Youth Firesetter Academy

YFPI Youth Firesetter Prevention & Intervention

A Program of Youth Violence Prevention Council in partnership with the Shasta Arson Task Force

15-18 Year Old Workbook

Student Name

Bring this workbook to each academy class with homework completed.

This Academy made possible by a generous donation from:

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Fire Safety Academy

Why it's important:

- ✓ Recognize poor behavior.
- ✓ Think logically to explain yourself.
- ✓ Repair the problems you have created.
- ✓ *Take Responsibility for your actions.*

Youth Firesetter Prevention and Intervention Academy

Class Behavior Agreement

I, _____, agree to attend the Academy classes of the Youth Firesetter Prevention and Intervention Academy. I further agree to abide by the following behaviors:

1. Upon entering the Academy grounds, I shall be free of any weapon, tool or contraband.
2. Minors are strictly prohibited from the use of and shall, at all times, be free of any tobacco products on the Academy grounds.
3. I shall not use any product that may inhibit my ability to learn in the class (i.e. alcohol, drugs). If suspected to be under the influence, I will be removed immediately, as well as all of my family members attending the Academy.
4. I shall not speak disrespectfully of anyone or anything, and I will not use obscene or disrespectful language while attending the Academy.
5. I shall not touch another student or Instructor.
6. I shall wait my turn to speak during class time and avoid talking over others or speaking out of turn.
7. I agree to take part in class discussions and freely share my ideas and experiences regarding class subject matters.
8. I agree to immediately turn off all electronic devices (i.e. cell phones, pagers,) upon entering the Academy classroom.
9. I agree not to demonstrate any behavior that is deemed disruptive to the class.
10. I agree to do the homework assigned by the Academy Instructors.
11. I am responsible to give my homework to my parent for review and signature.

Having read the above requirements set forth by the Youth Firesetter Prevention and Intervention Academy, I agree to the above and understand if I violate these terms, I may be removed from the class and withdrawn from the Academy. I further understand that if I am removed from the Academy, all members of my family will also be removed due to the misconduct.

_____ ___/___/___

Youth Signature *Date*

Academy Instructor Information

Instructor 1:

Name: _____

Occupation: _____

Phone: _____

Email: _____

Instructor 2:

Name: _____

Occupation: _____

Phone: _____

Email: _____

Instructor 3:

Name: _____

Occupation: _____

Phone: _____

Email: _____

Pre-Test

Circle T or F for each sentence.

1. Responsible decisions often prevent negative consequences. **T** **F**
2. Responsible decisions are always easy to make. **T** **F**
3. Your feelings can affect the way you make decisions. **T** **F**
4. Your conscience can affect decision-making. **T** **F**
5. Peer pressure can affect decision-making. **T** **F**
6. Thinking helps you to take responsibility for your actions. **T** **F**
7. If you play with fire, you are breaking the law. **T** **F**
8. If you play with fire, you could hurt yourself or someone else. **T** **F**
9. If you play with fire, you could damage property. **T** **F**
10. If you play with fire, you will probably save someone's life. **T** **F**

Fire Triangle

Children + Fire = Arrest

Read and follow any directions given.

"Without parental permission and adult supervision, all intentionally set fires by kids are illegal."

In California if you are a youth, age 8 and up, you can be arrested for arson, a felony. If you intentionally burn the property of another, or are under age 18 and are with someone who intentionally causes a fire or burns the property of another, you can be arrested. Burning does not always include a flame; if you use heat to chemically change the composition of something and you are under 18, unsupervised and with no parental permission- you have committed a crime.

In California, a minor (a person under the age of 18) cannot own property: toys, clothes, Xbox, ipod, ipad, iphone, jewelry, shoes, a diary, money- it all belongs to your parent/legal guardian.

Felonies can be punishable by incarceration in juvenile hall for children and prison for adults.

IGNORANCE OF THE LAW IS NOT A DEFENSE FOR BURNING OR STARTING FIRES
(Ignorance: Lack of knowledge)

In California, it is illegal for a minor to possess smoking materials, which means a child or youth can be cited for having matches or lighters.

