



2017 STUDY SESSIONS FOR RETURNING GROUPS

- **2017 Theme Session – Love In Action (1 John 3:18)**
- **Home Selection Exercise**
- **Stack of the Deck Session**
- **Practice Construction Session**
- **We’re Home; Now What? (A follow-up session)**

We are very pleased to share the theme study session for 2017— **Love In Action**. The writer for the study session is Carson Tucker, one of ASP’s currently serving Fellows. Carson Tucker has grown up with ASP - volunteering for five summers, on staff for two, and currently serving as a year-round fellow at ASP’s Guyan Valley center in West Virginia. Carson was born and raised in Dallas, Texas before earning a degree in advertising at the University of Texas at Austin. Hook 'em horns!.

This year’s Theme Session – **Love In Action** will help us to recognize the gifts that God has given us and encourage us to use them to serve others and glorify God. Our hope is that it will inspire everyone to go over and above what is expected of us by putting our Love In Action!

The **Home Selection Exercise** is one that ASP has presented for the past few years – each year providing new home repair applicants for examination. Volunteers will encounter the challenges that summer staff face as they must prayerfully decide which clients receive services in the summer program.

Stack of the Deck is a session designed to help ASP volunteers understand the situation and circumstances of the people we intend to serve in order to put our love into action effectively. As Christians, we are all part of one Body of Christ, whether we are born into riches or poverty. We are called as Christ’s disciples to work together to ensure that all people can live with dignity and develop as children of God.

The **Practice Construction Sessions** are provided to give your volunteers an opportunity to practice construction at home, thus learning new skills. This is a prime opportunity to teach tool and construction safety, while encouraging your volunteers to work in harmony with others. There are also plans to build a picnic table if you want to put those skills into action.

“**We’re Home; Now What?**” is a follow-up session written to be used after your group returns home. This session will provoke your volunteers to look at the home community with fresh eyes of service, finding needs of the poor and disenfranchised and how to best serve those needs.



“Love In Action” 2017 Theme Session

Scripture:

1 John 3:18 – “Dear children, let us not love with words or tongue but with actions and truth.”

Message:

The first step to accepting the call of service is to recognize the need of God’s children. God has given us all the abilities and resources we could possibly need to serve others. God has entrusted us to carry out this work by showing love and compassion to the hopeless. Recognizing need is important but our call is incomplete without action. LOVE IN ACTION requires sacrifice on our part. LOVE IN ACTION demands concentration and effort. We must be moved beyond nice words or general politeness. God has chosen you to passionately use your gifts to so that you cannot just love, but LOVE IN ACTION! This summer, put your LOVE IN ACTION with us in Central Appalachia, we cannot wait to see what all you have to offer!

Goals

- Recognize the gifts that God has given us
- Encourage ourselves to use these gifts to serve others and glorify God
- Go over and above what is expected of us by putting our LOVE IN ACTION
- Find and strengthen friendships that will last a lifetime

Preparation/Materials

- Be prepared to intentionally divide everyone into groups that mix youth and adults, old friends and new ones
- Enough bibles for each group
- Ask members of the group to share a memory of a past mission experience
- For the teambuilding activity: Paper, pens, and enough copies of a picture or drawing for each person to have

Introduction

Get everyone excited about this year’s ASP trip! Introduce everyone in the group to each other and give a brief overview of ASP and how it is a transformational experience – for themselves and for the families of Appalachia. Make sure the group is prepared to build relationships just as much as the construction.

Worship

If you are comfortable or have someone that can lead, sing a few familiar praise songs to help gather their spirits and get them focused on why they are here. If you are interested in using the ASP Songbook, you can find it on our website under Group Leader Resources. It would be a great way to familiarize yourself with traditional ASP songs!

Activity

Blind Drawing

Divide everyone into groups of two. Have the two individuals sitting back-to-back. Give one person the pen and paper and the other person the picture. The person with the picture describes the picture to their partner without actually saying what it is. For example, if the image is a house and a tree, do not say, "draw a house next to a tree." Rather, tell them to "draw a box with a triangle on top." The person with the pen and paper draws what they think the picture depicts, based on the verbal description. Next have everyone switch places and give a different picture to describe.

Questions:

- How did the drawings look?
- What could have made this activity easier?
- Did the direction that was given seem incomplete?

Theme Introduction

This is a great group and I'm so thankful to see what God has in store for each of you this summer at ASP! I'm so encouraged to see each of you taking this leap and committing your time to the people of Appalachia. This experience will be challenging and might be a little scary for those of you who haven't taken a trip like this before so I've asked _____ to share some of his/her service experience in the past and how it has helped him/her become the person he/she is today

Have someone discuss their time at ASP or a similar mission.

Thank you! We're all looking forward to you adding on to that story this year! Now, on to this summer...

ASP's theme for this summer is "LOVE IN ACTION," and the scripture is from 1 John 3:18:

"Dear children, let us not love with words or tongue but with actions and truth."

God has and will forever love us in a way we should try to imitate. Because God cares for us, we are called to take the gifts given us to serve and love others. To truly LOVE IN ACTION, we cannot merely stand by words. We must put weight behind our words to back them up. It is easy to be nice to people, but as Christians we must first recognize suffering and then do something about it.

Consider this verse from James – "If a brother or sister is poorly clothed and lacking in daily food, and one of you says to them, 'Go in peace, be warmed and filled,' without giving them the things needed for the body, what good is that?" (James 2:15-16).

Remember the blind drawing game we played earlier? It is easy to tell people what to do or how to live their lives. Or to say things like “someone should do something about that” or “you should do this better”, it’s an entirely different thing to *show* them or work with others to make a difference.

It is important to know that John is not saying that words are bad or useless, he is saying they can be incomplete without tangible action. God has equipped you with the means to LOVE IN ACTION. You have everything you need to serve and love sincerely and I think this opportunity ahead of you in Appalachia is a perfect way to practice this.

Discussion

Have volunteers split into their work crews or smaller groups and give them bibles

God is love! God knows you and loves you so much. The perfect expression of love in action is God sending His only son, Christ to die for us. One way God shows love every day is by creating people like you all over the world to serve others. We are given the opportunity to love and serve as God’s hands and feet, how exciting! Let’s take a look at a few other verses about God’s call to practice LOVE IN ACTION:

Romans 12:9-13

“Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves. Never be lacking in zeal but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with God’s people who are in need. Practice hospitality.”

Psalms 82:3-4

“Defend the weak and the fatherless; uphold the cause of the poor and the oppressed. Rescue the weak and the needy; deliver them from the hand of the wicked.”

1 Peter 4:10

“Each of you should use whatever gifts you have received to serve others, as faithful stewards of God’s grace in its various forms.”

Matthew 25:37-40

“Then the righteous will answer him and say, ‘Lord, when did we see you hungry and feed you, or thirsty and give you drink? When did we see you a stranger and welcome you, or naked and clothe you? When did we see you ill or in prison, and visit you?’ and the king will say to them in reply, ‘Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me.’”

What do these passages mean to you?

Is there anything about this upcoming trip you are nervous about?

If there is anyone in the group that has volunteered before, they could speak to these fears.

What is something you are good at? How do you think you can use this to serve and love others?

Encourage people to identify gifts of others in their group if they know each other.

What is the difference between general kindness and love in action? What are some examples you have seen of love in action?

Do you know someone that embodies this ideal? Is there anyone who comes to mind whose words may not match their actions?

It is important to remember that this is an ideal to strive towards. There are likely many times when our own actions and words have not matched up.

What is something in the world that you would like to see changed?

Close with a time for reflection and prayer in their groups.

Closing

After everyone has had a chance to pray, gather the group together and remind them how excited you are to see them use their talents for service. Tell them God chose each and every one of them specifically for this trip and how it just wouldn't work without them. The summer may be a while away but that doesn't mean you can't put your LOVE IN ACTION in the meantime! Encourage everybody to find a way to serve and spread the love of God around their community at home.

Finish the session by thanking everyone for their sacrifice and dedication and end with this prayer from St. Francis:

**Lord make me an instrument of your peace
Where there is hatred,
Let me sow love;
Where there is injury, pardon;
Where there is error, truth;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, Joy.
O Divine Master grant that I may not so much seek
to be consoled, as to console;
To be understood, as to understand;
To be loved, as to love.**



Directions for the Home Selection Exercise

Preparation: Print a copy of each application for each work crew. Don't forget that each application has two pages.

Background: Each summer ASP can only assist one out of five families. Resources of time and volunteers run out after the allotted seven or eight week program and those on the "no" list are left in the same shape as when they applied. There is a great deal of sadness over this fact.

This exercise will help you understand how the ASP summer staff select homes to be repaired. Divide into work crews (or whatever works for you; don't have too many people on a team) to review the applications. Each small group will read the applications and come to a consensus about which family will receive the repairs. You may choose only one application. At the end of the exercise, one person from each group will briefly explain the criteria your group used to make your final decision. You are using actual applications that ASP received in Knox County Kentucky during 2015. The last names and addresses have been removed to protect the privacy of families.

Take 30 minutes to discuss among yourselves which family will receive the repairs. Then you will call the remaining families and explain to them that you are unable to repair their home this summer. Each person should read one application and present it to the group – do not allow everyone to read every application. There is not enough time. At the end of this exercise, be prepared to have one person from your "staff" present your decision to the larger group.

After 15 minutes have passed, offer this information to the groups:

The ASP summer youth program is only two months long. Family 5 will take more than two months to complete. Does this information change your decision which family you will serve? What would you do if more than one family was in this situation? How would you then make your decision?

After 10 minutes more, ask the group:

As you are making your decision, how do you feel? Are you satisfied? Regretful? What is the most difficult part of your decision? The easiest? You have 5 more minutes to decide which family you will work for this summer.

Allow 5 minutes for groups to make their final decision. Give them 2- and 1-minute warnings.

By now, you have selected one application that your staff has agreed on. This is the home that will be repaired. All of the other families must be called and told the difficult news.

Because all of you are reviewing the same applications, you won't need to explain the family details to everyone. Just have a representative from your group briefly explain your group's decision.

