reflective Approach suggests a three stage process that can be implemented over the three academic quarters. Notice how the process harmonizes with the General Studies topics (detailed in the chart below the summary).
Freshmen Day of Service Faculty Handbook

**Preparation Stage**—thinking and drawing conclusions about oneself, an immediate community (CSUEB and surrounding communities), participation with and for others (group work), and applying the conclusions to possible projects.

**Action Stage**—investigating site organizations, selecting a site, planning for service participation, participating.

**Conclusion stage**—reviewing the project, reflecting on the project, comparing goals to results, and drawing conclusions about one’s future.

<table>
<thead>
<tr>
<th>Fall quarter</th>
<th>Winter quarter</th>
<th>Spring quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation stage</td>
<td>Action stage</td>
<td>Conclusion stage</td>
</tr>
</tbody>
</table>

Summary of Reflective Approach Quarterly Assignments and Activities

Reflection achieves the best results when students have specific prompts. Some examples are provided here and plenty more are suggested in the full document (found in the Appendix or among the General Studies Blackboard resources). Remember that reflection is a learned skill that will develop as the academic year progresses. Don’t expect long or deep reflections in the Fall Quarter. Set a goal for longer and deeper reflective responses by Spring Quarter. At the end of the Reflective Approach document, grading criteria are suggested that keep the learning process in mind.

Reflection can be both oral and written. Reflection can be adapted to many of the worthwhile oral and group exercises suggested elsewhere in this manual. Remember that written reflection, even short in-class reflections for practice, provide an unavoidable thinking challenge.

**PREPARATION STAGE (Fall Quarter)**
The suggested preparation assignments, prompts, and grading criteria “provide a context for and introduction to Service Learning by introducing the skills and thought processes that will lead to success in college…”

Assignments and adaptable prompts are provided that relate to the learning styles topic, campus activities, group work, personal assessment, and community values. The following are examples of prompts provided for suggested assignments:
Freshmen Day of Service Faculty Handbook

- What does this subject [learning styles] have to say about being in a class with others and my responsibility to fellow students?
- What is your experience at recognizing problems and your involvement in solving them.
- What skills, subjects, or work is easy for you? What’s not easy? What do you enjoy doing? What do you not enjoy doing? What careers interest you at this point in life and why? What have been your previous experiences at work and volunteering? With what kind of people do you enjoy working?
- Discuss the following personal challenges: Willingness to work; willingness to join with others on projects; willingness to accept the being a member of a group or community; and, willingness to participate in a group to help meet community needs or to serve others in need?

ACTION STAGE (Winter Quarter)
Of the assignments suggested for this stage, the project/learning plan assignment combines practicality with constructive thinking. Assignments and adaptable prompts encourage students to organizing themselves for the service, to consider potential personal or professional connections, and to value their own lives alongside the lives of others. The following are examples of prompts provided for suggested assignments:
- What is the objective of your service – for you and for the community?
- Write out the following: schedule; the location of the project and your personal transportation to/from activity; appropriate dress; needed tools; appropriate onsite behavior; your assessment of dangers/problems…
- Discuss the components of a professional attitude, including:
  ✓ Commitment – being on time, making the experience better for yourself as well as others
  ✓ Follow-through – discussing the experience constructively with others, doing what you can to improve yourself and the world
  ✓ Life-long improvement – considering the solutions promoted by others, thinking enough to envision research and/or solutions that might make the world even better.

CONCLUSION STAGE (Spring Quarter)
Two assignments are suggested. One deals with reporting what happened during the service project and the other deals with assessment and contemplating the ultimate necessity of community engagement.
The following are examples of prompts provided for the reporting assignment:

- Who led – from the agency and/or from your group? With whom did you work – your group, agency employees, other volunteers, clients from the community?
- What worked or didn’t relative to known objectives and/or what happened vs. what was planned? What could have been done better?
- Some alternate prompts are provided, including:
  - Explain your evaluation/analysis of needs, problems, solutions, agencies, what works/doesn’t, and applying theory (from your Cluster content courses).
  - Discuss your use of skills such as writing, speaking, leadership, laboring, research, getting along, being helpful.
- Were community needs met? Did your experience make you think of “needs” differently than you did before?

The following are examples of prompts provided for the assessment assignment:

- Explain the results of the objectives/outcomes you set in advance.
- Aside from objectives, what became your greatest personal challenge and how did you meet it?
- Discuss your professional attitude. Was the work easy or hard relative to commitment or follow-through? Were there components of the project where you observed or envisioned the potential or need for research or more solutions?
- What did you learn about problems the community faces and solutions the agency promotes?
- Explain what would make the world better.