Fill in the missing word

1. The felony crime of causing a fire is called _____.

2. Intentionally set fires by youths, under 18, that burns someone else's property are known as_____.

3. Throwing a lit firework or match into a field and causing a fire is known as_____.

California Crime Categories

California has three categories of crime:

1. **Infraction:** The least serious of the three categories of crime. Infractions are crimes punishable by fine only. No jail time is usually applied for an infraction, but the defendant must appear in court and/or pay a fine. An example of an infraction is receiving a ticket for parking in a marked, handicapped, parking stall; jaywalking; or not stopping at a STOP sign.

2. **Misdemeanor:** The second level of crime. Misdemeanors are punishable by a fine and/or imprisonment in a county jail for no more than one year in most cases. An example of a misdemeanor is littering or throwing objects at or from a vehicle or driving without a license.

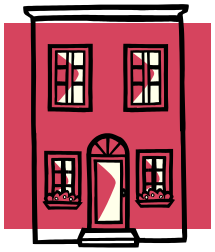
3. **Felony:** The third and most serious category of crime. Felonies are punishable by a fine, year(s) of imprisonment and/or in certain cases capital punishment. An example of a felony is arson, kidnapping or grand theft auto.

Some crimes are punishable either as misdemeanors or as felonies. These crimes are called “wobblers,” and are considered felonies until such time as judgment is imposed.

Before you are Arrested

Code:	Definition:
Penal Code 308 (b)	Possession of Smoking Materials (match/ lighter)
Penal Code 451	Arson
Penal Code 451 (b)	Arson of Inhabited Structure
Penal Code 451 (c)	Arson of Wildland/ Grass
Penal Code 451 (d)	Arson of Property
Penal Code 452	Reckless Burning
Penal Code 455	Attempted Arson of Property
Penal Code 602	Trespassing
Penal Code 182	Conspiracy
Welfare & Institutions Code 602	Delinquent Minor
Health & Safety Code 12677	Possession Dangerous Firework Possession of Illegal Firework

The High Cost of a Criminal Record

Limit on federal financial aid at universities and technical colleges.	Driver's license taken away.	Employers will have access to your criminal conviction records.
Limit on public housing. 	For some felonies, there is a lifetime ban on federally funded food stamps & cash assistance.	Parents in debt paying your restitution, or at age 18 the debt becomes yours.

Can you support yourself… Without a driver's license?

Can you support yourself… Owing money to the government?

Can you support yourself… If you can't find a job because of your criminal record?

Problem-Solving

The definition of the word “problem” is below:

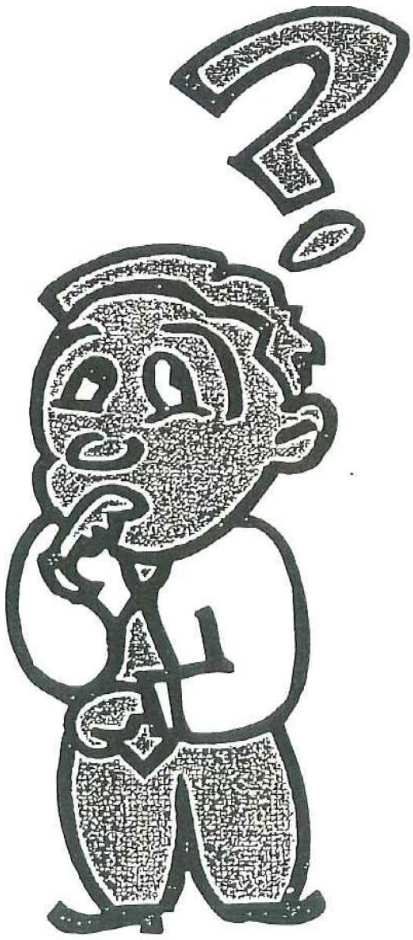
1. Something you want.
2. A question.
3. A mathematical equation.

People solve problems every day using the problem-solving steps below or specific math formulas.

