Hello Service Speaks Readers!

Having celebrated Women’s History Month in March and with Mother’s Day coming up in May, Service Speaks is highlighting inspiring women humanitarians and how on- and off-campus organizations are addressing the inequalities that women around the world are facing. I hope that this information will inspire you to learn more about women movements happening around the world at this moment and work towards eliminating any gender stereotypes that you see perpetrated around you.

Another VERY exciting, new feature in this issue is the addition of tutee submissions. Volunteers who work with children know how extremely insightful and creative children’s minds can be. The feelings of love and gratitude behind these submissions are so apparent that reading them can be an emotional experience.

In order to make your experience of reading this newsletter a little more exciting, we are introducing our Service Speaks Music Playlist compiled by CSC DJ Will Mendanha. In this playlist you will find songs about changing the world and songs that will just make you want to dance or sing along. So, click on the music note to enjoy great music as you flip through the pages of the newsletter.

Finally, below you will find pictures taken during Alternative Spring Break, in which volunteers traveled around California and Utah in order to provide much needed services during Spring Break. The program was a great success and a wonderful experience and we encourage you to apply next year or apply to organize Alternative Spring Break next year with CSC.

Enjoy,

Maria Murillo
Editor of Service Speaks
WOMEN AND SERVICE

Women and Youth Supporting Each Other (WYSE)

by Cristina Chang, Copy Editor

WYSE is dedicated to strengthening the lives and communities of young women of color through a curriculum-based, group, and one-on-one mentorship program. Stacey Capoot, member of WYSE’s co-Fundraising Chair talked with CSC to explain how WYSE accomplishes their goals.

What is WYSE’s mission? What do you do?
WYSE is a national, curriculum-based mentorship program that allows college women to mentor middle-school girls in under-resourced communities. Our program focuses on informed decision-making, healthy relationships, self-esteem, comprehensive sex education, and planning for future educational and career opportunities. Our mentees also plan a community-service project in their neighborhood at the end of each year.

What have some of the participants told you about the program?
I primarily work with our college mentor volunteers, and in their training they have stressed that although the mentor relationship can be challenging, it is ultimately rewarding and helps them build strong leadership skills.

What is WYSE currently working on?
We are working on updating our curriculum and helping our founding branch, UCLA, re-start its program. We are also working on strengthening ties with our alumni mentors and building our donation strategy so that we can hire a full-time staff member to help us support and launch new branches.

Why do you feel this cause so important?
Comprehensive sex education is grossly underfunded and under supported in our country. Unintended pregnancies often limit girls’ educational and career options. Having an older mentor help them navigate conflicting messages about their bodies and their relationships makes a huge impact on our mentees’ lives. Many have gone on to college and some have even started WYSE branches of their own!

What do you feel makes WYSE different than most counseling groups?
What makes WYSE unique is that we offer our mentees BOTH group sessions to bond with their peers and a one-on-one mentor.

What is one issue that you find many women face and how does WYSE help those women overcome it?
I think that women of all ages can find it very difficult to maintain positive self-esteem. These issues can stem from societal pressures and prejudices about sex, race, gender norms, socio-economic level, and physical appearance. Having other women and girls help you discuss these pressures and get your feelings and questions out in the open are the first steps to overcoming them and reaching your full potential.

What advice would you give students who would like to make community service a career?
My advice would be for the students who are passionate about social causes, but who may not be the rally leaders, crisis-counselors, or home-builders. There are limitless opportunities in many organizations. Organizations need accounting, writing, and web-programming just as much as they need folks out on the streets. I would also encourage them to consider a career in development! Development includes all aspects of an organization’s efforts to fundraise to maintain and improve their programs. UCLA Extension has GREAT classes on fundraising, and if you become a member of the UCLA Alumni Association you can get a discount on courses in Extension. Activism is important, but activists need money to support their efforts.

Worldwide Women Humanitarians Nominated by various students

Kakenya Ntaiya, Kenya
Aung San Suu Kyi, Burma
Guadalupe Arizpe De La Vega, Juarez
Shirin Ebadi, Iran
Amnesty International @ UCLA Striving for the Rights of Women around the World  
by Amy Chen, Amnesty International @ UCLA staff member

Founded in London in 1961, Amnesty International is a Nobel Prize-winning grassroots activist organization with over 1.8 million members worldwide. Amnesty International is devoted to raising awareness and spark action against international human rights abuses.