GRADING

Faculty use a wide range of grading approaches. It helps students to improve if they know how faculty will evaluate their work – the rubric for an assignment. So, the Reflective Approach offers statements appropriate to rubrics for reflection. The criteria recognize that students will grow in reflective skill as the first year of college passes.
Criteria related to the Preparation Stage (fall) focus on encouraging students to think and write (and speak), with less emphasis on depth. At this stage instructors also might want to grade skills of expression (clear writing or oral articulation of the topic) separately from content. The following is an example of criteria that would relate to a learning styles reflection:

- Identified a personal learning style [successful, minimal or unclear, unsuccessful]

<table>
<thead>
<tr>
<th>The following are examples of criteria for grading a reflective report assignment:</th>
<th>insightful explanation of community partner and project that goes beyond mere knowledge and offers personal commentary; discussion of preparation complete, even insightful; covers all three aspects of professional attitude; able to relate expectations of the Freshman Day of Service to personal objectives; written (or presented) clearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>most successful</td>
<td>basic explanation of the service and preparation; minimal discussion of profession attitude and possible objectives presentation understandable</td>
</tr>
<tr>
<td>some success</td>
<td>presentation too short; failed to mention obvious aspects of service and preparation needed; cursory discussion of attitude; few if any</td>
</tr>
</tbody>
</table>
Discussed how the reality of differing learning styles should be considered in the classroom and group work [several suggestions, minimal or unclear response, little or no response]

Winter and spring criteria are aimed at encouraging greater depth in thought and response. Longer responses would be expected in winter, but are probably still within the bounds of Discussion Board assignments. The spring assignments might even have a required length. Criteria for the winter planning assignment are provided in the full document.

<table>
<thead>
<tr>
<th>The following are examples of criteria for grading an assessment reflection:</th>
<th>objectives mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>most successful</strong></td>
<td>Thoughtful discussion relating personal objectives to the Freshman Day of Service and to challenges of the Freshman Day of Service; offers meaningful ideas about problems observed, whether comments on the approach of the community partner or alternative solutions; covers all aspects of professional attitude; mentions and analyzes input received from others; written/presented clearly</td>
</tr>
<tr>
<td><strong>some success</strong></td>
<td>Mentions some objectives and challenges; basic ideas about problems, probably from known sources rather than original in nature; minimal discussion of professional attitude or input from others; some clarity problems in</td>
</tr>
</tbody>
</table>
At least skim the Reflective Approach document to understand the proposed assignments and to get a sense of how reflection can be utilized to deepen thinking and encourage practice of learning skills. Notice how General Studies and Service Learning can be integrated by adapting reflective assignments. When you face the task of writing your assignments, return to the document for suggestions or to spark creative ideas. Return to the Grading section when you write rubrics for your assignments.

### Service Learning Assignment & Activity Ideas

We encourage you to share your own Service Learning assignment and activity ideas within the General Studies Faculty Blackboard page.

#### Assignment & Activity Summaries

These assignments and activities are presented to you as ideas that can be used as-is, or revised according to how you prefer to present them to your students. They have been crafted to link the quarterly Service Learning and General Studies learning outcomes.

Below are brief summaries of each assignment/activity. Details for each assignment/activity are found on: [Blackboard > GS Faculty > GS Topics > Service Learning > Assignment Ideas](from Center for Community Engagement Faculty Handbook)
### Organizations and their impact on the community (intro to community)
- Identify various local community organizations.
- Discuss why these organizations exist and the questions/problems that most likely arose upon creating these organizations.

### The Goose Story in-class or Blackboard writing (intro to community)
- Why is it to our advantage, as community members, to "stay in formation with those who are headed the same way we are?"

### $1MM Question (values reflection)
- If you had one million dollars in your hand, and were required to give it to one community program, to which organization would you give the money, and why?

### Identifying the Jackson Triangle (intro to community)
- Research what the Jackson Triangle is. Identify what the needs are of this community; why it is important to look at this community; and what your relationship is to this community.

### View videos of last year's Freshman Day of Service and in-class presentations: Intro to Service Learning
- Service Learning presentation assignment given

### Service Learning alternative research assignment discussed
- Service Learning written reflection assignment given

---

The following table contains ideas created from collaborative conversations with the General Studies faculty. Some exercises have been presented in classes; some ideas are untried or untested. All exercises and assignments relate predominately to community, Service Learning, people who have made a difference, cultural awareness, and potential interrelationships.