1. In a sentence, say or write the problem (the thing that needs to be changed).
2. Make a list of the positive things that will happen if the problem is changed/solved and make a list of the negative things that will happen if the problem is changed/solved.
3. Weigh the positive things against the negative. Decide if you still want to solve the problem or do you need more input from others.
4. If you choose to get input from others, ask about their past experiences or knowledge of the problem and then make your choice to continue solving the problem.
5. If you are going to solve the problem, make an action plan: Exactly what will you need to do for change to happen?
6. Do the things listed in your action plan.
7. Evaluate your plan. Figure out if your action plan worked or can work. Are all the steps listed? Retry/add/change any parts of the plan so that the plan leads to a positive successful change.
8. Continue with Step 7 until you are successful.

Thinking Errors

Excuses people use
to get out of
being responsible
for their actions



Thinking Errors Handout

1. **Anger**: One way to get out of an uncomfortable situation is to get angry. This is also a way to cover other feelings you don't want to feel or show.
2. **Assuming**: When you assume something, you take for granted that it is true without having the facts. If you missed a ball game because you assumed it would be called off due to rain when, in fact, it was not, you used the thinking error "assuming."
3. **Blaming**: Blaming is putting the blame on others. "My mother forgot to remind me." or "He made me do it."
4. **Closed Channels**: This means being closed about your feelings and thoughts; not telling people what's on your mind and what you're feeling.
5. **Excuse Making**: "I forgot." "I had so much on my mind." "I wasn't sure what to do." These are kinds of excuses used to get out of doing things and not taking responsibility.
6. **Image**: One way to hide your true thoughts and feelings is to build an image and hide behind it. You might take on the image of a tough, hard, "macho" person, or you might act like a wary, defeated victim.
7. **I'm Unique**: When you see yourself as being able to live by different rules than others because you're somehow different or special, you're using the thinking error "I'm unique." For example, you might see stealing as wrong for others, but not yourself.
8. **Lack of Empathy for Others**: To have empathy is to feel what others feel. To lack empathy is to refuse to take responsibility for others. If you see a situation only in terms of your needs, then you lack empathy for others.
9. **Lying**: Saying something which is not the truth.
10. **Lying by Omission**: It is a lie when you tell someone the truth and leave out important parts. For example, if you told your school counselor that you were at school all day, but didn't say you weren't in any classes, you'd be lying by omission.
11. **Minimizing**: Minimizing is making things sound smaller or less important than they really are "I only did it once." "I hardly ever do it." "It was just a small one."
12. **Redefining**: You redefine a situation when you change the way it seems in order to avoid responsibility. Example: "I wasn't running down the hall, I was just keeping time to my music." "I didn't steal it; I was doing him a favor by taking it off his hands."
13. **Vagueness**: Vagueness means not being clear. If no one can understand what you mean, how can they hold you responsible?
14. **Victim Playing**: If you're the victim, how can you be at fault? If people are feeling sorry for you, they won't hold you responsible. Example: "If my parents had only understood me, I might not have done it." "No one understands me, so why try it?"

Victimization/ Thinking Errors Worksheet

1. Chris steals Tony's watch. Who is the victim?
    a. Chris
    b. Tony
    c. Both Chris & Tony
    d. Neither Chris nor Tony

2. What might Tony feel after the watch was stolen?
   (Put a check by the possible feelings)
    _____ Angry
    _____ Bored
    _____ Confused
    _____ Guilty
    _____ Happy
    _____ Helpless
    _____ Sad

3. Describe how you might feel if someone stole from you.

4. Put the letter before the correct thinking error to the left of each statement.

_____ Saying something that is not true	a. Assuming
_____ Playing "poor me"	b. Blaming
_____ Not being clear	c. I'm unique
_____ Changing the meaning	d. Minimizing
_____ Putting on a false front	e. Vagueness
_____ "My dog ate my homework!"	f. Lying
_____ "He made me!"	g. Victim playing
_____ "Yeah, but I'm special."	h. Redefining
_____ "It was just a little one."	i. Image
_____ "I figured they'd liked it."	j. Excuse making

BULLY-FREE

ZONE

Learn to persuade by convincing the other person with reasons why you should get what you're asking for.