Amnesty International undertakes research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights. We can make a difference in the lives of millions of people around the world and help realize the vision of human dignity articulated in the Universal Declaration of Human Rights.

As part of Amnesty International USA (AIUSA) Demand Dignity campaign, fighting poverty with human rights, AIUSA is working to combat human rights violations that are both the cause and result of poverty. Amnesty is working to address three specific issues of poverty and human rights: maternal mortality, the rights of people living in slums, and corporate accountability, because they represent areas in which grave, systemic, and widespread human rights violations trap people in poverty. Amnesty International at UCLA, as part of the three specific issues addressing poverty, is working to shine a light on maternal health. What is Maternal Mortality? Every 90 seconds a woman dies from complications related to pregnancy and childbirth. That’s nearly 1000 women every day, more than 350,000 each year - the vast majority of whom are in developing countries - who are dying unnecessary and preventable deaths due to a lack of access to timely, quality health care. Here in the United States, women face a greater lifetime risk of dying from pregnancy-related complications than do women in 49 other countries, and African-American women are nearly four times as likely to die than are Caucasian women.

In honor of March’s Women’s History Month and this upcoming Mother’s Day (Sunday, May 8th, 2011), Amnesty International at UCLA will be sponsoring events on campus spotlighting the women who die every day from pregnancy and childbirth-related complications. This past fall quarter, we held a petition competition against Cal in hopes of urging our California State Senators to sign the Global MOMS Act, the Improving Global Maternal and Child Health Outcomes While Maximizing Successes Act, which would expand access to the full continuum of maternal health care, from voluntary family planning through postpartum care. We signed over 1,000 signatures and beat Cal in the process. This spring quarter, we will hold an event similar to a letter writing campaign. Instead of writing letters urging governments to release prisoners of conscience and individuals at risk, we will be writing Mother’s Day cards instead and mailing them off to government representative in the United States, Burkina Faso, Sierra Leone, Nicaragua, and Peru.

If you would like to learn more about Amnesty International at UCLA and/or our Demand Dignity campaign please email us at amnestyucla@gmail.com or find us on Facebook.

Click on the picture to the right to learn about the International Violence Against Women Act and how you can support it!

Amnesty USA

Click on the pictures to learn more about these women and their work

Chen Shu-chu, Taiwan
Wangari Muta Maathai, Kenya
Sister Helen Prejean, U.S.
Sohini Chakraborty, India
Bruin Heroes Award presented to Bruin Music Tutors

UCLA Volunteer Center presents the Bruin Heroes Award to recognize innovative and inspiring projects organized by UCLA organizations. Bruin Music Tutors were spotlighted this quarter while PCH was awarded during the Winter quarter. You can read more about the work PCH does in the next page.

Sometimes all it takes is for someone to listen. This is what a Bruin Music Tutor does at site: listen for the correct notes, for the correct tempo. Every Wednesday, a group of UCLA students visits the music program at Daniel Webster Middle School to provide music tutoring to sixth, seventh, and eighth graders. For this group’s continual commitment to these students, the UCLA Volunteer Center Fellows are awarding Bruin Music Tutors the Bruin Heroes Award for Winter Quarter 2011.

The Bruin Music Tutors work with 20 middle school students on their music and play instruments ranging from the saxophone to the piano to the electric guitar and 11 other instruments. They provide the Daniel Webster students an opportunity for personalized musical attention that they would not otherwise have— in the 10 years that the music teacher has been teaching, only 10 students have attended private music classes. Personal tutoring allows students to try solos and improve their musical skills, correcting any mistakes that may not be noticed in the general music class of over 40 students.

“Private lessons are so expensive and it’s hard because [students not taking private lessons] are not on equal footing with others who have had private lessons,” Selfridge said. “It really does illuminate the huge disadvantages that students have to deal with. The goal of the group is to help level the playing field.”

Founded just one-and-a-half years ago by Julia Selfridge, this project was started as a way to provide students who could not afford private music lessons to have a chance to work with a personal tutor on their music. “We provide [our students] with an environment where they can be heard separately,” Selfridge said. “We provide them with someone who has the skills and knowledge to help them and listen to them.”

The program has expanded by collaborating with a piano teacher at the middle school. It also is making an effort to bring tutors to the music classes while school is in session in order to help the other music tutors who don’t attend the after-school session. At UCLA, the program has surpassed its goal of 20 tutors.

Bruin Music Tutors have seen progress from their students, from the student who auditioned successfully for the Honors Orchestra to the student with behavioral issues who never once acted out during the music tutoring session. Even a small amount of time spent working one-on-one with a student results in a marked improvement.

