

# Rotary District 6250 Ethics Initiative 2012-2017 and Beyond



## Rotary District 6250 Conference Saturday, May 13, 2017



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## **Background**

In 2011-12, during Chuck Hanson's term as District Governor, District 6250 formed an Ethics Initiative Committee that was chaired by Bill Pritchard. Later, Chuck Hanson chaired the committee and Bob Shumaker is the current chair.

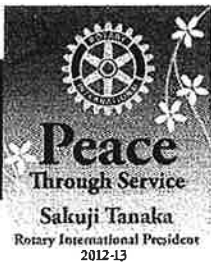
At the 2012, District Conference, the District Ethics Initiative Committee identified seven different options for ethics related projects for youth that Rotary clubs in the District might implement. Each club in the District was encouraged to designate a Club Ethics Champion to lead the effort. As a result of the efforts of Rotarians through the District, we have had a positive impact on thousands of students.

The purpose of this breakout session is to review some of the options that have been successfully implemented and to renew the discussion of how every club in the District can have a successful ethics related project for youth.

Rotary has a core set of ethical principles that we know as the Four-Way Test. As Rotarians, we repeatedly affirm to each other and to the community at large that there is an ethical basis to the things we, think, say, and do.

Let's talk more about how we can encourage young people to be more reflective about the ethical dimensions of their lives.

Bob Shumaker  
Chair  
District 6250 Ethics Initiative Committee  
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## District 6250 Ethics Initiative Options

The Greatest Challenge facing the nation? **Lack of ethical citizens and leaders.**

- What Percentage of High School Students admitted stealing from a store in the previous year? **27%**
- What Percentage of High School Students admitted to bullying someone in the prior year? **50%**
- What Percentage of Business School Students admitted cheating at school in the prior year? **56%**

Wisconsin and every state in our nation is facing an ethics and character crisis. Lying, cheating, stealing, violence, and bullying have approached epidemic status in our high schools. Here is just some of the proof:

1. In 2010, the Josephson Institute surveyed 43,000 high school students across the nation. 40% of the students said they had lied in the prior year to save money, 59% admitted to cheating in school during that time, and 27% admitted to stealing from a store in the prior year. Yet 92% of the students said that they were satisfied with their personal ethics.
2. In the same survey, 52% said that they had hit someone in anger, 50% admitted to bullying someone in the prior year, 33% said that violence was a big problem in their school, and 10% took a weapon to school in the prior year.
3. The National Education Association estimates that, on an average school day, approximately 160,000 students stay home out of fear of being bullied or harassed at school. In a recent survey of Wisconsin teachers and counselors, 50% of the 600 who responded said that their school was not doing enough to prevent bullying. On May 12, 2010, Wisconsin enacted "School Safety" legislation that requires each school district to craft or adopt a school bullying policy.

Cheating teens tend to become dishonest adults. These are the same people who become our employees, neighbors, and fellow citizens. They also become the people who violate our laws and harm our society.

1. In 2009, the Josephson Institute released its first ever large-scale study of the relationship between high school behavior and later adult conduct. They surveyed almost 7,000 respondents across five age groups, from teens to post 50 years old. It found that people who cheat in high school are two times more likely to inflate an expense claim or deceive a boss, and three times more likely to lie to a customer or inflate an insurance claim.
2. In a 2006 survey of business graduate students, mostly MBAs, 56% reported cheating in the prior year (McCabe, Butterfield and Trevino). Of law students surveyed at the same time, 46% admitted to cheating (US News and World Report, Oct. 2, 2008).
3. Most of our white collar crime, such as tax fraud, identity theft, and ponzi schemes, starts with unethical behavior that breeds criminal conduct. Very few white collar offenders wake up the day of their offense thinking that they will commit a felony crime that day. Instead, their crimes almost always start with unethical compromises.

Courtrooms and prisons do not provide an adequate solution to the problems posed by those who lie, cheat, steal, and abuse others. Ethics and character education at home and in our schools provides the best hope for changing behavior during the formative years of our youth. For some, school will provide the only source of such critical education. And for all students, ethics and character education can instill and reinforce the universal values of honesty, respect, courage, and responsibility that will enable them to become ethical citizens and leaders for our future.

**Addressing Ethics at the High School Level is essential. We are here to help.**



## District 6250 Ethics Initiative Options

### Approaching the School

**Issue:** *Schools are approached weekly with good ideas for what should be included in the curriculum and taught to students. The key for your idea to be accepted relies on your ability to demonstrate how the Rotary Ethics Initiative furthers the goals and mission of the school.*

Contacting school representatives and setting up an initial meeting.