List five ways to show respect

to a *female* peer:

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____
   _____

5. _____
   _____
   _____

List five ways to show respect

to a *male* peer:

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____
   _____

5. _____
   _____
   _____

10 ways to show respect

to a grownup:

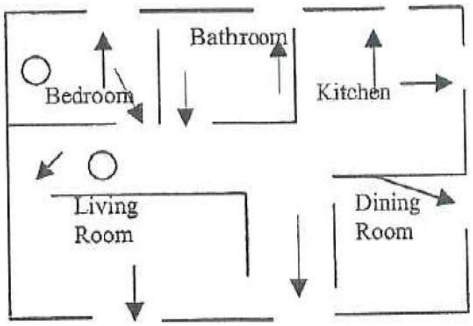
Write down three (3) more ways to show respect to an adult.
(Do not repeat the first seven listed below)

1. Greet/say goodbye to the adults when you come home or before leaving home.
2. Thank an adult when they do something for you.
3. Call the adult by their title. (Example: Mr., Mrs., Miss, Dr.)
4. Tell the adult what you are going to do before you do it, not afterward; adults do not like surprises.
5. When getting instructions from an adult, repeat what they asked you to do and ask if you got the instructions right.
6. Do not use slang, acronyms, abbreviations or jargon words when speaking to an adult.
7. Look the adult you are speaking to in the eye.
8. _____
   _____
   _____
9. _____
   _____
   _____
10. _____
    _____
    _____

The _____ Family Escape Plan

Print your last name here

Fire Department or Emergency # _____



Meeting Area

Draw a plan of your house showing all exits (windows & doors)

Directions for drawing your family escape plan (work with your family on this):

- Mark smoke alarms with a dark circle ●
- Mark all exits with an arrow ↗
- Select a meeting place outside the home where everyone in your household can gather in the event of a fire

Parts of the Family Meeting

- Set a time and date that the family meeting will occur on. This will be the time and date each week until the family agrees to change it.

- Develop a family meeting agenda which is a sheet of paper that lists the main things discussed during the family meeting and what order each will be handled in.

- Find a location where the family meeting agenda can be hung and so everyone can write on it. During the week, family members can fill in areas on the agenda that will be talked about at the next meeting.

- The family meeting agenda should have at least the date of the family meeting, the name of the facilitator and scribe for the meeting, announcements, thank you's and problems. You can add more agenda topics to your meeting's agenda according to your family's needs.

- The facilitator is the person who leads the meeting, moving the family members through each item on the agenda and keeping people on the point being discussed. The scribe takes notes that list what the solution is to any of the problems discussed and writes down who the facilitator and scribe will be at the next meeting.

Rule #1

The only comments that can be made at the family meetings are ones that help to solve a problem, as well as compliments.

- Name-calling is not allowed. Finger-pointing is not allowed. You may only say things that will bring your family closer to a solution or answer.

- It is suggested that a consequences box be developed; a box with extra duties/tasks of kindness for other family members. You can make the consequence box tasks unique by asking all your family members to write a task on a slip of paper. Those that break Rule #1, will pick from the consequence box and should immediately and sincerely apologize. The task that is picked cannot cost anything and must be done using items in the household that most of the family members are allowed to use.

Rule #2

Think before speaking, and always follow Rule #1.

_____ Family Meeting Agenda

Place Last Name Here

Meeting Date & Time:

_____

Facilitator for this meeting:

_____

Scribe for this meeting:

_____

Announcements:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you's:

_____

_____

_____

_____

_____

Problems:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Facilitator for next meeting:

_____

Scribe for next meeting:

_____

Items/Problems for next meeting:

_____

_____

_____

_____

_____

_____

Background Information for the Family Meeting Activity # 1

- The family has three cars, one used by each parent and one used by the 18-year old.
- Both parents work. All three children go to school.
- The father has had to start working on Saturdays. This will last for two months.
- The 15-year old, as well as all the other children, receive the amount of lunch money that is takes to buy the hot tray lunch (the one regulated by the federal government nutrition program).
- The 18-year old supplements the lunch money she receives for school with money from her part-time job to buy the foods she really likes.
- The 18-year old started junior college this year and has just started working at a part-time job on campus.
- The 13- year old has just started playing in a winter soccer league.
- The 18-year old switched a week of kitchen duty with the 15-year old last week.
- The family used to spend time on Saturdays doing the yard work together.

