

UNIT 4

YOU'VE GOT THE POWER—LET'S GO MAKE A DIFFERENCE!

GOAL:

In Unit 4 the students continue to learn about themselves and others through a Volunteer Service Project.

OBJECTIVES:

- Look at the benefits of volunteering
- Get to know the community and what needs to be done
- Plan and implement a Volunteer Service Project
- Review and reflect on what was learned from the Volunteer Service Project

Tiger Time!

Any of the following passages from the *Start Something* book will reinforce the objectives of this unit. These passages are not required for activities in the unit but have value as support material. Teachers have assigned them in homeroom, read them over the PA to the entire school, made them an option during silent reading time, and/or used them as quick discussion starters.

- p. 27 Help a Little Kid
- p. 40 Compliment Someone
- p. 47 Protect Your Planet
- p. 55 Adopt a Needy School
- p. 61 Put Your Allowance to Good Use
- p. 74 Write Grandma a Letter
- p. 81 The Big Cleanup—What Can You Donate to a Good Cause?
- p. 119 Share the Holidays with Those in Need
- p. 135 Do Your Part to Stop Racism and Prejudice

Additional activities that supplement the Teacher's Guide are available online at www.tigerwoodsfoundation.org. These activities are grouped by unit and designed to reinforce the stated goals and objectives.



A TIGER WOODS FOUNDATION PROGRAM
EMPOWERING KIDS TO PURSUE THEIR DREAMS.





ACTIVITY 4.1

JUST DO IT—VOLUNTEER

- PURPOSE:** To introduce the concept of volunteering as a way to strengthen who we are
- LENGTH OF TIME:** 30 minutes
- MATERIALS:** White/chalkboard or chart paper and markers
Journals

Whole Group

1. Read the following passage to the students:

Just Do It—Volunteer

This is your chance to show the world the wonderful person who exists in you. By volunteering—standing up and saying, "I'll do it!"—you show that you care about people and the world around you. And there are so many easy ways to show it. At home: volunteer to play with your little brother, put groceries away, put photos in an album. At school: offer to help the teacher after school, organize a cleanup project, raise your hand when you think you know the answer. With your friends: show a new kid around the neighborhood, teach him that cool yo-yo trick. Don't wait for the world to come to you. Reach out for new exciting things to do—you won't believe how good you'll feel about yourself. Sure, it's easier to sit in the corner and not be noticed, but what does that say about you? Join the group and show what you're capable of. We're waiting for you.

Tiger Says...

"My dad has always taught me to care about others, and I try to share my success in any way I can."

From *Start Something* by Earl Woods, Pages 95 & 96. Simon & Schuster, New York, 2000. Used with permission.

Small Groups/Pairs

2. Students share volunteer experiences they have had and how those made them feel. Give examples that they can relate to: reading to a younger sister or brother without being asked, going to the grocery store with an elder that can't see well, staying after school to help the teacher, etc.

Whole Group

3. Students report their volunteer experiences to the whole group while the teacher lists them on the white/chalkboard or chart paper.



ACTIVITY 4.1 continued

Individuals

4. Have students write a journal entry about ways they can try a new volunteer activity in their family, school or neighborhood.

Follow-up Questions:

1. Can volunteers be leaders? Why or why not?
2. Why do you think Tiger and Earl talk so much about sharing and caring?

Note to teacher:

Volunteer Match is a unique online tool that lets you input your zip code to find nearby volunteer opportunities. If you have access to the Internet, go to www.tigerwoodsfoundation.org.

Have students take turns finding volunteer opportunities in their neighborhood.



ACTIVITY 4.2

CREATE A GIFT

PURPOSE: To introduce the concept of creating rather than buying gifts
LENGTH OF TIME: 20 minutes
MATERIALS: Writing paper and pencils or pens
Art materials

Whole Group

1. Discuss or list gifts other people have given you and your students that weren't purchased.
2. Read the following passage to the students:

Instead of Buying Gifts, Create Your Own Gifts of Good Deeds and Promises

Anyone with a few dollars can buy a gift, but it takes real creativity and generosity to give a gift from the heart. Wouldn't your parents love a book of coupons offering your services for a few extra chores? How about a certificate that lets your friends decide which movie to see or where to eat? For your sister's birthday, promise to make her bed or let her borrow that CD she loves. Or write a letter from the heart telling someone special how important he or she is to you. There are a million things you can do that don't have monetary value but are sentimental and express how you feel about a person. Use your imagination. Let your love come out and truly share yourself. The lucky recipient will treasure it forever.