The table itself has columns to identify the quarterly timing of exercises, as some are introductory that set context, while others are detailed or specific to choosing community partners. (F= Fall, W=Winter, S=Spring)
If there is a reference to a file it is located on [Blackboard > GS Faculty > GS Topics > Service Learning > Assignment Ideas (from Service Learning Faculty Handbook)]

<table>
<thead>
<tr>
<th>F</th>
<th>W</th>
<th>S</th>
<th>Exercises &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td></td>
<td></td>
<td><strong>Idea 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Intention:</strong> Context and overview of Service Learning and its value</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Learning Outcome links:</strong> Service Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Tools Needed:</strong> Integrate an introductory .ppt into your class .ppt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>File Name(s):</strong> Idea1SLIntro2013.ppt or <a href="http://www.facebook.com/ServiceLearning.CSUEB">http://www.facebook.com/ServiceLearning.CSUEB</a> (4:22)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment:</strong> No assignment simple introduction and discussion regarding service learning. Simply integrate the prepared presentation. Links are available in the .ppt. The link is to show still photos in a video format from FDoS 2012.</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td><strong>Idea 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>In class or homework</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Learning Outcome links:</strong> Values, service learning, critical thinking, diverse opinions, reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Intention:</strong> Relate individual values with service learning. Read a case study to gain exposure to how others brought their own values to their service learning experience and how those values became bias, stereotypes, and caused separation as well as those who related and understood.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Tools Needed:</strong> Article and multiple print outs of the findings section, break into 6-10 topics depending on the number of small groups you will have or area of emphasis you will focus on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>File name(s):</strong> article: Idea2EspinoLeeUnderstandingResistance2011.pdf assignment file: Idea2UnderstandingResistanceActivity.docx</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment:</strong> In class provide abstract summary of reading to class and one set of findings. Have the small group read it and report pros and cons of the finding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Alternative:</strong> If the assignment is made into homework, assign each student or group one of the finding and have them write or prepare to speak about the pros and cons. Another approach is to link this to chapter 5 so they can work on their reading comprehension.</td>
</tr>
<tr>
<td>Week</td>
<td>Idea</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Idea 3</td>
<td><strong>Homework and In class</strong>&lt;br&gt;<strong>Learning Outcome links</strong>: Values, community, presentation&lt;br&gt;<strong>Intention</strong>: Connection to community. Conscious thought turned into action&lt;br&gt;<strong>Tools Needed</strong>: Examples of Random Acts of Kindness&lt;br&gt;<strong>File Name(s)</strong>: Idea3RandomActsOfKindnessPR.docx&lt;br&gt;<strong>Assignment</strong>: Random act of kindness. Assign each student has 1-2 weeks to perform a random act of kindness. Have them write or present (presenting is more powerful) addressing the situation. What compelled you to take action? How did it feel when it happened? If you helped a person, how did they respond? Does the experience have any long-lasting impact?&lt;br&gt;<strong>Alternative</strong>: Noticing others and/or how prevalent it is around us.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Idea 4</td>
<td>In class, invite to read article in preparation&lt;br&gt;<strong>Intention</strong>: Identify personal reactions to what community and experience a gift circle.&lt;br&gt;<strong>Learning Outcome links</strong>: Communication, listening, teamwork&lt;br&gt;<strong>Tools Needed</strong>: Copies of article or iPads to call it up.&lt;br&gt;<strong>File Name(s)</strong>: Idea4GiftsAndCommunity.docx&lt;br&gt;<strong>Assignment</strong>: All class conversation or break into groups. Part 1: Read the Gifts and Community Article and have groups or individuals respond to the following topics related to community: How money disconnects community, Personal Independence vs. Interdependence, Superficiality vs. connection, Social Impact, Economic impact, Political impact, Environmental impact. Part 2: Break the class into groups and have them conduct a gift circle. Part 3: verbal or written reflection.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Idea 5</td>
<td>In class or Extra Credit&lt;br&gt;<strong>Learning Outcome links</strong>: values, community&lt;br&gt;<strong>Intention</strong>: Personal insight, personal communications, express compassion, create an Act of Change.&lt;br&gt;<strong>Tools Needed</strong>: Keeping it Real form&lt;br&gt;<strong>File(s)</strong>: Idea5KeepingitRealChallenge.pdf&lt;br&gt;<strong>Assignment</strong>: Fill out the Keeping it Real Challenge form and take the actions associated with the 5 areas identified. Write about the impact these actions have or share in the class (buddy, small group or entire class).</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Idea 6</td>