After each group presents, discuss the different reasons and ask each other questions. *What questions were you struggling with as you tried to make your decisions?*

Below, you find some of the following questions that the staffers get every summer from volunteers. Feel free to come up with your own questions, too. You can ask us through email, on Facebook and Twitter, call us, or just ask us in person when you come this summer!

Why do you ask for the family income? Is there an income ceiling?

There isn't a set income that is too much or not enough for home repair with ASP. One family's income may be higher than another's, but that family may have more mouths to feed or dealing with disabilities or medical issues. Occasionally, we also have opportunities to apply for grants and many of them do have income requirements, but it isn't necessary for us to do our work.

How do you get applications?

Our applications come from all over! Homeowners can either give it to the staff directly, call in or enter an online application or mail it to our headquarters in Johnson City. Many are referred to us by other agencies and community contacts. In counties that ASP is new to, the staff may have to do a little PR around the county - handing out applications at local businesses, meeting with influential members of the community, or even speaking on the radio.

What are some reasons you wouldn't work on a house?

There could be a number of reasons we might pass on a home. First, we are judging these applications against each other - one home may be a good fit for a repair project, but we can only work on so many. Budget and volunteer numbers and skill level is our largest issue. We budget about \$550 each week to spend per home, so it is necessary to balance the number of expensive projects we take on with lower cost projects. We also understand that most of our volunteers are not professional contractors, so we like to balance the difficulty of projects as well. Safety is very important to us so we would make sure to check for red flags (i.e. drug use, domestic violence, sex offenders). It is possible that a home may be in such a disrepair that it could be unsafe to send volunteers or the opposite may be true and there simply is not enough apparent need that is critical for us to address. It's also possible that the home is too far away from the center.

Who makes these decisions?

All project decisions are made by the center staff. We collect the applications, conduct "initial home visits" to assess the potential projects, sign the homes, and plan the construction. The staffs are given a good deal of independence and flexibility on this with oversight from the Ministries Department.

Appalachia Service Project, Inc.

4523 Bristol Highway, Johnson City, TN 37601

(423) 854-8800

For Office Use Only

Date of initial home visit 6/6/16 (If not visited, write N/A and send letter)

Selected? If no, why _____

Call needed? N Letter needed? I N _____ Date of call or letter _____

Referral source notified of status? Y N _____ Date _____ How notified? _____

Application for Home Repair

Date: July-19-2014

County: Martin, CO

Name: Audrey

Phone: _____

(mailing address)
Lovely Ky 41231
(City) (State) (Zip code)

(911 or physical address)
5538 N Wolfcreek Rd Lovely, Ky 41231
(City) (State) (Zip code)

E-mail address: _____

DETAILED directions to home from county seat: About 2 miles or less
on The Left Coming from Kermit Bridge
across from Joy manufacturing in the
Curve

Have you applied to ASP for work on your home before? (circle one) YES NO If so, when? _____

Has anyone representing ASP ever visited your home? YES NO

Has ASP ever worked on your home? YES NO If so, when? _____

Agency referred by: Christian Help Kermit W.Va

Contact person: _____ Phone: (304) 393-4251

Household Information

How long have you lived in this home? 20 years What year was the home built? 1994

Do you own the home? YES NO Do you own the land? YES NO

If the home or land is rented, please include contact information for the owner:

Landlord's Name: _____ Phone: (____) _____

(Landlord's mailing address)

(Landlord's 911 or physical address)

(City) (State) (Zip) (City) (State) (Zip)

People living in household:

Name	Birth Year	Name	Birth Year
<u>Audrey</u>	<u>1958</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Number of people living in household with disabilities: 01

Total household income: \$ 7.21.00 (monthly)

(turn over)

Are you willing to let ASP share this application with other home repair agencies? YES NO

Home Details

Type of home (circle one): House Mobile Home/Trailer Other: With Living R. Build Added

Number of rooms in home: Total: 6 Bedrooms: 2 Bathrooms: 1

Do you have electrical service? YES NO If so, who is the provider? Ky. Power Company

Water source: Town water Well Cistern Spring None Other: City

Wastewater disposal: Septic Gray water pit Sewer Other: _____

Heat source: Columbia Gas

Repairs Requested

Number in order of priority: Description (including photos of problem areas is encouraged):

- Foundation Under The Living Room
- Underpinning ALL Around it
- Siding ALL Around it.
- Floors Living R. Bed R closet Bathroom, Porch, HALL Way + Carpet in LR, Both Bed R + Hallway Kitchen + Dining Room
- Insulation Bed room
- Exterior walls Siding and painted
- Interior walls Paneling in Bedroom, Painted, LR, DR, Kitchen
- Ceilings Living R fixed And all painted
- Roof Living room
- Windows 2. Windows, Living Room + Bedroom
- Doors Door in The HALL Way
- Porch or steps Flopped + Painted
- ~~Wheelchair ramp~~ in Kitchen Need natural Gas Heater + Cook Stove, monium
- Electrical 6. Light fixtures Rugs in Kitchen + Dining R. + Bedroom
- Plumbing insulation on water lines, Bath tub fixtures
- Room addition needed 1. Bedroom
- Other: HOT Water Lines To Wash Basin + Washer

Comments: Most important right now needs fixed is

The Ceiling in Living Room, 2 Sheets, Sheet Rock continue on Bedroom, And windows, floors, need Rugs or Carpet in page

In order to prove ownership of the property, please include a copy of your deed. (2)

Living Rom + 2. Bedrooms, Kitchen, Bath room



Application for Home Repair

May be completed online at: WWW.ASPHOME.ORG/APPLY

For Office Use Only

Date of initial home visit: _____ Visited by: _____ (If not visited, write N/A and send letter)
 Selected? Y N If no, why? _____
 Call needed? Y N Letter needed? Y N Date of call or letter _____
 Referral source notified of status? Y N Date _____ How notified? _____

General Information

Complete this form online at ASPHome.org/apply or send a completed paper copy to ASP's main office at 4523 Bristol Highway, Johnson City, TN 37601. For assistance, please call ASP at (423) 854-8800.

Name: FID ETTA County: MARTIN

Lovely Ky 41231 53 Hale AVE
(Your mailing address or PO Box) (911 address of your home. DO NOT USE PO Box)

Lovely Ky 41231 Lovely Ky 41231
(City) (State) (Zip code) (City) (State) (Zip code)

E-mail address: _____

Cell / Primary phone: (_____) _____ Other phone: (_____) _____

Directions to your home from county seat: Rt 40 East from Inez to 292 South to Lovely Ky, First lane on right, caution light, Lovely will Baptist church to left on 3rd St. Left on Hale Ave second house on left, white with black trim

Have you applied to ASP before? (circle one) YES NO If so, when? 3-2012

Has ASP ever worked on your home? YES NO If so, when? _____

If an organization referred you to ASP, please list their name: Community Action

Are you willing to let ASP share this application with other home repair agencies? YES NO

Those in Your Household

Please list everyone who lives in your home at least some of the time, including yourself:

Name	Year Born	Gender (M/F)	Disabled? (Y/N)	Veteran? (Y/N)
<u>FID ETTA</u>	<u>10/27/58</u>			

Total household income: \$ _____ per month. (Include all sources of income, including Social Security, SSI, alimony, and other benefits.)



Information About Your Home

Do you own the home? YES NO Do you own the land? YES NO
Was your home damaged by any of the following? (circle any that apply) FIRE FLOOD STORM
What year was the home built? 1950 How long have you lived in this home? 12 years
Type of home (circle one): MOBILE HOME/TRAILER HOUSE OTHER
Number of rooms in home: Bedrooms: 2 Bathrooms: 1 Total rooms: 6
Does your home have electricity? YES NO Does your home have running water? YES NO

Repairs Requested

Which item(s) in your home are in need of repair? Please briefly describe the need for each repair.

Foundation _____
 Underpinning _____
 Siding / Exterior walls _____
 Floors _____
 Insulation around windows & floors
 Inside Walls / Ceilings _____
 Roof Joist & rafters ^{one rotting} ~~rot~~ Shingles damaged
 Windows / Doors need chalking
 Porch or steps _____
 Wheelchair ramp _____
 Handicap modifications _____
 Electrical / Plumbing _____
 Room addition needed _____
 Other _____

Comments or Additional Information: _____

Verification

To the best of my knowledge, I certify that the information in this application is true and correct, and that the home listed is my primary residence. I understand that ASP is a non-profit ministry that is only able to assist a small percentage of those who apply. If selected, I may be asked to show documents that verify this information.

Hloette
Signature

9-3-2014
Date



Application for Home Repair

May be completed online at: WWW.ASPHOME.ORG/APPLY

For Office Use Only				
Date of initial home visit: _____	Visited by: _____	(If not visited, write N/A and send letter)		
Selected? Y N	If no, why? _____			
Call needed? Y N	Letter needed? Y N	Date of call or letter _____		
Referral source notified of status? Y N	Date _____	How notified? _____		

General Information

Complete this form online at ASPHome.org/apply or send a completed paper copy to ASP's main office at 4523 Bristol Highway, Johnson City, TN 37601. For assistance, please call ASP at (423) 854-8800.

Name: Samuel County: Martin

Mailing address of: Lovely, Ky. 41231 803 Collins Creek Rd ~~Wartfield~~
(City) (State) (Zip code) (911 address of your home. DO NOT USE PO Box)

~~Lovely~~ Wartfield, Ky. 41267
(City) (State) (Zip code)

E-mail address: _____

Cell / Primary phone: _____ Other phone: (____) _____

Directions to your home from county seat: take R 40 from Tazewell, Ky until it changes into 292, Pass Wartfield tobacco store, turn left First hollow on Rt, go about 8 mile on left. 2 story,

Have you applied to ASP before? (circle one) YES NO If so, when? 2012

Has ASP ever worked on your home? YES NO If so, when? 2012

If an organization referred you to ASP, please list their name: _____

Are you willing to let ASP share this application with other home repair agencies? YES NO

Those in Your Household

Please list everyone who lives in your home at least some of the time, including yourself:

Name	Year Born	Gender (M/F)	Disabled? (Y/N)	Veteran? (Y/N)
<u>Lavonda</u>	<u>1963</u>	<u>F</u>	<u>Y</u>	<u>N</u>
<u>Samuel</u>	<u>1955</u>	<u>M</u>	<u>Y</u>	<u>N</u>

Total household income: \$ 995 per month. (Include all sources of income, including Social Security, SSI, alimony, and other benefits.)