Tuttee Submissions

You are stuck on an island. Write about three things or people that you would like to have on the island. Also describe what you would do in order to survive.

The person that I love is my mom, because she buys things and when I need money she gives me money. My mom worked to raise me and my brother and sister. When she had two days off, she drove me and my sister to buy clothes. She saved money to buy a laptop for us. She saved money for my brother and me so we can go to college. -S.C Grade 5

Do you believe it is right for parents to push their children to do well in school, send them to after school or weekend teaching programs, and learn activities such

I think it is right for parents to push their children. It is good for them. It is good in the long run. When they grow older, the talents become useful. It will be easy to get good jobs. It is good for children to enroll in activities. They will be much more behaved and smart. Getting different lessons and activities can help exercise their brain. It shows the potential that the child truly possesses. It will be good for physical health too. The child may not like it now, but in the future it could help them much. It helps with high school and college credits. It can help them get scholarships. It can encourage the child to get good grades in school. When there are talent shows, they can enter them proudly. When they get to the point that they need to get a job, they will be grateful. It will help them get good jobs with much pay. It will help them get them a job in a nice and perfect office instead of working in a dumpster. Which one would you prefer? -M.G Grade 6
Basic health care: a vital need lacked by families not far from UCLA

by Gabriel Gomez and Sampaguita Iaquinto, PCH

When a parent does not have access to health care, the whole family suffers. In the United States, the federal government’s new policy allows for persons less than 26 years old to be covered by their parents’ health insurance. However, many adults do not have health insurance and cannot make use of this new policy due to matters such as financial hardship, citizenship status, and a lack of convenience or time. If a parent does not have healthcare not only will their own health be affected, but so is the health of their children.

A UCLA student does not have to travel far to witness the hardship faced by the lack of basic health care. The city of North Hills, a little over 10 miles north of the Bruin campus, is no exception with an unemployment rate at 13.9%, which is 3.7% above the national average. A specific example can be seen in the struggles of community members at the Our Lady of Peace (OLP) Parish. Many are no longer able to see a doctor regularly because they cannot afford to. Having routine check-ups with medical professionals like physicians, optometrists, and dentists is vital for a person’s health. Even though it may not seem pertinent at the present time, these visits help provide the necessary preventive health steps and advice to take care of oneself and stop the development of future diseases.

A Pastoral Associate at the OLP Parish, stated “I worry for the families who are not able to provide proper nutrition for their children.” He added that without this necessity, he is concerned that children can be at higher risk to suffer from obesity or diabetes. With the lack of access to health professionals, parents are not only unable to provide direct aid to the health of their children but may also lack the advice or awareness to promote healthiness in their household.

Programs by government entities, private organizations, and student-run health projects aim to alleviate these difficulties by hosting health fairs throughout prime areas in California. At these events, residents often are able to take advantage of various health screenings to test for deadly diseases such as cancer, diabetes, and hypertension.

A CSC project, Filipinos for Community Health, along with Asian Pacific Health Corps and Latino Student Health Project, collaborate to organize one of the largest health fairs held by UCLA student groups. In February, 400 community members of the OLP Parish in North Hills received free services and information. Screenings included tests for blood pressure, glucose, cholesterol, stroke, bone density, dental, vision, mammograms and pap smears, as well as information providers for child health care and lupus. Health fairs such as these are able to provide a safe and free outlet to turn to.

For those who lack access to health care, this is the one time in the year that they see someone from the health profession and check on their healthiness. Initiatives such as health fairs serve to meet an essential need in the community and ease the struggles faced.

Spread the Word to End the Word

by Allie Beatty, Best Buddies

On March 2, Best Buddies hit Bruinwalk with fliers and stickers promoting the Spread the Word to End the Word movement, and international movement sponsored by Best Buddies and Special Olympics.

What is Spread the Word to End the Word?
Spread the Word to End the Word is a movement to eliminate the use of the word, “retarded” (“r-word”), from the everyday language. The movement also encourages “People-first Language.”

Why shouldn’t individuals use the “r-word” in their everyday language?
By using the r-word in the vernacular, people equate individuals who have intellectual and developmental disabilities with qualities such as “stupid,” “unfortunate,” “unfair,” “messed up,” “waste of time,” and “not right.” An intellectual or developmental disability does not determine whether or not a person has any of these qualities. Using the r-word in this context, however, unconsciously correlates people with intellectual and developmental disabilities with such derogatory terms—ultimately leading to discrimination against people with such disabilities.

