Combating the Dreaded Service Requirement
2017 MA Conference on Service and Volunteerism

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Agenda
Introduction.
❖ Kevin’s Intro.
❖ Group Intro.
❖ Goal Setting.
❖ Debate.
Diving-In.
☐ Garnering Excitement.
☐ Good Service Programming.
☐ The Other Stuff.
Action Plans
★ Q&A.
★ My “I WILL” Statement.

Goals
➢ Discuss service requirements and their efficacy.
➢ Explore meaningful service program and community/civic engagement culture — learning from ENGAGE Boston’s model.
➢ Identifying challenges and potential solutions.

ENGAGE Boston is an initiative of Be The Change, Inc. focused on ensuring that all youth in the Boston area (ages 0-18) grow up aware of self, others, and world so that they can take positive social action in their communities. We do this through providing capacity, resources, and support for educators, youth workers, and parents so that meaningful civic and community engagement can be woven into all aspects of a young person’s life.

Name:
Organization:
Your Challenge:
Your Stance on Service Requirements:

Debate

Team:
Team Name:
Structure
  Group Collaboration (3 mins)
  Opening Statement (75 seconds)

  Discussion (3 mins)
  Rebuttals (75 seconds)

Galvanizing Interest In Service

The Bigger Picture
*Inspiring a culture of idealism, collective impact, and tackling deep injustice.*

Real Impact
*Offering the opportunity of uniquely contributing and tackling a community challenge.*

Autonomy
*Giving the constituent base a sense of ownership over their impact.*

Connecting
*Connecting constituents to service through personal investment or person-to-person relationships.*

30 Second Project
In 30 seconds, we empower individuals to identify three of their strengths and assets and a community challenge they care deeply about. Facilitators in 30 seconds then develop three potential meaningful project ideas that the individual can get started on immediately.

To develop out the ideas for action, we believe in three avenues of action. We develop a project from each type of action.

**Policy Action**
Policy action is when community members learn about and advocate for policy (upheld principles or rules) change to be made. This can be the policy of a school, of a school district, of a classroom, of a business, or of the city, state, the federal government, even a community or civic organization. Typically, policy is controlled by influencers and is sometimes voted on by community bases. Students in Hyde Park changed policy to ensure that students were intimately involved in school decision-making.

**Social Awareness**
Social Awareness is when community members raise awareness, build understanding, and educate themselves, their peers, or their community about important civic topics. This could be youth educating and informing their community about gang violence. This could be informing neighborhoods about how to live environmentally friendly. This could be learning more about the injustices that you face and the privileges you might have.

**Community Partnership**
Community Partnership is the process by which community members match up their assets to community challenges through impactful programming. An example is a library in a homeless shelter or a student-student tutoring program.

**Infusing Assets**
Assets can be skills (basketball, writing); relationships (a good relationship with my grandmother); qualities (empathetic, energetic, etc); knowledge (an expertise in clocks, local political knowledge); or passions (friends; technology). These assets will add nuance to the action. For instance, maybe you can use your passion of basketball, your skill of writing, your quality of being loving, your relationship with school principals to break down the identified challenge of stereotypes.

**Process**
1. Ask “What’s a community challenge you care about?”
2. Ask “What are your top three strengths? Strengths can be…”
3. From the community challenge, use the three types of action to develop a framework for the possibilities. For policy, how can a change in rules aid the community challenge? For awareness, would common understanding or dialogue be helpful? For partnership, what type of program could you envision; is person-person interaction feasible?

4. Use the strengths to add nuance. How will they fight for the policy change or who will they contact? For awareness, how will they convey information effectively or spread it as far as possible? For partnership, can you use your skill or knowledge to create a program and solve the challenge?

Case Study

Individual: 8th Grade Student in South Boston

Identified Community Challenge: Lack of Support for Transgender Community

Identified Strengths: Feisty, Understanding, Connected

30-Second Project Creation

1) Policy Action: students visit local schools and business to make sure that they are upholding policies, respecting the trans community.

2) Social Awareness: students create an education program, informing their peers and teachers about the LGBT community.