- Find out what personal connections or relationships currently exist between your club and the local school district.
- Use this connection to briefly introduce the program your club could provide. You may be referred to another office, department or person to share your idea. If so, try to include the school personnel you first contacted in further conversations.
- Arrange to meet with those teachers or administrators who can promote and implement this program. Include the Club Ethics Champion (CEC) in this meeting.

Topics to discuss at the meeting

- At the meeting provide a simple one page description and summary of the program(s) and how it would work.
- Indicate why teaching ethics has become an important initiative of Rotary. (See back)
- Explain the purpose and need for teaching ethics to our youth. (See back)
- Find out the school's goals for the current school year and the types of student leadership development opportunities that currently exist.
- Learn how this program would best align with the school's curriculum (i.e., government, social studies, etc.).
- Ask if there are other opportunities when this program would compliment and enhance student learning. Examples are: leadership workshops, student mentor programs, orientation sessions, etc.
- Describe the role that the CEC, teacher, Rotarians and school would each have in providing this program.
- Provide a specific follow-up (phone call, second meeting, etc.) when the school will inform the CEC where and when this program would be welcome to conduct with students.



## District 6250 Ethics Initiative Options

The essential standard with which Rotarians measure ethical behavior is the Four Way Test. Throughout the programs and strategies described below, students will be challenged to apply the Four Way Test in their decision making. This year, District 6250 is making Ethics a key part of our curriculum. Individual Rotary Clubs can support this strategic initiative and emphasize Rotary's unique ethical component by taking the initiative to install an ethics program, from a single classroom to a multi-school "symposium" in your local schools. Here are some ideas and resources that you may wish to consider:

1. The **Common Sense Ethics** program provides Rotarians with the resources to lead groups in a discussion that will help them make *sense* of difficult ethical issues and develop a *common* vocabulary for talking about what is right or wrong. It features the "Four-Way Method for Ethical Decision Making" (based on Rotary's Four-Way Test). Students will learn about contemporary ethical issues from an expert in a professional field, analyze a case study in small groups, and then participate in a large group session to come up with a solution. Themes for the session may cover topics such as health care, technology, law, media, or environment. The emphasis is on learning how to think and talk about difficult cases with clarity and civility.
  2. **Cartown, U.S.A.** - This exciting, interactive character education game allows high school students to discover for themselves the ethical dimensions of business transactions, all through the buying and selling of used automobiles with defects, dents, and incorrect odometers. Following the creation of ads by small groups and transactions based on those ads, the true nature of the cars bought and sold is disclosed and the facilitator then engages in a lively debriefing with the students. Using a carefully designed set of questions, the facilitator explores with the students issues ranging from personal responsibility and honesty to the role of trust and fairness in business and daily life. Only a limited number of these free games are available.
- THE FOUR-WAY TEST**

OF THE THINGS WE THINK, SAY OR DO

  1. IS IT THE TRUTH?
  2. IS IT FAIR TO ALL CONCERNED?
  3. WILL IT BUILD GOODWILL AND BETTER FRIENDSHIPS?
  4. WILL IT BE BENEFICIAL TO ALL CONCERNED?
3. **"The Parable of the Sadhu" Case Study** - This Harvard Business School case study is based on a true event from the 1980s involving an American investment banker's encounter with an ailing Nepalese holy man while climbing a mountain high in the Himalayas, and the decision whether to abandon the climb to aid that person or continue on the trek. Presented through a video and written materials, this ethical dilemma raises issues of leadership, courage, sacrifice, and prioritizing values. It provides a platform for a facilitated high school class discussion ranging from the importance of goals to what are our responsibilities to each other, by asking everyone - what would you do under such circumstances and why?
  4. **JA Excellence through Ethics, Ethics in Action** - *JA Excellence through Ethics, Ethics in Action* programming creates an opportunity for Rotarians to impact students' lives by spending one hour in a local high school. Rotarians serve as role models, sharing experiences and information while leading the *JA Excellence through Ethics, Ethics in Action* program. Through JA's experiential, hands-on program, student participants learn the importance of doing business with honesty and integrity. Rotarians help students explore personal values, character development and ethics while offering the opportunity to debate and discuss related issues. The program provides students with a framework for making ethical decisions and teaches them to do the right thing regardless of personal or professional cost.
  5. **R-O-I-A-R-Y Spells a Six-Step Framework for Ethical Decision-Making** - The Rotary Club of Madison, which has held an Ethics Symposium for high school juniors for more than ten years, has developed a framework—using **R-O-I-A-R-Y** to help remember it—for addressing ethical issues. The framework includes **R**ecognizing ethical issues; **O**btaining information about the situation and other's interests and perceptions; **T**esting alternative actions using various ethical perspectives; **A**cting consistently with your best judgment; **R**eflecting on your decision after acting, and **Y**ielding to your ethical judgment. Materials, including sample case studies and student handouts, will be available for using the **R-O-I-A-R-Y** framework with large or small groups and to allow students to work with each other to attempt to resolve ethical dilemmas that arise in the many situations in which people find themselves such as with friends, children, parents, citizens, workers, business people, professionals, and in other roles.