<td>In class&lt;br&gt;<strong>Learning Outcome links</strong>: Diversity, community, critical thinking, values, participation&lt;br&gt;<strong>Intention</strong>: Students will formulate a clearer picture of community and how they interact with their community at CSUEB and beyond. Students will expose how they participate in their own community. Optional: How do students deal with conflict in community? What would it take for healthier responses to occur?&lt;br&gt;<strong>File Name(s)</strong>: Idea6StereotypesConflictDiscussionPR.docx&lt;br&gt;<strong>Tools Needed</strong>: It is beneficial to prep and integrate the peer mentor. Community scenarios. Put in envelopes or pass out a specific scenario to each group.&lt;br&gt;<strong>Assignment</strong>: Break class into small groups 3-4. Pass out the scenarios / issues. Give the small groups class 3-5 minutes to discuss. One person in the group will read the scenario; another will share the group perspective. The class or faculty asks questions. The faculty manages and encourages discussion/ debate/ personal shares. Deep shares by the PM often cause richer shares from the class.&lt;br&gt;<strong>Alternative</strong>: Have other groups be able to offer an alternative and a other groups compare pros and cons of one group’s response vs. the other.</td>
<td></td>
</tr>
<tr>
<td>F W</td>
<td>Idea 7</td>
<td>In class&lt;br&gt;<strong>Intention</strong>: Model a conversation by two people who have dramatically different perspectives&lt;br&gt;<strong>Learning Outcome links</strong>: Diversity, community, critical thinking, values, compassion&lt;br&gt;<strong>Tools Needed</strong>: Queer debate topics. A queer person willing to come out in front of class, and a person willing to confront them, yet listen and be respectful.&lt;br&gt;<strong>File Name(s)</strong>: Idea7QueerCompassionateDebate.docx&lt;br&gt;<strong>Assignment</strong>: Two people have a respectful, disagreeable, confronting conversation about why one of them is queer. Before the conversation discuss compassion or show Dali Lama video. Also, make it clear neither person will harm the other, they care about each other, this is a teaching demonstration. After let the class ask questions and share. Then put the class in a circle and ask everyone to share something they are grateful for.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>W</td>
<td>Idea 8 ... Thanks to Darrol</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention:</strong> To see more clearly how the student’s perceive their community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome Links:</strong> Community, presentation skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools Needed:</strong> Camera. Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>File Name(s):</strong> Idea8CommunityPhotoIssuePR.docx</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong> Go around your community and take photos of things you are proud of and things that concern you. Present photos to the class with no words on the PowerPoint.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alternative:</strong> In-depth addition: Research organizations that take care of or influence the issue being presented in the photos. Identify an action you could take to support something you are proud of or address something you are concerned about.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>W</th>
<th>Idea 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class and assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention:</strong> A resource for faculty to adapt classes created by the peace corps participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome Links:</strong> Depends on the exercise you choose, an abundance of options are available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools Needed:</strong> <a href="http://www.peacecorps.gov/wws/educators/lessonplans/section.cfm?sid=5">http://www.peacecorps.gov/wws/educators/lessonplans/section.cfm?sid=5</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong> Subject areas include: Cross-Cultural Understanding, Health, Math, Science, Service Learning, Art &amp; Music.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>W</th>
<th>Idea 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework and in class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention:</strong> Leverage Thanksgiving in Fall or Martin Luther King Jr. holiday in Winter. Focus on young people’s ability to take a stand for community and make a difference. Realization people under 30 can have a valuable impact in their community. Research that increases student exposure to community change makers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome Links:</strong> Diversity, social &amp; political issues, analysis, presentation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools Needed:</strong> computer, links to presentation options.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Link Name(s):** http://www.cbsnews.com/video/watch/?id=7346812n  (11:26) Egypt  
http://www.the1968exhibit.org/sources/race-america-1960s  resources for race issues in the 1960s  
http://www.youtube.com/watch?v=mrhyA_XAsro  (12:52) Natlie Warne, Anonymous Extraordinaries  
http://www.youtube.com/watch?v=5lTeVU87MCQ  (8:36) Natlie Warne, Anonymous Extraordinaries not glamorous all about community works |
| **Assignment:** Pairs, small group or individuals. Research people under 30 years old who have taken action and helped a community. Example can be freedom fighters support of MLK. Or the young man from Google who influenced riots and overthrow of the Egyptian government. Or Natlie talks about motivation and cooperation to assist a community to create a bill and getting it signed by President Obama. Students give presentations to class. |
| **Alternative:** CNN heroes as a source of people who have made a difference. |