400 middle large collars

Information About Your Home

Do you own the home? YES NO Do you own the land? YES NO
Was your home damaged by any of the following? (circle any that apply) FIRE FLOOD STORM
What year was the home built? 1990 How long have you lived in this home? 8 yrs.
Type of home (circle one): MOBILE HOME/TRAILER HOUSE OTHER
Number of rooms in home: Bedrooms: 4 Bathrooms: 2 Total rooms: 16
Does your home have electricity? YES NO Does your home have running water? YES NO

Repairs Requested

Which item(s) in your home are in need of repair? Please briefly describe the need for each repair.

Foundation _____
 Underpinning _____
 Siding / Exterior walls Some siding bad
 Floors _____
 Insulation _____
 Inside Walls / Ceilings _____
 Roof couple of leaks
 Windows / Doors _____
 Porch or steps _____
 Wheelchair ramp _____
 Handicap modifications rails up steps, and sidewalk finished
 Electrical / Plumbing _____
 Room addition needed _____
 Other couple of leaks
Comments or Additional Information: I would very greatly appreciate it if you could help us. Thank you.

Verification

To the best of my knowledge, I certify that the information in this application is true and correct, and that the home listed is my primary residence. I understand that ASP is a non-profit ministry that is only able to assist a small percentage of those who apply. If selected, I may be asked to show documents that verify this information.

Samuel
Signature

6-10-2015
Date



Application for Home Repair

May be completed online at: WWW.ASPHOME.ORG/APPLY

For Office Use Only

Date of initial home visit: _____ Visited by: _____ (If not visited, write N/A and send letter)
 Selected? Y N If no, why? _____
 Call needed? Y N Letter needed? Y N Date of call or letter _____
 Referral source notified of status? Y N Date _____ How notified? _____

General Information

Complete this form online at ASPhome.org/apply or send a completed paper copy to ASP's main office at 4523 Bristol Highway, Johnson City, TN 37601. For assistance, please call ASP at (423) 854-8800.

Name: Adam County: Martin

(Your mailing address or PO Box) _____
 (911 address of your home, DO NOT USE PO Box) 30 Demsey Hollow Rd.

(City) _____ (State) _____ (Zip code) _____
Elmer KY 41224
 (City) _____ (State) _____ (Zip code) _____

E-mail address: _____

Cell / Primary phone: (_____) _____ Other phone: (_____) _____

Directions to your home from county seat: (R) out of school → 6 miles → cross bridge, 1st house on (L) red house, green tin

Have you applied to ASP before? (circle one) YES NO If so, when? _____

Has ASP ever worked on your home? YES NO If so, when? _____

If an organization referred you to ASP, please list their name: _____

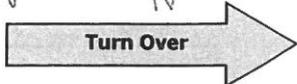
Are you willing to let ASP share this application with other home repair agencies? YES NO

Those in Your Household

Please list everyone who lives in your home at least some of the time, including yourself:

Name	Year Born	Gender (M/F)	Disabled? (Y/N)	Veteran? (Y/N)
<u>Adam</u>	<u>1976</u>	<u>M</u>	<u>Y</u>	<u>N</u>
<u>Megan</u>	<u>1988</u>	<u>F</u>	<u>Y</u>	<u>N</u>
<u>Lillian</u>	<u>2010</u>	<u>F</u>	<u>N</u>	<u>N</u>
<u>Justin</u>	<u>2011</u>	<u>M</u>	<u>N</u>	<u>N</u>
<u>Jayden</u>	<u>2013</u>	<u>M</u>	<u>Y</u>	<u>N</u>
<u>George</u>	<u>2014</u>	<u>M</u>	<u>N</u>	<u>N</u>
<u>Elmer</u>	<u>2016</u>	<u>M</u>	<u>N</u>	<u>N</u>

Total household income: \$ 2,300 per month. (Include all sources of income, including Social Security, SSI, alimony, and other benefits.)



Information About Your Home

Do you own the home? YES NO Do you own the land? YES NO

If you rent, give landlord's name and phone: Martha

Was your home damaged by any of the following? (circle any that apply) FIRE FLOOD STORM

What year was the home built? ? How long have you lived in this home? 2 yrs

Type of home (circle one): MOBILE HOME/TRAILER HOUSE OTHER

Number of rooms in home: Bedrooms: 2 Bathrooms: 1 Total rooms: 5

Does your home have electricity? YES NO Does your home have running water? YES NO

Repairs Requested

Which item(s) in your home are in need of repair? Please briefly describe the need for each repair.

- Foundation _____
- Underpinning _____
- Siding / Exterior walls paint
- Floors bathroom floor
- Insulation _____
- Inside Walls / Ceilings few holes in walls
- Roof _____
- Windows / Doors need door + 2 windows
- Porch or steps *priority
- Wheelchair ramp _____
- Handicap modifications _____
- Electrical / Plumbing plumbing - bathtub -> gray water
- Room addition needed _____
- Other _____

Comments or Additional Information: _____

Verification

To the best of my knowledge, I certify that the information in this application is true and correct, and that the home listed is my primary residence. I understand that ASP is a non-profit ministry that is only able to assist a small percentage of those who apply. If selected, I may be asked to show documents that verify this information.

Adam
Signature

7/15/16
Date

Send to: ASP, 4523 Bristol Highway, Johnson City, TN 37601

Rev. 2014



Application for Home Repair

May be completed online at: WWW.ASPHOME.ORG/APPLY

For Office Use Only

Date of initial home visit: _____ Visited by: _____ (If not visited, write N/A and send letter)
 Selected? Y N If no, why? _____
 Call needed? Y N Letter needed? Y N Date of call or letter _____
 Referral source notified of status? Y N Date _____ How notified? _____

General Information

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Name: John County: Martin

(Your mailing address or PO Box) ~~Warfield, Ky, 41264~~ 1109 Collins Crk. Rd
 (911 address of your home. DO NOT USE PO Box)
Warfield Ky 41264 Warfield Ky 41264
 (City) (State) (Zip code) (City) (State) (Zip code)

E-mail address: _____

Cell / Primary phone: (____) _____ Other phone: (____) _____

Directions to your home from county seat: _____

Have you applied to ASP before? (circle one) YES **(NO)** If so, when? _____

Has ASP ever worked on your home? YES **(NO)** If so, when? _____

If an organization referred you to ASP, please list their name: Warfield Family Resource

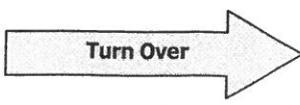
Are you willing to let ASP share this application with other home repair agencies? YES NO

Those in Your Household

Please list everyone who lives in your home at least some of the time, including yourself:

Name	Year Born	Gender (M/F)	Disabled? (Y/N)	Veteran? (Y/N)
<u>John</u>	<u>1962</u>	<u>M</u>	<u>Y</u>	<u>N</u>
<u>Jeffery</u>	<u>1983</u>	<u>M</u>	<u>N</u>	<u>N</u>

Total household income: \$ 721.00 per month. (Include all sources of income, including Social Security, ~~SSI~~ alimony, and other benefits.)



Information About Your Home

Do you own the home? YES NO Do you own the land? YES NO
Was your home damaged by any of the following? (circle any that apply) FIRE FLOOD STORM
What year was the home built? 1995 How long have you lived in this home? 3 yrs
Type of home (circle one): MOBILE HOME/TRAILER HOUSE OTHER
Number of rooms in home: Bedrooms: 4 Bathrooms: 1 Total rooms: 4
Does your home have electricity? YES NO Does your home have running water? YES NO

Repairs Requested

Which item(s) in your home are in need of repair? Please briefly describe the need for each repair.

Foundation
 Underpinning half underpind
 Siding / Exterior walls
 Floors Bath Room Floor needs Replaced
 Insulation ~~None~~ has none
 Inside Walls / Ceilings
 Roof Back side Roof
 Windows / Doors Some windows are broke out
 Porch or steps Porch is falling down and steps need repaired
 Wheelchair ramp
 Handicap modifications
 Electrical / Plumbing plumbing needs Repaired
 Room addition needed
 Other Need duct work for Furnace

Comments or Additional Information:

Verification

To the best of my knowledge, I certify that the information in this application is true and correct, and that the home listed is my primary residence. I understand that ASP is a non-profit ministry that is only able to assist a small percentage of those who apply. If selected, I may be asked to show documents that verify this information.

John
Signature

4-29-14
Date



“Stack of the Deck”

Before we can most effectively put our love into action, it helps to understand the situation and circumstances of the people we intend to serve. To help participants understand the problems of poverty today you can play the “Stack of the Deck Game”. The game illustrates how the advantages or disadvantages into which a person is born and his or her choices in life can influence his or her well-being and opportunities. As Christians, we are all part of one Body of Christ, whether we are born into riches or poverty. We are called as Christ’s disciples to work together to ensure that all people can live with dignity and develop as children of God.

This is an example of an educational activity that uses two volunteers and a series of guided exchanges of playing cards to illustrate how a person’s background, experiences, and choices can impact his or her opportunities and economic status. There are many assumptions and generalizations made in order to illustrate the point. The following scenarios are not illustrative of every situation, but it does provide insight into the challenges those living in poverty may face.

Materials Needed:

3 decks of cards
dry erase board or flipchart markers

Instructions:

Choose two volunteers from the group and invite them to stand at the front of the room facing the group.

Give each of the volunteers a deck of cards. Keep the third deck of cards for yourself.

Share with the volunteers and the entire group that what is contained in each person’s deck represents his or her earning potential, which is affected by his or her background, experiences, choices, and opportunities in life.

Explain that one of the volunteers (Person 1 in the text below) has been born into a low-income, working class family in a poor neighborhood. The other volunteer (Person 2 in the text below) has been born into a middle-income family in a nice neighborhood.

Explain that we will now accompany our two volunteers as they go through life, with various factors that affect them, symbolized by exchanges of playing cards from each of their decks.