3) Community Partnership: students create a Gay-Straight-Alliance in South Boston across schools and develop a mentorship program in which older LGBT Bostonians are matched with LGBT students.

Practice

Individual:

Identified Community Challenge:

Identified Strengths:

30-Second Project Creation

1) 

2) 

3)
Connectivity Mapping

Think about five individuals who you could right now get involved in a movement. Target individuals who can tap into a specific community - perhaps defined by interest, neighborhood, or race - that you can’t.

YOU

Good Service Work

Needs-Aligned
Focuses on the needs of society, a community, or an organization; not just what would be most convenient for a volunteer, etc.

Asset-Based
Aligns programs with the strengths of constituents. Assets can be skills, knowledge, passions, relationships, or characteristics.

Constituent-Led
Constituents have the opportunity to own pieces of their work.
Mutually-Beneficial
Service is led in partnership with community served.

Value Based
Service is driven by values defined by group serving.

Reflective
Programs offer space and time for reflection on self, team, and society with attention to root causes and the larger landscape.

Scenarios
Good service? Let’s discuss!

**Scenario #1**
Students run a food drive for a local pantry.

**Scenario #2**
Families travel to the Dominican Republic for a week and work in a local school as part of their vacation abroad.

**Scenario #3**
Students from Framingham head to Boston and serve dinner at a homeless shelter.

**Scenario #4**
Students run a peer tutoring program at their school.

The Other Stuff
Service programming needs scaffolding and supporting culture to be the most effective.

ENGAGE Boston’s Ingredient List
In partnership with community stakeholders (political, constituent, school, nonprofit, etc), we developed the six core ingredients to youth building community members. Each ingredient has a base of knowledge and skills attached to it.

**Exploration of Self, Others, & World**
Youth explore who they are (their strengths and purpose), those around them and how
they think/believe, and lastly the surrounding world including the complexities of their school/workplace, their city, their country, and beyond

Leadership Development
Via exploration, youth develop into leaders, impacting their life or the lives of those around them. Every young person should be seen as a leader.

Cultural Humility
Via exploration, youth identify, explore, and celebrate their unique identity and learn how they can empathize with those different from them.

Engaged Learning
Youth learn how they can use the skills and knowledge they gain on a daily basis to better understand and contribute to the world around them.

Community Building
Youth can now build value-based community with those around them.

Civic/Service Action
Youth can now take action through community partnership, social awareness building, and policy.

Building a Culture of Service
Building community members cannot just exist within programming; it needs to permeate the culture around us.

All Spheres
Service needs to exist in all ecosystems; for young people: at home, school, and out-of-school time programming. Programming needs common language and rhythm.

Professional Development
Staff running programming need to feel confident in what they’re facilitating and teaching.

Service as Lifestyle
Service isn’t just programming but it’s a culture and lifestyle of being a positive community member. Service is values, a sense of a larger purpose, a sense of leadership. Service is social justice.
My Community Member Competency
Give yourself a percentage ranking on each of our ingredients. How far along are you from where you want to be? It’s OK to be at 0, 50, 100%.

- Exploration of Self, Others, & World ____ %
- Leadership Development ____ %
- Cultural Humility ____ %
- Engaged Learning ____ %
- Community Building ____ %
- Civic/Service Action ____ %

**ENGAGE City Strategy**

**Angles**
To infuse, we approach the school, after school, and home sphere. We target ambassadors and city-wide campaigns to authentically build culture around this work.

**Scale**
To scale, we target large delivery partners (like the YMCA), utilize peer ambassadors that “get it” and have great social capital, and take the role of capacity builders for folks already working with youth on the ground level.

**ENGAGE Schools**
**Engaged Learning**
Academics connected to the world students.

**Exploration**
Action oriented, social justice, social emotional learning programming.

**Structural Support**
Structures supporting youth engagement such as common.

**Action**
Authentic, reflective, youth-directed community and internal school.

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**Next Steps**
Let’s work together to address the challenge you came here with today! Did anything in this presentation help?

**“I WILL” Statement**
An “I WILL” statement is a reflection technique we use with young people. After discussing what happened and why it was important, we then commit to next steps — how will our actions, thinking, values, and habits change; how we will keep ourselves accountable.