<table>
<thead>
<tr>
<th>W</th>
<th>S</th>
<th>Idea 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class or homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome links:</strong> Service Learning, community, analytical, teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention:</strong> Gain exposure to the community partners that are part of service learning. Highlight aspects in a community most students do not focus on, who are served by the community partners. Introduction to compassion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools Needed:</strong> What If? Scenario exercise integrated into .ppt. Sheet including answers for faculty,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>File Name(s):</strong> Idea11WhatIfAssignment.docx, Idea11WhatIfFacultyInfo.docx</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong> Identify one person who has a laptop, iPAD or phone that has enough access for a small group to look online at the website to read community partner links. Establish small groups. Hand out scenarios or list them on your .ppt. Each group is given a new identity (i.e. homeless, obese student). Give them 15 minutes to identify 3-5 partners that they could go to for assistance and what assistance that partner offers. All is explained in the What If? paper. Each group presents in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alternative:</strong> Break up groups, have them do research outside of class. Class time is only for presentations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>W</th>
<th>Idea 12 ... I’m passing this forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class or homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention:</strong> Understand and discuss the concept of pay it forward and impact on community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome Links:</strong> Community, values, conversation, decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools Needed:</strong> Idea12PayItForward movie, Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>File Name(s):</strong> Idea12PayItForwardAssignment.docx</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong> Watch the movie and answer questions specified in the assignment about decision making, an individual’s impact on community, and community impact on an individual.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Articles Relating to Community Engagement and Service Learning

*Liberal Education*
(http://www.aacu.org/liberaleducation/le-sp11/flanagan.cfm)

(http://www.appstate.edu/~whiteheadjc/ECO4660/PDF/chpt2_stoecker.pdf)

Student Quotes from Previous Years’ Written Reflections

For more student reflective quotes, go to: Blackboard > GS Faculty > GS Topics > Service Learning > Freshman Day of Service 2012 Student Reflective Quotes

“Life takes you many places and to restrict the areas in which it has to explore is to restrict the knowledge that is out there. I was fulfilled to have been put in this situation and community Service Learning project.” (2012, St. Vincent de Paul)

“In communications, we learn that while communicating with different people, we need to respect their views as well even if they are different. This helps us to be better with speaking to complete strangers. Going to this Service Learning was a way for students to communicate and help people we never met with something that they are passionate about.” (2012, Alameda Point Collaborative)

“After the event was over, I realized that laughter yoga had brought the community together by laughing and enjoying a positive experience. I like that there was diversity among us. All of us there had different life experiences, but it made me feel great to know that I helped make their day better. I made the mistake of judging this Service Learning before going and basically thinking that it would be a waste of time. I’m glad my Service Learning experience changed my mind because it taught me this valuable lesson that I can use throughout life.” (2012, South Hayward Parish Laughter Yoga)

“I’m not going to lie, but when I heard about this mandatory service project I was far from happy. It was going to be a major downer on my day and it was going to take up my whole Saturday when I could be out
at the beach...there...I realized how lucky I am to not ever have to rely on the food being provided by the food bank...I did get to meet and talk to ...a couple of lawyers and then some guy that works at a superfund site. I thought the most ironic thing of all was that at the time my poly-sci class was learning about superfund sites so I was able to hold a semi intelligent conversation with the man. I ended up sharing contact information...it furthered my connections in the world." (2012, Alameda County Food Bank)

"...I didn’t see much value in the work as it was unlikely that I will be making a living off of spreading woodchips around...but the fact [that is important is] that I can work with complete strangers on an assignment that the community as a whole wanted to be done. It is that sort of ability that people such as my course professors and future employers cherish the most. My engineering [professor] constantly mentions to the class the importance of teamwork while my theater [professor] suggests that the student form study groups...to encourage teamwork and that our combined efforts will produce better quality work than working on our own. ...[this] ties in not only with learning how to get into the profession that I desire but also help integrated me into the much larger community that lies out there as well." (2012, Math Science Nucleus)

“Socrates says that only one person alone cannot get everything done that needs to be done which makes a perfect city/state. He needs others to help him, they need to work together. The same applies today, if one person is picking up trash and trying to keep their community clean, they won’t get a lot done...It would be more effective if a group of people, even the whole community, worked together to pick up trash and clean. [It] would make their community a better place." (2012, Keep Hayward Clean and Green)

**Film Ideas**

These films can be shown in class as a way to get the Service Learning discussions started, and to begin placing community engagement into context:

- Paper Clips
- I Am
- Pay It Forward
Video Clips

For those who want more information about Service Learning here are some videos to peruse. You will be exposed to how it has been implemented in other schools and its impact.