Exchange 1

Say to Person 1:

“Children born in poverty are more likely to have two working parents or a single working parent, and because the children do not get as much one-on-one time with other people, they learn language more slowly. When you were little your parents were still together, but they both worked minimum-wage jobs to make ends meet, so you learned how to speak later than other children. This is the first in a long line of events that made you and children like you fall behind in school. As a child in poverty, you are less likely to attend preschool, less likely to read at home and learn basic skills, and more likely to enter the educational system behind other participants. **Please give me two Aces and two Jacks and I will give you back two Fives and two Fours.**”

Exchange the specified cards with Person 1.

To Person 2:

“You grew up with both parents around, and one parent made enough money that your other parent could stay at home, so you learned to speak at an early age. You started preschool at the age of three and you picked up numbers and the alphabet quickly. Your parents also practiced with you at home. You enter grade school one step ahead. **Please trade in two Fives and two Fours and I will give you two Aces.**”

Exchange the specified cards with Person 2.

Exchange 2

Say to Person 1:

“Your family struggles to get by on a minimum wage income and is on and off of food stamps. However, food stamps don’t always last until the end of the month and you sometimes are forced to come to school hungry. It is difficult to concentrate on school when you are hungry. **Please give me two Queens and two Tens and I will give you back two Fours and two Threes.**”

Exchange the specified cards with Person 1.

To Person 2:

“You always have three meals a day, usually with nutritious snacks in between, and you always know where the next meal will come from. **Please give me two Fours and two Threes and I’ll give you a Queen and two Tens.**”

Exchange the specified cards with Person 2.

Exchange 3

Say to Person 1:

“You go to an under-resourced school that has large class-sizes and not enough books or materials. In addition, your parents didn’t graduate from high school and they aren’t able to offer you much help with your school work. **Please give me one Ace and 3 Kings and I’ll give you four two’s.**”

Exchange the specified cards with Person 1.

Say to Person 2:

“The public school in your town is well-funded through local taxes. It’s a wealthy area, so a lot of money comes in to support the school system, which has good teachers. Your parents both have college educations and have good office jobs. If you ever need help with your homework, a parent can usually help. **Give me all of your two’s and I’ll give you 3 Kings and an Ace.**”

Exchange the specified cards with Person 2.

Exchange 4

Say to Person 1:

“Your parents become separated and your dad disappears from the scene for a while. Finances become really difficult. Child support is required by law, but your mom isn’t sure how to navigate the system to try to force your dad to pay it. Besides, you aren’t even sure where dad is living. Since on average, women’s earnings tend to lag behind men, and almost 43 percent of single mothers live below the poverty line, you take a 30 hour per week job at a fast food restaurant to help out, which takes up many of your week nights and weekends, and unfortunately, doesn’t leave a lot of extra time for studying. **Please give me a Jack and two Tens and I’ll give you a Six and two Fives.**”

Exchange the specified cards with Person 1.

Say to Person 2:

“Your parents also become separated for a time, but luckily, there’s never a question as to whether you will always have access to financial resources from both of them. **Keep your deck the same.**”

But in high school, you get a job during the summer so you can have spending money during the year. Your parents taught you good spending habits growing up, so you put

some away for the future. You always have time to study during the school year. **Please give me a Six and two Fives and I will give you 3 Nines.**”

Exchange the specified cards with Person 2.

Exchange 5

Say to Person 1:

“You want to attend college, and there is some financial aid offered for low-income participants. But even with that, college is extremely expensive and you feel like you are far behind other participants coming from better schools. You decide to go full-time at the job you’ve had through high school, which is at a fast food restaurant. You enroll for a class at a community college on the side, but you reason that the number of years it will take to get through college one class at a time will be much longer than it will take for you to work your way up to a management position at the fast food restaurant. So, you decide to make your job the priority. **Please give me your last Ace, last King, and one Queen, and I will give you three sixes.**”

Exchange the specified cards with Person 1.

To Person 2:

“It has always been assumed that you will go to college, as will almost everyone in your high school. You take a SAT-prep course and are enrolled in AP classes in the hopes of starting off with some extra credits. Deciding where to go to college is a tough decision; you apply to your favorite places, get in to some of them, make college visits, and finally, you choose one that feels like the best fit for you. **Please give me all of your sixes and I’ll give you an Ace, King, and Queen.**”

Exchange the specified cards with Person 2.

Exchange 6

Say to Person 1:

“We haven’t mentioned your race yet. It turns out that minority groups are twice as likely to live in poverty as Caucasians. For instance, the poverty rate among African Americans is almost 25 percent--that’s nearly one out of every four African Americans who live in poverty. For Hispanics, the poverty rate is over twenty-three percent. Part of the reason for this is that poverty is cyclical and passed down through generations. But segregation, discrimination and other racial injustices also play a role. You happen to be African American. And you unfortunately didn’t get that promotion to management at the fast food restaurant. Your colleague did. You suspect that race might have something to do with it—you’ve overheard some of your coworkers say some racist things, but they’ve never been directed at you and you don’t think you could prove anything. **You lose 1 Queen for your**

race and 1 Jack because you didn't get the promotion to management. You get back 2 threes."

Exchange the specified cards with Person 1.

To Person 2:

"You were born to a Caucasian family. You can't deny that your race has allowed you many privileges. **Take two eights and give me two threes.**"

Exchange the specified cards with Person 2.

Exchange 7

Say to everyone:

"So far, one of you has not been so lucky, but this time, your decks are both stacked well.

Say to Person 1:

"Your family might be poor, but that hasn't dampened your mother's strong faith. Even when times have been hard, your mother has been an example of steadfast faith. Ever since you can remember, you've had Sunday school, and later on, your church youth group's basketball nights, which have kept you out of all sorts of late night trouble. You've often sat in on—and really enjoyed—your mother's Bible study group at the house, and your family is close with the parish pastor. Faith is definitely a part of your life and you feel it makes you strong."

Say to Person 2:

"Faith has also been an important part of your life. Through youth group, your prayer time has become more meaningful and you've also made a lot of great friends. You've gone on several mission trips to other cities and even abroad, and just recently, you were asked if you would like to become a cantor at Mass. You love it so far."

Both of you: choose any two cards from your decks, and tell me which two you want back.

Exchange the specified cards with Persons 1 and 2. ***

Explain to the group that the exchanges of cards are finished. Ask the group: "How do you think that the contents of the 'deck' of each of our volunteers compare to one another?" After allowing some responses, explain that we're going to see what effect each person's background, experiences, choices, and opportunities in life had on the earning potential of each of the volunteers.

Go over to Person 1 and shuffle his or her deck. Ask him or her to take the top four cards from the deck and lay them face-up on the desk.

Then go over to Person 2 and do the same. Shuffle his or her deck and then ask him or her to take the top four cards from the deck and lay them face-up on the desk. Explain that part of the results in someone's life just has to do with coincidences or lucky breaks, so you're shuffling to make it random. Ask both to calculate their earning potential by adding the numbers on the cards. Use the chart below to indicate how much the cards are worth.

This Card...	Is worth...
Number card	The number on the card
Jack	10
Queen	15
King	20
Ace	25

Here are some examples to illustrate how the calculation works:

- If Person 1 chooses a 3, 5, 2, and 6, his/her total is 16.
- If Person 2 chooses a Jack, 2 Queens, and a 10, his/her total is 50.

Then add three zeroes to the end of each total. Using the examples above, Person 1's total becomes 16,000 while Person 2's total becomes 50,000. Explain that this is the amount that we will use as each person's annual income. Mention that the median income for someone who graduates college is \$20,000 higher than someone who does not.

Explain that there is some flexibility in these numbers and that this calculus can change due to the choices that a person makes as an individual. Deciding to stay in school is a personal choice that can affect a person's future well-being. However, it should be clear that the "deck is stacked against" Person 1 and in favor of Person 2, based on many factors he or she cannot control. We sometimes hear about "rags-to-riches" stories where a person escapes from dire poverty to become the CEO of a company, but we should recognize that these cases are too rare. For many people, the factors we described related to poverty can significantly impact a person's opportunities.

After the game share the poverty guidelines and statistics for ASP counties.

Have participants break up into small groups for discussion, designating one person to be the recorder, and another to report back on the group's discussion. Have groups spend about five minutes discussing the question below.

Question: Does everyone have a fair start in life?

Ask the participants to reflect on the question in light of the Stack of the Deck Game that they just played. Another way of asking the question is "Was there a level playing field for

both of the people in the game, or did one of them have an advantage? Why or why not?” The participants can also consider the statistics, which reflect some of the problems faced by the worse-off person in the game, to inform their answer to the question.

Remind the participants that the point of the game was to illustrate how the advantages or disadvantages into which a person is born and his or her choices in life can influence his or her well-being and opportunities.

The game is not intended to foster tension or guilt, but rather to point out that the playing field is not level and that, as part of one Body in Christ, we are all called as Christ’s disciples to work together to ensure that all people can live with dignity and develop as children of God.

2016 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,160 for each additional person.	
1	\$11,880
2	16,020
3	20,160
4	24,300
5	28,440
6	32,580
7	36,730
8	40,890

Below you will find what the Federal government defines at poverty for American families. On the following page are statistics for counties that ASP served in the summer of 2016.