The Lee's are a family of five; a mother, father, two sons – ages 13 and 15, and a daughter – age 18. Their roster for the family meeting appears below. The 15-year old is the Scribe and will start the meeting and keep the family on point so that the roster is followed in the order listed.

Lee's Family Meeting Agenda

Meeting Date & Time:

Every Monday after dinner.___

Scribe for this meeting:

15-year old._____

Announcements:

Mom- School award_____

15 year old- my birthday's coming_____

Thank you's:

Dad- yard work._____

18- year old- switching kitchen duty._____

Problems:

1. 15- year old- needs more lunch money.
2. 18- year old- 13 year old won't leave me alone.
3. 13-year old- sister won't help me with homework like she used to.
4. Mom- kitchen duty was not done most of last week.
5. Dad- Who can pick up 13 year old from soccer practice?

Scribe for next meeting:

18-year old _____

Items/ Problems for next meeting:

Family visits during the holidays._____

Name: _____

Homework Assignment Form

_____= Parent/ Guardian Signature area.
_____= Instructor initial area.

This form must be signed by your parent after they read your homework assignments. Homework that is turned in and is correct will be initialed by your Instructor on this form. All homework must be completed and initialed to pass.

- _____ **Assignment #1**: (pg. 27-28) House Rules - Fill in all blank areas .
- _____ **Assignment #2**: (pg. 29-31) List the three steps that determine someone is a witness rather than a suspect.
- _____ **Assignment #3**: (pg. 32-35) "My Fire" Report- answer all questions. You may not answer "I don't know." Ask parents, Probation officer or call the Fire Department (non-emergency line) or school that responded to your fire and get the answer.
- _____ **Assignment #4**: (pg. 36-37) Problem-Solving Homework- circle and/or provide the answer to all the problem-solving steps.
- _____ **Assignment #5**: (pg. 38-39) Apology Letter- Write an apology letter to one of the victims of your fire. Follow the guidelines given in the handout.
- _____ **Assignment #6**: (pg. 40) How to give back to the community- bring in any two of the following: news article, notice, brochure or flyer that describes how or why you should volunteer.

- **Parent/ Guardian Signature**: _____
  (Please sign after reviewing that the above homework is complete and all homework pages have been initialed)
- **Instructor Signature:** _____
- _____ The student has completed all assignments required. A certificate of completion can be granted.

House Rules

Part 1: On the next page, write down 10 rules you follow at home

Examples of House Rules:

- Before I leave the house, I ask my parent's permission and say where I am going.
- If I want to go someplace different than what I told my parent, I call or come home to get permission to go to the new place.
- To show respect, all phone calls are answered "(your last name) residence, this is (your first name)."
- I will come straight home after school unless I have obtained permission to do otherwise.
- Homework is started approximately _____ minutes after coming home from school.
- If there is not any homework, then 20 words from the dictionary will be chosen and the definitions written down on paper or 30 minutes of reading will be done from a book, magazine and/or newspaper.
- When homework is done, it will be shown to the adult in charge.
- At the designated bedtime, I will be in bed and all electrical appliances, cell phones, toys and devices in my room will be turned off and I will remain quiet until I fall asleep.

My House Rules

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

Assignment Complete:_____

Victim, Witness or Suspect?

Homework Assignment #2
(Page 1 of 3)

Read the following two pages, “Victim, Witness or Suspect?” and write in the space below the three steps that determine if someone is a witness rather than a suspect.

Victim, Witness or Suspect?

A person can make some choices that are illegal. In illegal activities, people involved take on roles that can be categorized as victim, witness or suspect. Below are the definitions for three categories.