Additionally, there are a variety of videos that can be shown to students to provide additional information, inspiration, and context.

Below, you will find a brief description of each video, followed by the video link and running time. Finally, there are quotations from the videos, along with comments from two faculty members, Patti Restaino and Hillary AcMoody.

Context and Inspiration for Faculty

**Academic Outcomes through Service Learning (Outcomes similar to CSUEB)**

http://www.youtube.com/watch?v=UCQ0DGzqfdc&feature=related (5:31)

“A good one; it’s inspirational due to the positive feedback that SL gets from participants on all sides.” “Students are teaching, which is an indicator that they have gained mastery in their subjects.”

**Engagement, critical thinking, teamwork, and analytical thinking (Examples are of Middle School Service Learning Projects)**

http://www.youtube.com/watch?feature=endscreen&v=o2eoEi6FCo&NR=1 (8:23)

“Does a great job with connecting academics/discipline courses with working in the field at Service Learning sites.” “After Service Learning, I started paying attention more in class.” “SAT scores, attendance, and academic achievement rates and have increased as a result of SL.”

**Fresno State (professional video of the value of service)**

http://www.youtube.com/watch?v=GLDGwTRNsIl (8:20)

"Service Learning is built into their system—how inspirational." “Makes the curriculum relevant to students, which empowers students. Definitely a good video to show to faculty & staff."
Context and Inspiration for Students

CSUEB 2012-Freshmen Day of Service compilation of photos (Put together by the CSUEB Service Learning Department)
https://www.facebook.com/CSUEB.CCE (4:22)

Includes music from Michael Jackson’s “Heal the World”; all images no words.

Local food; nutrition-is-service emphasis.
http://www.youtube.com/watch?v=G4PdapFAbmA (8:18)

“I give this two thumbs up. It nicely puts Service into context, and provides eye-opening statistics (at the beginning of the video).” “Students will most often stay in college; apply knowledge; feedback from community partner; students’ feedback; sustainability.”

TEDxTeen (Natalie Warne—Anonymous Extraordinaries)
http://www.youtube.com/watch?v=FsZSc7Fb8ss&list=PL011A7D33F81C6F3B&index=99&feature=plpp_video (12:52)

"20-something-year-old speaks to how fulfilling and demanding it was to make change and how “getting Involved” took her into unexpected directions.” “A bit slow at the beginning, but a GREAT, INSPIRING message for students and faculty alike."

What if change could happen through Food? (Mandela Marketplace in Oakland)
http://www.mandelamarketplace.org/ (4:19)

“Healthy ways of getting locally grown food to community that does not always have a voice. Ideas from community; inspirational.: “This is a great video because it introduces a local community project. It’s slow with its message, however. We may want to consider showing the video from this link, instead: It provides the inner-workings of the Marketplace (in a heartwarming way): small minority farmers + urban markets + employment for local residents.”

If your focus is local, here is a video of one of the community partners: Alameda Point Collaborative
http://www.youtube.com/watch?v=-csBvrxlSh4. (4:57)
Alameda Point Collaborative video, displays the expansion of locally grown food for low-income families. Growing Youth Project, part 1 of the assessment of a project.

Service Learning at the University of Akron. By students, variety of examples, audio is not always great, clearly created by students to share what they did and what it was like.
http://www.youtube.com/watch?v=sxy4kA489Bc (4:53)

“Great perspectives—but, this message would be more powerful if it came from CSUEB freshmen.”

Music with well-done video flying photos with words such as teamwork, development, problem solving
http://www.youtube.com/watch?v=4JE_zmCUDtg (2:23)

“Provides nice text that could probably be put into a PowerPoint presentation, rather than showing the video.”

Compassionate Justice and Service Learning.
http://www.youtube.com/watch?v=PBKqA3_xAQc (53:31)

“Very in-depth and elaborate. Global problem emphasis.”

Energetic beginning with realistic examples of packing the earth, knitting, and sociology connection.
http://www.youtube.com/watch?v=lm38gNNy038 (4:12)

“More extensive.”