Appalachia Service Project
4523 Bristol Highway, Johnson City, TN 37601
(423) 854-8800 www.asphome.org

	Population (2015)	Population Change (2010-15)	Median Home Value	Median Gross Rent	High School Graduate	Bachelor's degree	% in labor force	Median Household income	Poverty Rate	With a Disability
Breathitt, KY	13,484	-2.80%	\$47,500	\$493	68.90%	11.20%	43.50%	\$25,817	33%	
Harlan, KY	27,703	-5.40%	52,000	\$456	71.70%	11.70%	40%	\$25,814	34.20%	
Knott, KY	15,693	-4%	\$57,900	\$479	70.50%	12.30%	42.80%	\$30,411	33.70%	
Knox, KY	31,730	-0.50%	\$78,400	\$545	70.30%	11%	44.90%	\$26,599	34.90%	
Magoffin, KY	12,808	-3.90%	\$53,100	\$478	69%	8.50%	40.20%	\$28,500	30.20%	21.90%
Martin, KY	12,307	-4.80%	\$68,200	\$420	71.90%	6.50%	30.10%	\$25,795	40.60%	25.80%
McCreary, KY	17,878	-2.30%	\$62,300	\$556	72.40%	7%	37.50%	\$19,328	47%	24.40%
Perry, KY	27,565	-4%	\$71,200	\$535	73.10%	14%	48%	\$32,667	27.50%	22.10%
Avery, NC	17,689	-0.60%	\$137,100	\$671	79.50%	18.90%	48.40%	\$37,777	19.80%	12%
Rutherford, NC	66,390	-2.10%	\$106,600	\$594	81.10%	16.20%	52.40%	\$35,630	21.50%	16.70%
Cocke, TN	35,162	-1.40%	\$99,500	\$556	79.20%	10.10%	54.90%	\$31,187	27.80%	16.60%
Fentress, TN	17,917	-0.20%	\$95,300	\$506	74.70%	10.90%	46.40%	\$30,259	28.10%	18.80%
Hancock, TN	6,572	-3.60%	\$80,400	\$358	73.30%	10.60%	47.20%	\$26,898	29.50%	20.70%
Johnson, TN	17,830	-2.30%	\$110,500	\$472	74.80%	9.20%	43.80%	\$30,763	26.40%	18.40%
Sullivan, TN	156,791	0%	\$124,900	\$602	85.50%	21.90%	55.90%	\$40,346	18.50%	14.50%
Washington, TN	126,302	2.70%	\$145,800	\$692	88.10%	30.60%	59.20%	\$42,817	16.70%	12.40%
Bland, VA	6,561	-3.90%	\$100,300	\$580	85.30%	14.10%	48%	\$45,294	14.10%	10.60%
Lee, VA	24,742	-3.30%	\$78,400	\$497	74.50%	12%	43.10%	\$31,086	26.60%	20.90%
Greenbrier, WV	35,516	0.10%	\$105,300	\$630	84.80%	18.10%	51.90%	39,746	21.10%	13.90%
Lincoln, WV	21,415	-1.40%	\$81,000	\$524	78.40%	9.50%	46.90%	\$35,800	24.40%	23.70%
Logan, WV	34,707	-5.50%	\$82,100	\$562	76.40%	8.10%	45.40%	\$36,763	20.20%	23.10%
McDowell, WV	19,835	-10.30%	\$35,500	\$521	64.40%	5.10%	31.20%	\$24,921	34.90%	25.60%
Nicholas, WV	25,594	-2.40%	\$83,100	\$548	83.90%	13.90%	50.70%	\$39,171	19.60%	14.40%
Summers, WV	13,239	-4.90%	\$89,200	\$561	81.90%	13.60%	46.90%	\$36,651	25.80%	21.90%
Wyoming, WV	22,151	-6.90%	\$60,200	\$551	75.20%	7.90%	38.40%	\$33,730	22.80%	27.80%
USA Avg.	321,418,820	4.10%	\$178,600	\$928	86.70%	29.80%	63.30%	\$53,889	13.50%	8.60%



SUGGESTIONS FOR CONSTRUCTION SESSIONS

The Appalachia Service Project is a home repair ministry. To make the best use of supplies and volunteer hours, each volunteer should learn as much as possible at home, before the actual ASP experience.

The following are suggestions for learning and practicing basic repair and construction skills, while incorporating safety practices. ASP places a priority on safety. Please note that all volunteers are required to read the **ASP Safety Manual** - see Pre-Trip Required Reading for all Volunteers - http://asphome.org/plan_your_trip/plan_youth_trip/prep_packets. We want to continue to focus on personal safety such as ear, and eye protection. No one, youth or adult, is to be around power equipment without protection.

ASP's **Construction Manual** gives step-by-step instructions on common jobs done by many ASP volunteers. This can be found on our website and is made available for you to download in its entirety, or by specific section. To retain learned skills, we recommend you schedule your practice sessions **shortly before** the time of your group's participation with ASP. We have included some practice activities to give you options for training your group.

When & How: There are many ways to learn and practice construction and repair skills. Beyond being instructive, they can be fun, meaningful, productive and even financially profitable. Some groups set aside one or two Saturdays for practice sessions. Others have taken a weekend retreat, using the daytime for practicing skills and evenings for study and discussion about ASP.

A Resource Person: If leaders of your group do not have the construction experience needed to teach the group, there is probably someone in the congregation or community who does. Ask someone to donate a Saturday or two to teach the basics to your group.

Be sure your leader or resource person has read this paper and understands the philosophy of ASP. This person might be better prepared to teach your group having read through the ASP Construction Manual. Our manual concentrates on the skills needed in the type of work that ASP volunteers might do.

Learning construction and repair skills need not be a task of "making work." Groups have practiced construction skills by building doghouses and bird houses, then selling them to raise money for the trip. Another group built a garage for a church member. The church member in turn made a donation toward their ASP fund. Yet another group built picnic tables with collapsible benches, sold them, and made an extra one for the family they served. (This also gave them a table for their lunches during their week of service.) Some groups work with a local service project. Some groups have built small storage sheds in the backyards of church members. Find a single parent and build a play set for their children. The possibilities are endless, and each project will teach the basic skills of construction and service.

Some groups have located elderly persons in their own community who needed housing repairs. They work on these homes in much the same way as volunteers do in Appalachia. If the elderly are made aware of what your youth group is about, they will be patient as the repairs are taking place.

The preceding examples are for getting additional practice. Initially, nothing takes the place of nailing, measuring, and sawing in the backyard where mistakes can be made and discussed. For example, a session to construct a “mock wall” and hang and tape drywall is good to gain experience in several of the basic skills needed. There may be a church member who has an unfinished garage that would let the youth hang drywall, tape, texture and paint. When they are done they could remove what they did. The cost would be low, but the experience value would be high.

Working in Appalachia: Everyone who works with ASP this summer should know that ASP runs on a tight budget. This is not to say, however, that we do not strive to do quality work. ASP works on the premise of good stewardship; accepting donations and using them in the best way we can be part of that stewardship. Quality work is a vital part of our ministry.

A professional carpenter with a group can be a real plus for a work team; however, he or she must be especially sensitive to the financial limitations when working with the Appalachia Service Project. ASP cannot afford to do all things professionals may see as standard procedure.

Work Teams: Each group will be divided into work crews consisting of 7 people (5 youth and 2 adults). It is advisable to allow teams to begin working together before the week. Care should be given in selecting work teams to ensure a balance of experience and skills.

As the crews spend time working together, group leaders need to keep in mind the abilities and needs of each of their team members. Each individual needs to feel productive. Nobody wants to do the “simple” jobs all day. Working through these roles before arriving in Appalachia, so all members feel good about their usefulness to the team, can greatly improve your group’s success. This will create a more relaxing and meaningful atmosphere at the home. This is important because the relationships within your work crews directly affect the relationship to the family with whom you will be working.

Areas of Work: There are many different areas of work in which each group could become familiar. If work crews are formed before the practice work session, some team members can focus on one or two specific areas while others concentrate on other areas. For example, it may not be practical to use all members of a work crew to repair a roof. Two or three might want to pay special attention to roofing while others concentrate on installing sheetrock, painting, or carpentry skills. These following areas, and other skills, are discussed in detail in the Construction Manual.

Before starting to learn and practice any of these skills, the group needs a session on **Tool Use & Safety** (both hand tools and power tools). Use the Safety Manual included in the study materials, the Tailgate Sessions, as well as the owner’s manual (for power tools) as references. Keep in mind that jobs go much faster, easier, and are better performed when tools are used and cared for properly! Cleaning of tools is essential!!

Persons working with power tools must be well trained by those experienced with their use. It would be helpful if persons who are competent in power tool use could plan to bring their own power tools and be responsible for their use. Safety practices should be enforced at all times when using power tools!

Carpentry: The basics of measuring, sawing, and nailing apply to most jobs we do. Specific jobs that might be undertaken include: building new additions, repairing piers and girders, repairing floor joists, subflooring, flooring, studs, rafters, a porch, steps, underpinning, a door or door frame, windows, new roofing, etc. You will find step-by-step instructions and standard measurements in the Construction Manual.

Studding a Wall: Building a studded wall, so that it can be insulated and covered, is a basic yet essential element of repairing a home. A wall should be built with consideration of the insulation and sheetrock that follows. This requires careful measuring and sawing so that the wall will look good as well as be sturdy. It takes time to do a job properly.

Sheetrock (also called wallboard, drywall, gypsum board): Sheetrock not only makes a nice looking inside wall over bare wood, but it also has some insulating value. Groups should know how to measure, cut and nail or screw sheetrock into place, as well as how to apply joint compound (mud) and tape. Sheetrock is used on both walls and ceilings. We realize volunteers are not professional dry wallers, but we like to encourage efforts to make mudding and taping look as good as possible.

Painting: “Anyone can paint”, they say? Yes, but there are right ways and wrong ways to apply paint. The need for scraping or cleaning a surface to be painted is important. Volunteers should learn the proper use of paint rollers and paint brushes as well as proper cleaning methods. Paint fights or any other types of horseplay are **not** allowed when working with ASP. A family could easily get nervous about seeing paint or joint compound, or even water, being thrown around their house, yard, or garden. Any respect that may have been shown while at a family’s home can be overshadowed by a few disrespectful moments of horseplay. Wasting materials is also not good stewardship.

Roofing: Roofing is one of the most important and hardest jobs done by ASP volunteers. A roof that leaks is a constant trial, making the house damp and cold. A leaking roof can become dangerous due to rotting timbers. Generally, there should be no more than three workers on a roof at any one time. (And that’s only after someone has looked at the rafters from below to make sure they are safe). Volunteers should learn how to walk on a roof; wearing rubber-soled shoes only. They must learn where to step so as not to create more leaks than before. They must learn how to patch a roof, as well as how to apply tin. They also need to learn how to set up and climb a ladder safely.