Victim: The person that is injured by another as a result of an occurrence and was not given a choice to participate by those that caused the injury; a person who suffers because of a trick.

Witness: See or have knowledge of some event, but has not (knowingly) been involved in the event or any preparation for the event; ethical and sometimes legal responsibility will require contacting/speaking to others who can stop the event if it is unsafe or illegal.

Suspect: An individual whose actions can be traced to the contribution of illegal or wrong activity.

Victim, Witness or Suspect?

To place yourself into the witness category you must do the following upon realizing the actions of others are wrong,

1. Upon realizing the actions are wrong, make a statement that you cannot continue/stay, and…

2. Leave the scene/area immediately, and…

3. Find a responsible adult, and report the wrong activity.

Assignment Complete: _____

Describing My Fire

Do not leave any question unanswered or answer with I don't know: ask your parent, Academy Instructor or Probation Officer for assistance.

If you are involved in the Youth Firesetter Prevention and Intervention Academy, you are expected to admit to the wrong doing that brought you and your family here. It is important that you recognize the choices you made, so that you can avoid them in the future. The old saying is true, "If you fail to remember the past, you will repeat it."

Below, in sentence format, explain/list the who, what, where, when, how and why of your fire.

A. The Who

1. Who was present at the fire? _____

   _____

2. Whose idea was the fire? _____
3. What was said or discussed before the fire was started? _____

   _____

   _____

   _____

B. The What

1. What was used to light the fire? _____

   _____

2. What was burned by the fire? _____

   _____

   _____

3. What did you tell your parents about where you were going and what you would be doing before the fire was started? _____

   _____

   _____

   _____

4. What did you do to show your friends you thought causing the fire was okay? _____

   _____

   _____

5. What are your family's rules regarding matches, lighters and flammable liquids? _____

_____

_____

C. The Where

1. Where did you meet your friends before the fire? _____

_____

_____

   a. Did you have permission to be at that spot or with those friends? _____

   b. Who gave you permission to be at that spot or with those friends? _____

2. Where did the items come from that started the fire? _____

_____

   a. Did anyone have permission to have those items? _____

D. The When

1. When did the fire occur? Date: _____ Time: _____

2. When were you caught and/or confessed to the fire? _____

_____

_____

_____

_____

3. When did you find out the consequences to the fire? _____

_____

   a. What were the consequences? _____

_____

_____

_____

   b. What other family members have had to share some or part of your consequences?

_____

_____

_____

c. What have you done to show your thanks to those who have had to share the consequences of your illegal actions regarding the fire? _____

_____

_____

_____

E. The How

1. How did the fire start? _____
2. How did you come to think it was okay to start a fire? _____

_____

_____

3. How was the fire put out? _____

_____

_____

4. How were you identified as starting the fire? _____

_____

_____

_____

5. How will you tell others not to make the mistake of starting a fire? _____

_____

_____

_____

_____

6. How could you have gotten yourself out of being involved in the fire? (Look at all the choices you made from the answers you have already written to the who, what, where, when and how questions. Explain how you could have made different choices.) _____

_____

_____

_____

_____

F. The Why

1. Why did you choose all these negative consequences for yourself and your family? ____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assignment Complete:_____

Problem-Solving Homework

Write in the answers for the following:

1. Define the problem-what is needed/wanted.

2. Brainstorm- write down all possible solutions you can think of to fix/solve the problem.

3. From what was written down in the brainstorming step;:

    a. Place a (+) plus sign next to the ideas that you think are reasonable for you to do. These ideas are known as “Pro” ideas.

    b. Place a (-) minus sign next to the ideas that you think will not be reasonable for you to do. These ideas are called “Con” ideas. Con ideas will give a negative result because a workable plan cannot be made.

4. Choose one item from the brainstorming step and write a step-by-step plan on how to achieve or make your plan happen.

5. Write two reasons why you think your plan will work. Start your answer for #5 with the phrase “My plan will work because…”

BEWARE: Do not treat number 4 as a brainstorming step. This is the most common error on this assignment; so please make sure that the answers in number 2 and number 4 do not look alike. Confusing brainstorming with making a plan will cause a redo of the assignment.