Youthful perspective Mark 20ish, about what is community (Discusses confusion about cops.)
http://www.youtube.com/watch?v=FVEAzuposh0 (7:58)

“A variety of topics related showing the thought process that bounces all around, but pulls in amazing detail of info. Profound paradigm: gross national happiness not gross national product?”
Online Training Presentations on the CSUEB Freshmen Day of Service:

**Introduction to Service Learning in FDoS**

**Faculty Process Overview**

**Quarterly Planning**

**Policies & Procedures**

**Useful Resources for Faculty A**

**Useful Resources for Faculty B**

**Forms**

**Student Process Overview**

**Film Ideas**

**Video Clips**
Quotations on Community Involvement, Service, and Volunteerism

"Everyone can be great because anyone can serve. You don't have to have a college degree to serve. You don't even have to make your subject and your verb agree to serve... You only need a heart full of grace. A soul generated by love..." -- Dr. Martin Luther King, Jr.

"One is not born into the world to do everything but to do something..." -- Henry David Thoreau, poet, writer, philosopher

"We need to reclaim what we have for too long ignored and neglected: the opportunity for active and meaningful engagement in our own communities..." -- Bill Shore, founder and executive director of Share Our Strength, a leading anti-hunger organization.

"Never before has man had such a great capacity to control his own environment, to end hunger, poverty and disease, to banish illiteracy and human misery. We have the power to make the best generation of mankind in the history of the world." -- President John F. Kennedy

"In every community there is work to be done. In every nation, there are wounds to heal. In every heart there is the power to do it."
Marianne Williamson

"It's time for greatness -- not for greed. It's a time for idealism -- not ideology. It is a time not just for compassionate words, but compassionate action."
Marian Wright Edelman

"If I have been of service, if I have glimpsed more of the nature and essence of ultimate good, if I am inspired to reach wider horizons of thought and action, if I am at peace with myself, it has been a successful day."
Alex Noble

"How wonderful it is that nobody need wait a single moment before starting to improve the world."
Anne Frank

"Those who want to do good are not selfish. They are not in a hurry. They know that to impregnate people with good requires a long time. But evil has wings. To build a house takes time. Its destruction takes none."
Mahatma Ghandi

"What you give ought to be in direct relationship to what you've received. If you have been blessed with a great deal, then you have a lot of giving to do."
Joanetta B. Cole

"The ultimate expression of generosity is not in giving of what you have, but in giving of who you are."
Joanetta B. Cole

"Faced with what seems like an impossible task, a group of folks will do well to remember the African proverb: When spider webs unite they can tie up a lion."
Joanetta B. Cole
"Some things are fully worth doing even if you know the final product will be far short of perfect: write a poem, sing in the shower, greet someone in their language instead of your own."

Johnetta B. Cole

"Snowflakes, leaves, humans, plants, raindrops, stars, molecules, microscopic entities all come in communities. The singular cannot in reality exist."

Paula Gunn Allen

"The language of citizenship suggests that self-interests are always embedded in communities of action and that in serving neighbors one also serves oneself."

Benjamin R. Barber

"Actions and words are the windows through which the heart is seen."

American River

"Volunteers polish up the rough spots in our communities."

Jefferson Award Winner Alice Sandstrom

"Never confuse movement with action."

Ernest Hemingway

"Service is the rent we pay for living."

Marion Wright Eddelman

"Snowflakes are one of nature's most fragile things, but just look what they can do when they stick together."

Vesta M. Kelly

"Success seems to be largely a matter of hanging on after others have let go."

William Feather

"But where was I to start? The world is so vast. I shall start with the country I know best, my own. But my country is so very large. I had better start with my town. But my town too is large. I had better start with my street. No, my home. No, my family. Never mind. I shall start with myself."

Adrianna Huffington

"May our adversities make us strong
May our victories make us wise.
May our actions make us proud."

H. Brown

"A balanced life is the centered intersection of your values, time, and action. That's where integrity resides."

Don Bohowick

"May you remember that though the roads we take can sometimes be difficult, those are often the ones that lead to the most beautiful views."

Douglas Pagels

"Life is inherently messy. But out of the messiness comes great things."

Margaret Wheatly
1. Learning Objectives:
   a) Make connections between your service contributions and the contributions your agency makes to the community.
   b) Expand your awareness of the contribution agencies makes to society and the value they provide to the community it serves.
   c) Present what you learn individually, in groups, or on video as directed by your General Studies instructor.
   d) Reflect on your participation by writing how the experience relates to concepts you are learning in other courses you are taking.