Windows: Glazing. A high percentage of heat in the wintertime can be lost around loose window panes and window frames. It’s a simple, important and sometimes a time-consuming job to glaze windows. Tight windows and frames will really make a difference on a cold winter’s night. Glass Replacement - The window frame must be measured accurately so that the glass can be ordered to fit (idealistically it is square, but realistically it may not be). Then the glass can be secured with push points and glazed. Extreme care must be exercised when handling glass to prevent any cuts or breakage. ASP uses

Insulating: It is important that volunteers gain an understanding of installing rolled insulation and how to ensure the highest possible insulating value. Installing insulation is not difficult, but basic guidelines

need to be followed. Consult a local weatherization agency or lumber yard/hardware store for ideas.

Other Construction Resources: The following list of resource materials may be helpful in your group's preparation. These resources are not to be used in place of actual hands-on experience, but as an added support. Check with your local bookstore, library, technical school, high school shop teacher, video stores, or building suppliers who may have these or other resource materials readily available to borrow, rent or purchase.

Other sources of "How To" handouts are available from state universities and agricultural extension services (or a county extension agent). If these resources are not available locally, contact a few of the addresses or phone numbers given below:

Books and Videos:

Ortho's Home Improvement Encyclopedia, Editor & Designer Karin Shakery, Writer Robert J. Bechstrom

Reader's Digest Complete Do-It-Yourself Manual

Reader's Digest Home Improvements Manual

Popular Science Housebuilding - A Do-It-Yourself Guide, by R. J. DeCristoforo, Sterling Publishing Co.

Graphic Guide to Frame Construction, by Rob Thallon, the Tauton Press

Time Life Customer Ser., P.O. Box C-32068, Richmond, VA 23261-7026, 1-(800) 621-7026

Home Repair & Improvement Series:

Weatherproofing; Roofs and Siding; Doors and Windows; Walls and Ceilings; Home Repair Manual

DIY Video Corp., Do It Yourself, Inc., P.O. Box 36565, Charlotte, NC 28236, (704) 342-9609

Basic Carpentry; Energy Conservation; Drywall; Walls: Framing and Removal

(Each of these videos is accompanied with a handout.)

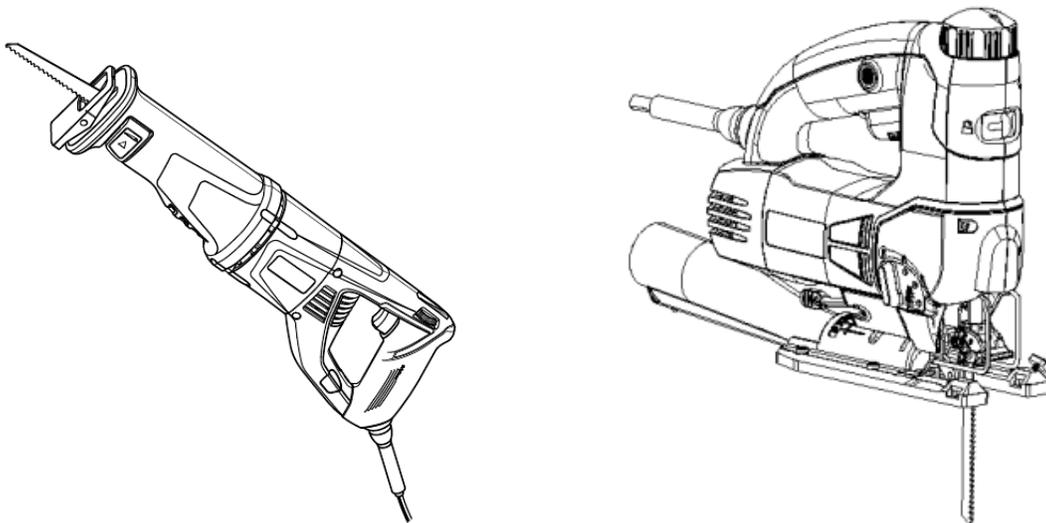
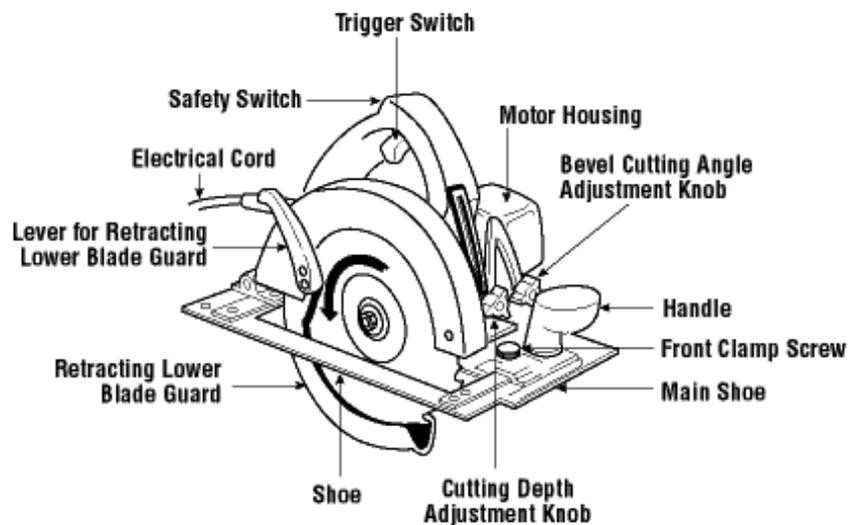
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Flooring; Home Repair Handbook; Remolding Your Home; Windows, Skylights

Power Hand-Saws (circular, reciprocating, jigsaw)

Objectives:

- Understand the proper way to hold each saw
- Know how to change a blade; identify a loose or tight blade
- Be able to choose the correct saw for different cuts needed
- Actually make cuts and become comfortable with each saw



Circular Saw

The Circular saw is utilized for its versatility and accuracy. You can literally build a house with nothing more than a portable circular saw, hammer, measuring device and square.

Materials Needed:

- Circular Saw (prefer corded)
- (1) pair sawhorses
- (1) extension cord
- Assortment of blades
- (2) 2x4x8
- (1) 4x8 sheet of OSB
- (1) speed square
- Safety equipment

1) How to change and adjust blades (all done while saw is unplugged)

- **Show and let trainees adjust depth**—important because setting blade to proper depth will help reduce any binding of the blade which can lead to a kickback from the saw.
- **Show and let trainees adjust angle**—this shows the versatility of the saw.
- **Show and let trainees change blade**—explain that keeping blades sharp helps prolong the life of the saw; help them find the “hidden” wrench; show a tight blade vs. loose blade and explain why an improperly tightened blade is unsafe.
- **Different Blades**—rough framing, plywood, metal, masonry. Explain numbers of teeth and benefits of using different blades; pass around blades for all to see the differences.

2) Safety Techniques

- **Where to place hands when cutting**
- **Properly fasten and support what is being cut**—explain why you shouldn't cut in-between supports because otherwise it will pinch the blade.
- **Plugging into extension cord**—show how to tie extension cord so that it doesn't come unplugged inadvertently.
- **Start off wood**—never start the saw while the blade is touching wood. The metal shoe of the saw should be resting on wood, but back blade off material before starting.

3) Common types of cuts (each person should make at least cross and plunge cuts)

- **Cross Cut**—most common; straight cut across piece of lumber; typically used during framing and done with a framing blade.
- **Plunge Cut**—Cutting into the middle of a piece of plywood; useful when cutting squares out of plywood or for starting demo on a floor without holes.
- **Miter/Bevel**—used when a quick cut is needed; if making several, recommend using a stationary miter saw.
- **Ripping**—can be done; however, recommended to use table saw. If done, can use rip guide provided with most saws.

Reciprocating Saw

The reciprocating saw is praised for its ability to cut in tight and awkward areas where other saws cannot fit. It is most typically used for demolition and when accuracy is not as important.

Materials needed:

- Reciprocating Saw (prefer corded)
- (1) 2x4x8
- (10') ½ inch rebar
- Assortment of blades
- (1) board w/nails sticking out
- Safety equipment

1) Terminology and Safety

- **Reciprocating saws are also known as** oscillating saws, recipro saws or Sawzall (which is a Brand name saw from the Milwaukee Electric Tool company).
- **No guard for the blade**—always be aware of where the blade is; also don't touch after cutting as it will be extremely hot.
- **Start off wood**—when starting cut, place the metal shoe on the wood but back blade away from cutting area, start the saw and then move blade into material.
- **Lock feature**—some saws have a feature that will lock the saw in the on position to free your “trigger hand” for more control. Explain how to engage and disengage this option.

2) Different types of blades

- **Wood Blades**—the most standard blade; have varying numbers of teeth and lengths.
- **Metal Blades**—very fine blade; many teeth, but little space between them.
- **Bi-Metal Blades**—good for demo work; made to cut through wood and metal.
- **Plastic Blades**—made for cutting plastic pipe; very fine teeth, great for big PVC pipe.

3) Changing a blade (all done while saw is unplugged)

Depending on the brand of reciprocating saw, there can be different methods to changing a blade. An older feature had the blade being tightened by an allen wrench that came with the saw. Newer methods are faster and easier—the two most common are outline below.

- **Pull-tab**—in this keyless chuck method, there is a lever on the side of the saw that pulls a pin that releases the blade allowing the user to remove and insert a new blade. Releasing the lever locks the new blade into place.
- **Twisted-housing**—in this keyless chuck method, the actual housing where the blade is inserted twists in one direction to loosen the blade. You must hold it in place while twisted to remove the blade and also to insert a new one. (tip: sometimes you may need to run the saw to expose this unit)

4) Have each trainee make different cuts

- **Cross cut**—make a simple straight cut across a board to get comfortable with vibrations
- **Metal**—cut a length of rebar (cut half way, then bend and break rebar)
- **Bi-metal**—cut through a piece of wood with a nail going through the cut area.

Jigsaws

The jigsaw is the go-to power saw for cutting shapes, curves and other intricate cuts that are difficult to make with a circular saw. When using the jigsaw you sacrifice some power, but you get maneuverability without sacrificing accuracy.