Problem-Solving Homework

Using the problem-solving format, complete the following:

Your best friend's family is going to Hawaii this summer and you have been invited to go with them. Even though it will cost you around $550 to go, your parents have agreed that it would be a great trip for you. They have offered to pay for half of the cost ($275), but you need to pay the other $275. How will you do this?

1. Define the Problem.

   _____

   _____

   _____

   _____

   _____

2. Brainstorm: List at least four possible solutions. Be creative and write down all the ideas that you can.
   1.)
   2.)
   3.)
   4.)
3. Read through your brainstorming list above. Which ones do you think will work? Narrow your options by putting a (+) plus sign before each solution that you feel is reasonable and put a (-) minus sign before those that you feel are not reasonable for you.

4. Build a plan. List the steps you have decided are necessary to reach your goal.
   1.)
   2.)
   3.)
   4.)

5. Evaluate your plan. Why do you think it will work for you?

   _____

   _____

   _____

   _____

Assignment Complete: _____

My Apology

Homework Assignment #5

To apologize: to ask for forgiveness; to offer admission of error or regret; act of remorse.

Write a letter of apology on the next page.

1. The letter will be reviewed next class by the Instructor to see if it contains all the items listed below.

2. The letter must be addressed to a parent or a victim.

3. The first paragraph of the letter will contain:
   a. A sentence that you are sorry.
   b. A sentence that says what you are sorry for.
   c. A sentence that says you will not commit again the actions that you are sorry for.

4. The second paragraph of the letter will contain:
   a. In at least three sentences, tell three things you have learned and how that has changed your behavior so that you will not commit the wrong actions mentioned in paragraph one.
   b. Tell how you have tried to correct your wrong actions/choices. If you have not tried to correct your wrong actions, you will be required to do an assignment for this class to that effect. See Instructor after class.

5. The third paragraph of the letter will contain:
   a. The first sentence should be the same as the first sentence in paragraph one.
   b. In at least two sentences, tell how your wrong actions/choices have negatively affected the person you are apologizing to.
   c. In at least one sentence, express regret for the negative consequences that happened to the person you are apologizing to.
   d. In one sentence or more, explain how you will try to make up to the person you are writing the letter to.

6. End the letter with a salutation: (Example: “Love” “Your son” “Your daughter”). Sign the letter.

7. In your letter, you will only speak of actions committed by you. You must use the pronoun, “I,” and you are not allowed to use any pronoun referring to another person, unless it is the person you are writing the letter to. Stay away from mentioning other people in your letter unless you are referring to the person you are writing the letter to.

My Apology Letter

Assignment Complete:

Places to find opportunities to give back to family and community…

Find and turn in, two articles (newspaper, magazine, website, flyer, brochure or handout) about a volunteer organization or project which describes how or why you should participate in an activity that does a free service for someone else.

In this assignment, you are looking for community service work for yourself and providing your Instructor with proof of your search.

Assignment Tips: 1 and 2 below must be obvious in the two materials you submit for the assignment.

1. The articles must be from a volunteer organization or about a volunteer project.

   A volunteer organization is where 80% of those involved in the organization or project are not paid and do not receive something in return before agreeing to do the work. Example volunteer organizations: Boy Scouts & Girl Scouts.

   A volunteer project is a project run by volunteers (at least 80% must be volunteers). It may also be a volunteer organization where 80% of those working on behalf of the project and/or others who are involved (but will not receive the benefits of the project) are not being paid and are not donating money to perform a free service for others.

   A volunteer is somebody who works for nothing; somebody who works without being paid; or does charitable or helpful work without pay.

   When people donate money or give money to buy something that will benefit others, it is called fundraising and the giving of money is considered donations. Because the giving of money is not considered work, people who give money for a good cause are called donors, but they **are not** volunteers.

2. Both articles must describe how or why you should participate in an activity that **does a free service for someone else.**

Assignment Complete: _____