Tiger Says...

"The best present I ever got was the time my dad and I played golf Christmas Day, just the two of us, and that was pretty cool. I will always cherish that memory."

From *Start Something* by Earl Woods, Pages 42–43. Simon & Schuster, New York, 2000. Used with permission.

Individuals/Pairs

3. Write down two special gifts you can make/create. Next to each gift, write the name of the person who will receive this gift from you and the date you will be giving it. Share your list with another person in the group.
4. If time permits, students can begin gathering materials and working on their gifts in class.

Follow-up Question:

Why is a gift that someone has made for you extra special?



ACTIVITY 4.3

WHAT DOES THE COMMUNITY NEED?

- PURPOSE:** To gain an understanding of the needs in the community and select a group project
- LENGTH OF TIME:** 30–60 minutes
- MATERIALS:** White/chalkboard or chart paper and markers
Resource Sheet 4.3 Sample Volunteer Service Project Ideas
Copies of Student Sheet 4.3 Questions to Ask a Community Leader

Whole Group

1. Read the following passage to the students:

Be “Someone”

“Someone should do something!” How many times have you heard that? Someone should clean up that park! Someone should report those wild kids! Someone should help that homeless family! Someone, someone, someone. Well, aren’t you someone? Instead of expecting “someone” else to get things done, get busy, get involved. If you’re not able to do it alone, get some friends or an adult to help you. If the park needs to be cleaned up, form a group and do it. If a bunch of bullies are acting ilke jerks, report them. If you know of people in need, help them. If you can stand up and take some action, others will follow. You can make a difference in the world you live in, one action at a time. What a great way to really be “someone.”

From *Start Something* by Earl Woods, Page 128. Simon & Schuster, New York, 2000. Used with permission.

2. Ask the students if they have ever said: “I wish someone would do something about _____.” List some of their responses.
3. Tell students that rather than look to someone else to fix a community need, we are going to get active and do something for the community. Talk about the upcoming Volunteer Service Project that the class/group will plan and implement.

Read the following requirements for the project:

The project must contain an element of serving the good of another individual, group or organization. The project requires three to four hours of service.
All students will be involved.

Note to teacher:

Resource Sheet 4.3 Sample Volunteer Service Project Ideas lists volunteer projects that other groups have done and may be a way to generate ideas for your class.

4. Explain the steps the group must take before planning their project:
 - Look at the needs in the school/community
 - Determine what’s “doable”
 - Decide on a project



ACTIVITY 4.3 continued

Small Groups

5. Divide the students into teams. Ask each team to think of a person to talk to about the needs of the school/community. Once they agree on a person, they can use Student Sheet 4.3 Questions to Ask a Community Leader to gather the information they need from their selected person. The questions could be asked over the phone or in person.

Whole Group

6. Once information has been gathered, list the ideas on chart paper or a white/chalkboard. Talk about each option and determine if it can be accomplished in 3 to 4 hours.

Description of idea

Resources we'll need to accomplish this

1. _____
2. _____
- etc. _____

7. Once any unworkable ideas have been eliminated, the remaining choices can be voted on and agreed to by the group.
8. Write the following completed sentence on the white/chalkboard:
"We are going to _____."

Follow-up Questions:

1. What are the benefits to doing a volunteer service project?
2. What are some of the things we might learn about ourselves?



RESOURCE SHEET 4.3

SAMPLE VOLUNTEER SERVICE PROJECT IDEAS

Sample Group Volunteer Project 1

Goal: To encourage people to stop polluting our neighborhood lake with harmful chemicals.

Project: After meeting with some people from the park board, our class decided to create a stencil to paint on the curbs above the drains in streets around our lake. A paint store donated the paint and materials for the stencil. We sprayed painted this warning: *Avoid chemicals-It's bad for the lake!* We followed this up with a flier about our project and the alternatives to harmful chemicals and posted them in the neighborhood.

Sample Group Volunteer Project 2

Goal: To help victims of Hurricane Katrina.

Project: Our group brainstormed ways we could raise money to send to the Golf Coast. We made posters and collected money from kids and teachers in our school, we took pledges and rode our bikes three miles. In total, we raised \$845.00 to send to the Red Cross.