Materials needed:

- (1) jigsaw (prefer corded)
- (1) 4x8 sheet OSB
- Safety equipment
- (1) drill with ½ inch drill bit
- Assortment of blades

1) Different Blades

- **Attachment**—jigsaw blades can be tricky because there are two common types of blades based on how they attach to the saw. Be sure to check and see which type of blade your jigsaw takes. They are usually called “universal” or “bayonet” style.
- **Huge Variety**—because the jigsaw is used in unique situations, the blades are very specialized. You can buy large variety packs because it is really important to find the right blade for the right job when using the jigsaw.

2) How to change a blade (all done while saw is unplugged)

- **Older models**—the blade is held in place with a clamping screw. This screw can be loosened using an allen wrench that is provided with the saw. Loosen the screw, remove blade, insert new blade and then tighten the screw.
- **Newer models**—the blade is still held in place by a locking mechanism within the saw. Instead of using an allen wrench, there is a lever that loosens the blade so that it can be removed. This lever is usually labeled.
- **Support Rollers**—when installing the new blade, be sure that it is aligned with the back edge in-between the support rollers. These rollers help keep the blade straight and ensure that you will have higher quality cuts.

3) Practice cutting

- **Circles and Arcs**—have each trainee practice cutting an arc out of a piece of OSB. Show them how to gradually move the saw with the cut-line.

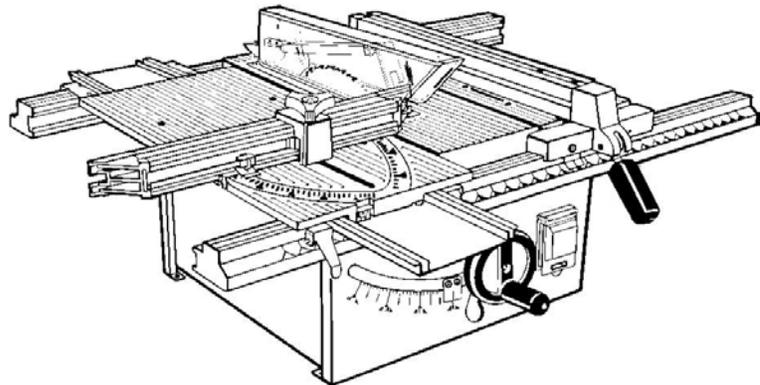
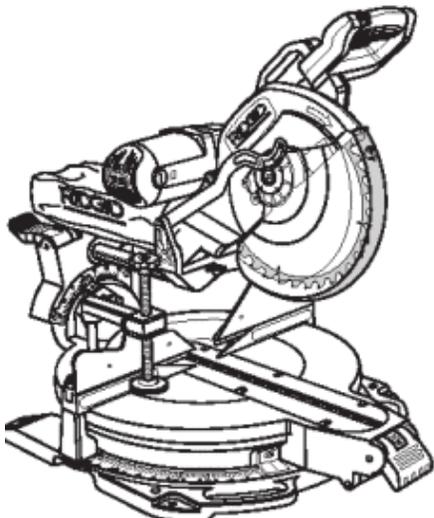
4) Tips and Tricks

- **Drill pilot hole**—drill a pilot hole to show trainees easy way to get started when cutting a piece out of the middle of a board.
- **Using tape**—explain how tape can be used to help protect materials when cutting. Most commonly used on ASP when cutting finished product like counter-top.

Power Stationary-Saws (Miter and Table)

Objectives:

- Learn proper usage of each saw and safety procedures
- Know the different parts and their purpose
- Know how to change a blade; identify a loose or tight blade
- Actually make cuts and become comfortable with each saw



Miter Saw

The miter saw makes complicated cuts easy. It is designed to allow you to make a cut at any angle—a very accurate saw and commonly used during detailed finish-work.

Materials Needed:

- Miter Saw
- (1) speed square
- Safety Equipment
- (2) 2x4x8
- (2) lengths of window casing

1) Terminology (all done while saw is unplugged)

- **Other Names**—Chop saw, cut-off saw, power miter box
- **Fence**—Metal wall at back of saw; hold board firmly against this while cutting
- **Guard**—plastic piece over the blade of saw; if not present, consider saw broken and have it fixed
- **Blade Lock**—a small pull knob at bottom of blade-arm; keeps blade locked in a safer position when not using the saw
- **Angle Selector**—Controlled by knob at front of saw; Loosen knob and press handle to change angle. After moving to desired place, retighten knob to secure angle
- **Bevel Knob**—toward back of saw; allows you to tilt the blade of saw for compound cuts
- **Saw-dust bag**—Typically a bag clamped in back of saw to collect dust; if no bag, be sure to point this away from other people on site
- **Trigger**—inside the grip of the blade-arm

2) Safety Techniques

- **Start Level**—Be sure that you place the saw on a level surface and preferably at a height so that you can comfortably stand while cutting
- **Never start blade on wood**—although you bring the blade down to check your cut-line on board, be sure to raise blade up so it is not touching the wood before starting the blade
- **Keep hands away from cutting area**—many saw have a different colored area near where the blade makes its cuts; keep hands away from this signified area
- **Keep wood firmly against fence**—use hand or a safety clamp to secure board while cutting
- **Let blade stop**—after making the cut, let the blade come to rest before raising the blade-arm

3) How to change a blade (all done while saw is unplugged)

- Very similar to changing a circular saw blade; still needs a wrench that fits the screw holding blade in place; same principal, just a bigger blade and there is not always a “blade lock”

4) Common types of cuts (each person should make at least cross and miter cuts)

- **Cross Cut**—simply cutting a board to length; line up cut-line and bring blade down
- **Miter Cut**—most common angles have “locks”; most common reason for using this saw
- **Bevel Cut**—helps with hidden seams; explain when and why this would be good.

- **Compound Miter**—typically used when doing crown molding; not commonly used on ASP

Table Saw

The table saw can be a versatile tool on work sites; however, it is most commonly used to make long cuts that need to be very accurate and also to rip lumber to a certain size. It is most similar to a hand-circular saw; the main difference is that the wood moves with a table saw instead of the saw.

Materials needed:

- Table Saw
- (2) 1x6x10
- (1) 2x6x10
- (1) “push-shoe”
- (1) 4x8 OSB
- Safety equipment

1) Terminology

- **Guard**—plastic piece covering blade; it will rise as lumber is fed through the blade; if guard is not present, consider the saw broken and have it fixed before further use
- **Fence**—a metal piece that snaps into place on either side of the blade; it is adjustable which allows you to set a guide width when ripping boards. Has lever that pushes up or down to release or lock the fence
- **Blade Adjustment**—a knob in the front of the saw that controls the height of the blade and also the angle of the blade; Use guides around knob to set variables to exact measurements
- **Power Switch**—on the front of the saw; turns the saw on and off
- **Miter Gauge Fence**—used when making cross cuts; slides along groove in table top
- **Push-Shoe**—sometimes referred to as a “push stick”; basically something that you can use other than your hand to finish feeding lumber through the blade

2) Safety

- **Start Level**—be sure table saw is level and stable before starting any work
- **Blade Height**—the blade should be slightly exposed above your material; if it is too high or too low, the binding of the blade is more likely and could cause kick-back
- **Start off wood**—always start the blade before feeding lumber through; never try to start spinning the blade while lumber pressed against it
- **No loose clothing**—Long and loose sleeves could easily be sucked in by blade
- **Receiver**—have another person or something equivalent that will catch the other end of a long board being fed through the blade; this person is just catching, they **SHOULD NOT** pull the lumber through the blade
- **Push-Shoe**—always use a push-shoe or push stick of some kind; don’t get fingers close to blade
- **Fence**—stand on the opposite side of the fence from the lumber; this will protect you from any kickback that might force the lumber back from whence it came
- **Don’t force**—when feeding lumber through, don’t push with a lot of force, could cause binding

3) Changing a blade (all done while saw is unplugged)

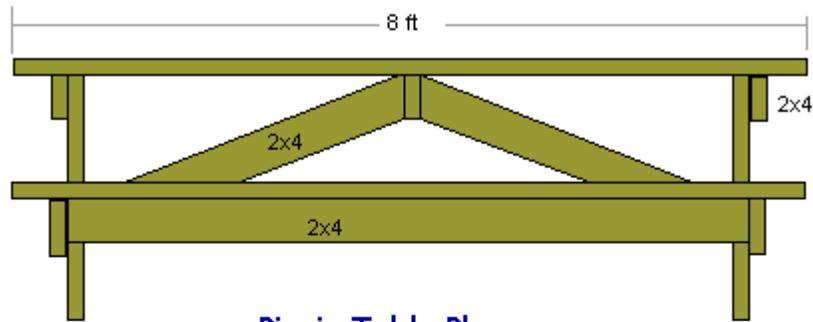
- Table saw blades go through a lot of wear and tear and need to be constantly changed because of the difficult work it does. Many different blades, but a “combination” blade will work for almost any job.
- Be sure each trainee gets to try loosening and tightening the blade; also, let them know that the process may change slightly based on their saw model; cover a dull blade vs. sharp blade

4) Have each trainee make different cuts (each person should at least try ripping a board)

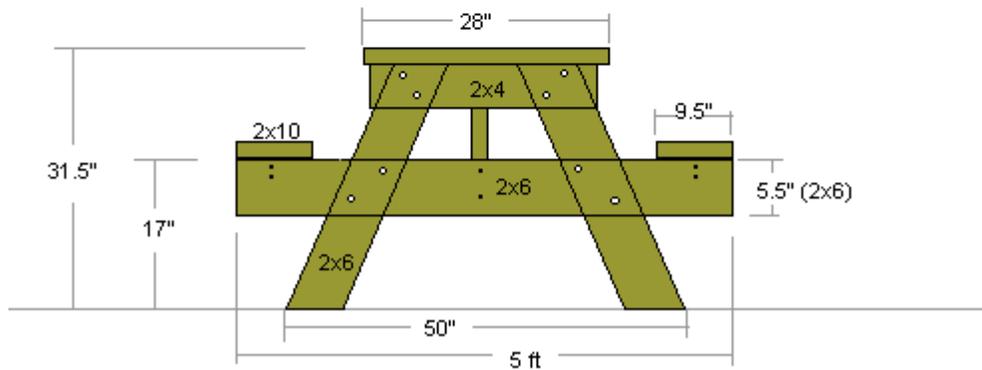
- **Ripping**—most common use of the table saw; use the 1x6 and 2x6 lumber and have each trainee rip at least 1 board; make sure each person practice being the feeder and the receiver
- **Cross Cut**—we recommend using a circular or miter saw for this type; however you can use a table saw if the cut is longer than normal

Picnic Table Instructions

Now that you have had the chance to review the tools and gained some of the skills you will need on your ASP trip, let's put them to good use! Building a picnic table is a great way to give your work crew some experience in learning how to work together and you'll have something to eat on when you're finished! After you have built the table, you can use it at your church or maybe give it to a local school or organization that could use an outdoor eating or gathering space. By donating it to a local group, it will also help you to build relationships in your own community. Happy building!