What is “People-first Language”?
“People-first Language” promotes seeing people with intellectual and developmental disabilities as people first—with their disability as a characteristic of them as a whole, but not the defining factor. Say “a person who has a disability” instead of “a disabled person” because a person’s disability does not define them.

How can UCLA students make a difference in the movement?
Say what you really mean and eliminate the “r-word” from your everyday vocabulary and visit r-word.org to pledge not to use the “r-word.”

How can UCLA students find out more about Best Buddies?
Email Best Buddies of UCLA at bestbuddiesucla@gmail.com or visit our Facebook page to learn more or become a member. Check out bestbuddies.org for information about the organization as an international group!

We, as Best Buddies of UCLA, leave you with one question to think about: What do you mean when you use the word, “retarded?”
The USAC Community Service Commission would like to recognize the following outstanding volunteers. These volunteers were nominated by their project for their dedication, willingness to always help, and commitment to bettering the community. We congratulate the following Volunteers of the Quarter:

**Amigos de UCLA**
**Jessica Willison** has volunteered with Amigos for over a year. She is very patient and caring with all of her tutees, and they always look forward to her site visits. She is always chatting in the van rides, and dances along to the music. It’s so fun to see her each week, working with the kids and hanging out with fellow tutors and directors. She’s a very reliable and friendly volunteer, we’re lucky to have her in Amigos!

**Janet Martin** has volunteered with Amigos for the past 2 quarters. She has a wonderful manner when working with her tutee(s) and is always ready and willing to help the directors with various tasks at site. At our winter quarter field trip, Janet chaperoned a group of rambunctious third grade girls and skillfully handled the behavioral problems that arose. She is a great volunteer!

**Best Buddies**
**Josephine Nguyen** is the most dependable girl out there who always comes to save us whenever we need saving. She is sweet, kind, and never asks for anything. She attends events, is always up for being a driver, and is one of our best college buddies. She’s the best and we would have been lost without her.

**Bruin Partners**
**Natalia Zafferano** is a hardworking volunteer who takes initiative and is a natural leader. She works very well with her mentee Guadalupe, and is very good with the kids. She shows a lot of concern over their well-being and is easily approachable.

**Christina Harb** is very organized, reliable, creative, and always there for her mentor Eleazar. She is caring, kind, and always helpful to the site directors. She is great at keeping the kids on task but is also very well liked by the mentees.

**Bruin Initiative**
**Demi Miller, Michelle Silverstein, and Emily Kim** have gone above and beyond to help the various projects of Bruin Initiative. From volunteering to drive to sites to taking the initiative to make extra handouts for the students we serve, these three members always show their dedication and passion for community service.

**Champs**
**Janelle Kanemasu** has been a consistent volunteer with CHAMPs since Fall 2010. She works well with the mentees in the CHAMPs program, helping them to develop their interest in the topics presented on during site. Hence, CHAMPs would like to give Janelle the award of Volunteer of the Quarter for Winter 2011!

**Neel Tiruviluamala** has been with the CHAMPs program for over three years. He provides a consistent and positive role model relationship with the teenagers in the CHAMPs program. Neel is also always a great comic relief for the directors :) Thanks, Neel!

**Glendale Learning Program**
**Carmen Dekmezian** is a senior who has been volunteering with GLP since last year. Carmen contacted the teachers of the students in the program and came up with worksheets and diagnostic tests to help tutors better help their students. Carmen is always at site with a great attitude and is willing to help in any way she can and is also an excellent tutor to her own student. GLP is grateful for the dedication and enthusiasm that Carmen brings to the organization.

**Katy Sanlis** has volunteered with GLP since last year and is currently a second year. Every week, Katy plans the writing prompts and activities for site and always manages to get the students excited while still making sure they learn something. In addition, Katy is a wonderful tutor and has really helped her student grow both academically and otherwise. GLP would like to thank Katy for her contributions and time.

**Congratulations**
Kenji Kelly only joined Project Literacy this past quarter, but despite being new to the project he is one of our most consistent and best tutors. He is a dedicated tutor and works very well with his learner; Kenji inspires his learner to read and is a great role model. Whenever we get ready to leave site, Kenji always seems to be taking advantage of every last minute with his learner and remains in the library working with his learner until we finally have to separate them to leave. Hopefully Kenji can continue his great work as a tutor and inspire others to become great mentors as well.