2. Behavior Guidelines
   ♦ Call if you anticipate being late or absent: Only on the day of the event … Call the person designated for your Freshman Day of Service (FDOS) if you are unable to attend or if you anticipate being late. You are participating with an organization as a reliable, trustworthy and contributing member of the team. Be mindful of your commitment, be responsible, and be on time.
   ♦ Participate sober: Do not report to your FDOS site under the influence of drugs or alcohol.
   ♦ Ask for help when in doubt: Your site supervisor understands the issues at your site and you are encouraged to approach her/him with problems or questions as they arise. S/he can assist you in determining the best way to respond to a difficult or uncertain situation.
   ♦ Honor the privacy of all clients: If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnosticians, personal stories), it is vital that you treat it as confidential and privileged information.
   ♦ Appreciate the opportunity offered by the community-based organization: Placement within community programs is a learning opportunity and a privilege. Keep in mind, you serving the community, the community is serving you by investing valuable resources in your experience, together you are serving those who benefit from the program.
   ♦ Be respectful: You are in a work situation and are expected to treat your supervisor and others professionally with courtesy and kindness. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU’s ongoing Center for Community Engagement.
   ♦ Dress appropriately: Recommended attire will be specified in the description of the event and the reminder email, dress as recommended.
   ♦ Be adaptable and open: The level or intensity of activity at a FDOS site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

3. Precautions and actions you are advised NOT to do:
   ♦ DON’T give or loan a client, money (other personal belongings); don’t give a client or agency representative a ride in a personal vehicle.
   ♦ DON’T make promises or commitments to a client you cannot keep.
   ♦ DON’T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
   ♦ DON’T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
   ♦ DON’T engage in any type of business with clients during the term of your service.
   ♦ DON’T enter into personal relationships with a client or community partner representative during the term of your service.
   ♦ DON’T contact a community organizer with the intent of negotiating participation in their project, register online.

If you feel that your rights have been or may be violated, or that any of the above stated precautions have been violated, please contact Mary D’Allegra, Director of Community Service Learning: mary.dalleva@csueastbay.edu

4. If you do not attend your Freshman Day of Service project, you will complete the alternative assignment instead.
Freshmen Day of Service
Authorization to Change Project/ Special Circumstance Form

Name: ___________________________ NetID: ___________________________

Horizon email: ___________________________@horizon.csueastbay.edu

Original Project: ___________________________ Location/City: ____________

Project Date: ___________________________ Project Time: ____________

By signing this form the GS Faculty member confirms that s/he has verified the student’s reason, deems the situation legitimate and authorizes student request.

Instructor signature required to approve changes

Instructor Name: ___________________________ Signature: ___________________________

(Please Print)

Faculty must check one:

Project Changes (only authorized one week prior to project date)

☐ The student has had changes in work schedule
☐ The student has had changes in class schedule

New Registration

☐ Spring is student’s first quarter at CSUEB
☐ The student did not receive confirmation from the registration site

Alternative projects: (Changes are subject to availability and NOT guaranteed)

Project Name Date Time
1. ___________________________ ___________ ___________
2. ___________________________ ___________ ___________

CENTER FOR COMMUNITY ENGAGEMENT OFFICE USE ONLY

DATE Project Change or Alternative Project INITIALS

Note/Comments:
**Freshmen Day of Service Learning AGREEMENT**

Instructor Name: ________________________________________________________________  
Section: ____________

Student Name: ____________________________________________________________________  
Phone Number: ____________________________  
Net ID: ____________

Name of Community Partner Organization: ____________________________________________________________________________________

Date of Service Project: ____________________________  
Time of Service Project: ____________________________

Address of Service Project: ____________________________________________________________

The description of the FDoS project I will be attending is **(circle one)**: Written Below  
Attached  
Other

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

On the description and confirmation, I was notified of the following recommendation regarding the attire I should wear:  
__________________________________________________________________________________________________

My transportation to the event has been confirmed with: ____________________________________

My assignment(s) related to service learning include: ____________________________________________

Please initial the following, as an indication that you have read and agree to what is written.

_____ I agree to act in a responsible manner while representing California State University.

_____ I agree to abide by all rules and regulations that govern the site at which I participate.

_____ I have read and understand the Freshmen Day of Service 2013 Student Information & Preparation sheet.

_____ As an individual and a CSUEB student, I agree to honor the guidelines.

_____ As an individual and a CSUEB student, I have read and understand the precautions.

_____ I agree to complete any forms, evaluations or paperwork required by either the organization or the site supervisor.

_____ I understand and acknowledge the risks involved and special instructions as indicated on my registration, specific to this Freshmen Day of Service placement and participation.

_____ I have made my time free from all other obligations so I can attend this project.

_____ I have signed and turned in my Waiver of Liability to my GS instructor or the General Education office.