Picnic Table Plans



Materials

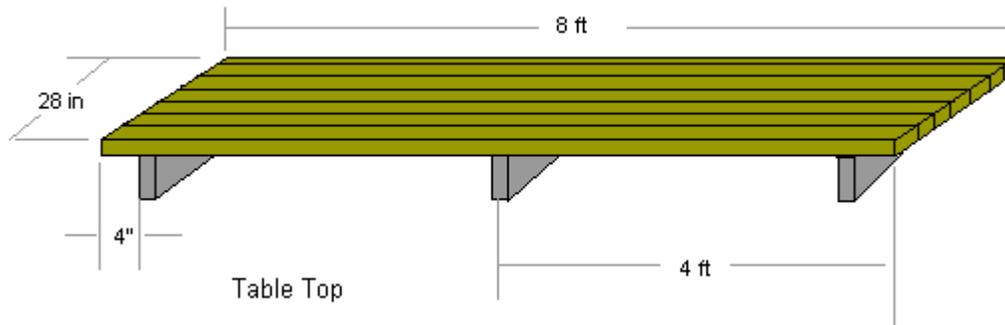
- 4 - 2x4's 8 ft long
- 9 - 2x6's 8 ft long
- 2 - 2x10's 8 ft long.
- 16 – 2 7/8" HeadLOK
- 2 - 1 lb boxes of 2 ½ " deck screws

Tools

- Tape measure
- Drill (with spider bit and T25 bit)
- Saw (not too much cutting)

Build the top:

Cut a 2x4 into three pieces each 26 inches long for the cross boards. Screw five 2x6 top boards to these three cross boards leaving an inch of overhang on each side. One cross board goes in the middle (the 4 ft mark) and the outer two in 4 inches from the ends.



Cut the legs:

The four legs are cut identically from two of the 2x6's. They should have an angle cut on them of 60 degrees at the top and bottom and be 33.5 inches long on each side. To get a 60 degree angle you can use a square and mark a 2:1 rise to run.

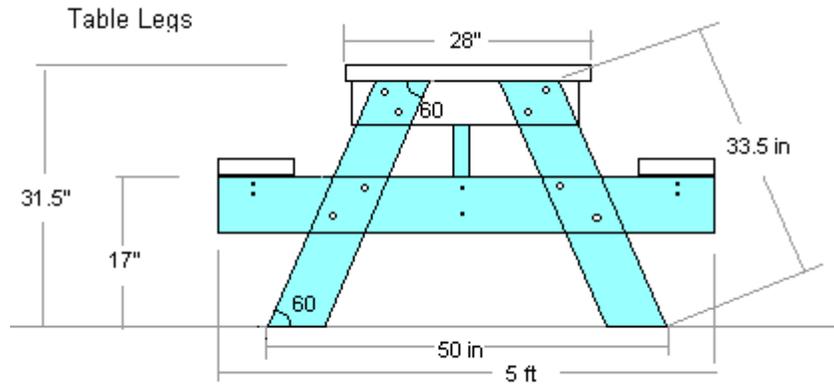
Next cut the remaining 2x6's to 5 ft long each for the seat stretchers.(this is where you can just cut the 10 footer in half if you bought one).

Putting this together...

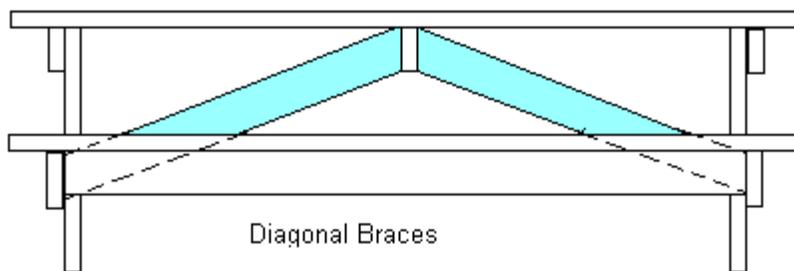
Flip the top upside down. Mount the legs to the outer cross boards. The legs go on the inside of the cross boards, 3 ½ inches in from the outside of the top. Screw them to the cross boards with 2 HeadLOKs per leg.

After all four legs are attached to the top, attach the seat stretchers. They should go such that the seat will sit on them 17 inches off the ground. That is measure down

from the bottoms of the feet 17 inches and this is where the stretchers top will be. Screw the stretchers to the outside of the legs again using 2 HeadLOKs per leg.



Finally



While it is upside down, attach the diagonal braces. These should be cut from a 2x4. They should be cut with a ~ 17 degree angle roughly 44 inches per side. These should be cut to fit. Make sure the legs are

square with the top, the braces will hold them square. Offset these from each other so you can screw into each of them from opposite sides of the center cross board. Screw them into the seat stretchers as well, when you are sure the length will hold the legs square.

Now flip the table right side up and screw two 2x4's between the seat stretchers. Finally screw the two 2x10 seats in place on top of the seat stretchers and the 2x4 seat supports. Before screwing these in place, measure the distances between the stretchers so again you are ensuring the table is square.



WE'RE HOME; NOW WHAT?

An ASP Follow-up Session

Leader: You will need paper and pencils for everyone.

Most likely you've already had the opportunity to debrief a little about your trip on your way back home. Hopefully, you've had a chance to answer some of the questions in the back of your 2017 ASP Field Guide, too! Here are some questions to help your group process their experience a bit and a suggested exercise to get them thinking about how they can continue serving others in your own community.

You might want to ask these to the whole gathering or break up into smaller, more intimate groups to allow everyone in the group to share.

What was your favorite part of the trip?

What is the one thing you want people to know about Appalachia?

How have your perceptions of Appalachia and its people changed?

How would you encourage your friends and family that didn't make it this year to come next year? Give ASP your best pitch!

Our founder, Tex Evans, once said, "We'd love for all ASP volunteers to come back each summer, but if they don't because they started this in their own community, we'd love that even more!" Having been on an ASP mission trip, you've encountered poverty – the kind that has a smell and a face and a reality; harsh and even life-threatening, a detriment to healthy life. Keep this in mind as you do this exercise. Mentally place yourself into a situation of abject poverty. There is no escape from it; you must deal with life in your poverty situation.

You will now choose 3 physical items from your "real" life that you can take into your poverty-stricken life. Write them on your piece of paper. Don't share them yet. Just think seriously about this.

Questions for after everyone has written; pair off with another person to discuss these questions.

1. Why did you choose those 3 items as opposed to other things you could've chosen?
2. Which of the 3 items is the most important to you and why?

(Leader: Call everyone back to the larger group now.)

Now – you are released from poverty and you are back in your home situation. Will you be making any changes to the things in your life? Did your ASP trip and this exercise help to prioritize what is important in your life?

Leader: Have someone write these answers on a chalk board or tablet. Perhaps research will need to be done on some of these questions.

1. Are there organizations in your community that should be doing more for the poor?
2. Do you have an organization that addresses home repair and affordable housing?
3. Do you know where the poor live in your community?
4. Do you have a transient population? Is there a railroad track/bridge or a park in your community where the homeless hang out?
5. If you have homeless people in your community, what can your church do for them?

(Dream big! You might be able to make a miracle happen!)

Christians are called to reach out to the world in which they live. Volunteering time to outreach activities can be rewarding for you and the people you help. Sometimes actions speak louder than words when you are trying to witness to people. Participating in outreach activities can help show Christ's love to the world around you. Here are some outreach activities you can get started in your youth group.

Nursing Home Ministry: People in nursing homes tend to be lonely and disconnected from the world. You can contact various nursing homes in your area to see what types of activities you can do with the residents there. You can get your group together to read stories, write letters, just talk, put on skits, and more.

Homeless Ministry: There are so many homeless people roaming the streets. Whether you live in a small, rural town or a big city, there are always things your youth group can do to help out the homeless. You can contact a local homeless shelter to see what you can do to participate.

Tutoring: You don't have to be a genius to help out young kids with their homework. Some kids just don't get the attention or help they need. You can contact social services in your area to see what they are doing in certain neighborhoods for kids. Work with the neighborhood centers to set up tutoring in low-income neighborhoods.

Craft Donation: Are there students in your youth group that like to sew, knit, paint, etc. There are programs that knit hats and scarves for the needy, sick, or even military troops overseas. There are also organizations that need blankets and clothing. See if your fellow craft-minded teens would like to get involved.

Prom Dress Exchange: Prom season can be rough on teens who don't have money to buy new dresses. You can start a prom dress exchange so that people who need a new dress can get one for free. You can also do a donation to teens that need a dress and cannot buy one. It is also a great activity for Christian teen girls. Did you know that an **ASP volunteer from Michigan (Stephen Wayne)** has a foundation in London, Kentucky that does this for young folks? See that website at: <http://www.fairygodfoundation.org/>.

Christmas Tree Delivery: Sometimes families cannot afford a tree or they cannot transport trees on their own. Your youth group can get together to deliver Christmas trees to local families.

Turkey Delivery: See if you can get families in your church to donate turkeys or money to buy turkeys and then offer to deliver them to needy families. Just be sure if you are delivering items to dangerous areas that you go with a leader or even ask for police support. You always want to be safe.

Missions Meals: Missions are an integral part of spreading Christianity around the world. While you may hear about missions giving in main services, it does not mean your youth group cannot do something to help missionaries. You can set up a buffet night where your group cooks foods from different countries to support missionaries from those countries. Then you can sell tickets for people to come eat the food from that country, donating the money to those missionaries.