Marc Aaron Takagaki has been a part of Project Literacy for over a year and has been at the same site with the same learner all this time. When he first joined, his learner could hardly read; however, today his learner reads confidently and is reading at his current grade level. Marc Aaron also transports many of our tutors each week to site and is a great role model for all the kids at site. We thank Marc Aaron for his commitment and dedication to Project Literacy.

John Broderick has been a tutor for Project Literacy for many quarters now. He is an inspiring role model for his learners and always lightens the mood at site. We appreciate the extra effort he puts in to help site run smoothly and look forward to his continued involvement in Project Literacy.

Tina Tseng has demonstrated excellent leadership, both as an intern and as a tutor. She is very enthusiastic about her tutoring and comes to site every week. As an intern, she takes responsibility and volunteers for many tasks.

Johnny Nguyen, Tiffany Bui, and Tina Tran are VCH’s most active members this quarter, actively participating in our biweekly health sites, tet festival booth, general meetings, and health fair. Furthermore, they went above and beyond as members by becoming involved in the VCH winter internship program. In this program, they designed an educational outreach game about nutrition for children, created health informational brochures for the community, and also organized one of our most successful fundraisers, raising over $400 for our kid’s health carnival next quarter.
Jenny Huynh has been involved with the Special Olympics (an international, biannual competition for athletes with mental disabilities) since her second year at UCLA, as part of the community service requirement of her Taekwondo club. Now, a fourth-year physiological science major, Huynh is in our volunteer spotlight due to her continuous commitment to the organization.

This past year, Huynh became the Taekwondo-Special Olympics Liaison and one of the practice coordinators. There, she works on morning bus duty, picks up snacks for the athletes, and works with the other coordinators to ensure that they’re having fun while staying safe.

Huynh on the best part of volunteering with the Special Olympics: “I enjoy working with the athletes. You can definitely see how excited they are to be at practice and how enthusiastic they are throughout the day.”

Her favorite memory: “We were practicing soccer at sunset recreation and it was just absolutely perfect weather. I was able to encourage one of our low-functioning athletes to actually go on a jog with me. He never partakes in any of our activities and it was amazing to see him run aside me for the first time in what seems like years. We were all just having a wonderful time.”

On how her community has impacted her: “I have noticed that we really take the little things like friendships and the ability to run and play outside for granted. Our athletes are so appreciative of the time they spend with us and are always asking when the next practice is and what sport it is going to be. They rarely get the chance to socialize and exercise outside of our practices.”

For more information: [http://www.specialolympics.org/volunteers.aspx](http://www.specialolympics.org/volunteers.aspx)
Since 1965, the Community Service Commission (CSC) has focused its efforts towards creating social change, understanding the greater Los Angeles community, and promoting campus-wide service programming. Its two-part mission is to uplift local communities through direct, continual interaction and to engage UCLA into community service.

Currently, CSC represents over twenty student-run community service projects and over 1,500 students each year, making CSC the largest completely student-run, student-initiated community service organization in the nation. Students work together to tutor youths and adults, address the health needs of ethnic communities, combat poverty and homelessness, and reach out to incarcerated youth and neglected children. CSC projects strive to provide communities with the tools to empower themselves and challenge the structures and barriers that keep them from achieving their goals.

The commission also aims to centralize the service efforts of the UCLA campus community through issues awareness, collaboration, the Community Service Record, the Alternative Spring Break program, and large-scale service programming.

CSC would like to give a special THANK YOU to its advisors, supporters, and partners. We have much appreciation for:

Center for Student Programming
Community Programs Office Student Association
Student Government Support Services
Student Government Accounting
Undergraduate Students Association Council (USAC)
UCLA Volunteer Center

Most of all, we would like to thank our projects for doing the amazing work that they do in the community. They do not ask for recognition, their motivations are rooted in uplifting their respective communities. But CSC can’t help but want to share their stories and experiences.

Submit a piece about your community service experience or about the issues that you’ve seen first-hand in the community! Articles, opinion pieces, poems, pictures, and more are welcome! Send submissions of up to 450 words to cscsubmissions@gmail.com.

We would love to share our stories with more people! If you think any of your friends might enjoy it, please refer them to www.communityservicecommission.org, where they can easily sign up to be on the e-newsletter mailing list!

If you would like to opt out of the e-mailing list, please email cscsubmissions@gmail.com with Subject line: Opt out.

The opinions expressed in Service Speaks are those of the author and do not necessarily reflect those of the USAC Community Service Commission and its affiliates.