Sample Group Volunteer Project 3

Goal: To raise money so that we could provide food baskets for needy families on Thanksgiving.

Project: Our class did a project in collaboration with a local pizza parlor. We handed out fliers to friends and family that told them to go to the restaurant between 5-8:00 PM on a particular evening. The restaurant donated 25% of the sales to our project. We really had fun helping to serve the pizzas, clearing tables and talking to customers. We were able to purchase food, put baskets together and deliver them to a local food shelf.

Sample Group Volunteer Project 4

Goal: To brighten the day of local elderly neighbors.

Project: Our after school program learned that there were some elderly people in our neighborhood who didn't get outside much. We decided to put flower pots together. We contacted a local nursery that donated marigolds and dirt. After we decorated individual pots with paint and ribbon we planted the flowers. When they were completed we delivered them to our new friends.

Sample Group Volunteer Project 5

Goal: To clean-up the graffiti on our block.

Project: A local hardware store donated paint and brushes. We painted the wood fence that surrounded our park.



STUDENT SHEET 4.3

QUESTIONS TO ASK A COMMUNITY LEADER

Introduce yourself and the reason for your visit or phone call. Explain that your class/group is planning a three to four hour Volunteer Service Project. Ask if the person is willing to help you choose a project by answering a few questions.

Name of the person you talked to: _____

Their job: _____

Questions to ask:

What are some things that you think need to be done? _____

Of the ideas you have named, is there one that you feel is most important? _____

Can you suggest someone for us to contact to find out more about this idea? _____

What is their name? _____

How can we reach this person? _____

Be sure to thank the person for their time and ideas. Let them know that they will be invited to a presentation after the project is completed.



ACTIVITY 4.4

THE VOLUNTEER SERVICE PROJECT

- PURPOSE:** To plan and implement the project
LENGTH OF TIME: 30–40 minutes for planning, 3–4 hours for implementation
MATERIALS: White/chalkboard and markers
Camera (if available) to document the project

Whole Group

1. Write the selected project idea on the white/chalkboard.

We are going to _____.

2. Under the project idea, define all the issues that need to be decided.

What will we be doing?
Who will benefit from the project?
Where will the project take place?
How will we get there?
When will the project be completed?
What do we need in order to do our project?

3. Once a plan is developed and agreed upon by the group, take the necessary steps to put the plan into action. Assign students to the various tasks. If permission slips are needed, be sure they are sent home and returned well in advance.
4. As a bit of inspiration before implementation, read the following passage to the students:

Did You Help Someone Today?

Wherever you live, wherever you go, there are people who need your help. The elderly man or lady who can't rake the leaves or wash the car, that kid who just fell off his bike and looks hurt, the mother who needs someone to watch her kids so she can run to the grocery store. Isn't there something you can do? Not for money, but just because you're a good person with a big heart? You can make an unforgettable difference in someone else's life by giving just a little of your time and energy. And the person you helped will never forget it.

It's so easy to get lost in our own little worlds, worrying about our own problems. You can do better than that. Take a minute to look around you and notice other people. You have the power to reach out, to care. Use it to help others, and let others help you when you need it. That's what we're here for.

From *Start Something* by Earl Woods, Pages 32 & 33. Simon & Schuster, New York, 2000. Used with permission.

5. Go do it! Carry out the project.



ACTIVITY 4.5

WHAT WE LEARNED FROM VOLUNTEERING

PURPOSE: To review and reflect on the Volunteer Service Project
LENGTH OF TIME: 50 minutes
MATERIALS: White/chalkboard or chart paper and markers
Art supplies
Journals

Whole Group

1. Lead a discussion of the Volunteer Service Project by asking the following questions:

What did we learn from our experience?
What were the highlights?
What were the lowlights?
Were there surprises along the way?
Did the project change opinions about serving others?
Decide how the group would complete this statement:

Our project was _____!

Small Groups/Pairs

2. Ask students to talk about how the project helped them understand themselves better.
What were their personal discoveries?

Whole Group

3. Make a class mural that reflects the project. All students should take part by adding things to the mural that emphasize their experience.

Individuals

4. Ask students to write a journal entry about how the experience affected them on a personal level.
Are they inspired to do other things?