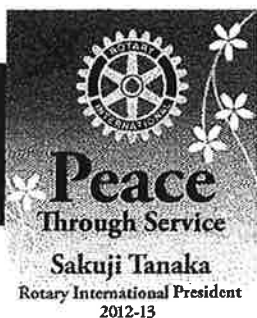


## District 6250 Ethics Initiative Options

6. **Rotary Ethics Workshop Expansion Program** - The Eagan MN Rotary Club has sponsored a day long ethics training program for selected Eagan High School juniors and seniors since 1992. Since 2009, Eagan Rotarians have transported this program to other Rotary Clubs and high schools to increase awareness and understanding about the conflicts, conundrums, and challenges of ethical decision-making. It includes an ethics lecture involving the "Parable of the Sadhu", small group discussions facilitated by Rotarians, and a simulation in which the students become officers of a troubled corporation, assigned to make ethical decisions to make that entity profitable, while wrestling with budget, public image, and employee crises.
  
- 7 **Youth Frontiers Responsibility Retreat** - The Youth Frontiers Responsibility Retreat is a unique opportunity to set the tone for leadership in a high school. It encourages juniors to take responsibility for a culture of respect in their school, and encourages them to practice good character and ethics, as they become leaders in their school and beyond. The students will be challenged to act with integrity and ethical courage, and do what is right—even when there is a cost, or when no one is looking. The highly interactive, engaging program lasts 2 ½ hours and consists of large group activities, a presentation/talk, small group discussions, individual reflection time, and original, live musical performances. At its conclusion, students will leave inspired to act on their ability to lead and make their school a better place. Members of the community are always welcome to attend and participate, fostering connectivity between business leaders and young people.

Additional information is available on each of the options listed. Tools and assistance are available to further help your club craft a presentation that fits your local school. Whether it is a turn-key approach straight from a box, or one crafted especially for you, our committee is here to help! Feel free to reach out to us:

Bob Shumaker  
res@dewittross.com  
608-283-5602



## District 6250 Ethics Initiative



### Common Sense Ethics

The *Common Sense Ethics* program provides Rotarians with the resources to lead groups in a discussion that will help them make *sense* of difficult ethical issues and develop a *common* vocabulary for talking about what is right or wrong. It features the "Four-Way Method for Ethical Decision Making" (based on Rotary's Four-Way Test). Students will learn about contemporary ethical issues from an expert in a professional field, analyze a case study in small groups, and then participate in a large group session to come up with a solution. Themes for the session may cover topics such as health care, technology, law, media, or environment. The emphasis is on learning how to resolve real and potential conflicts with respect and civility.

#### Program Placement:

- Classroom or lecture hall (25-100 students)
- 7th –12th grade students

#### Program Duration:

- 3 hour session

#### Program Materials Provided:

- Four-Way Method handouts
- Case studies
- Facilitator guide

#### Program Cost:

- Travel expenses (if any) for Reinhart Institute staff

### Implementation Overview

- Club Ethics Champion (CEC) to select school site and establish event date.
- CEC contacts teachers for interest, determines the number of classes that will run, and invites teacher to planning session.
- CEC consults with teachers to determine event theme.
- CEC contacts expert for presentation on the event theme.
- CEC consults with Reinhart Institute staff to find a case study appropriate to theme.
- CEC recruits Rotarians for breakout sessions and provides them with facilitator guides.
- Reinhart Institute staff provides materials and orientation for Rotarians and teachers (if needed).
- Rotarians and expert presenter visit the class and lead students through case analysis and discussion
- CEC provides evaluation response to Reinhart Institute.

### Support for Club Ethics Champion (CEC)

- Information letter for teachers
- Reinhart Institute provides training
- Information letter for Rotarians
- Reinhart Institute staff works with CEC to assure successful event

#### Rotarian Commitment and Involvement

- Agree to participate on scheduled date
- Find expert in relevant field
- Contact the classroom teacher to finalize details
- Use the materials provided by Reinhart Institute
- Attend training session
- Engage students through discussion
- Conduct evaluation of session

#### For More Information or Help Contact:

Bob Shumaker  
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608-283-5602

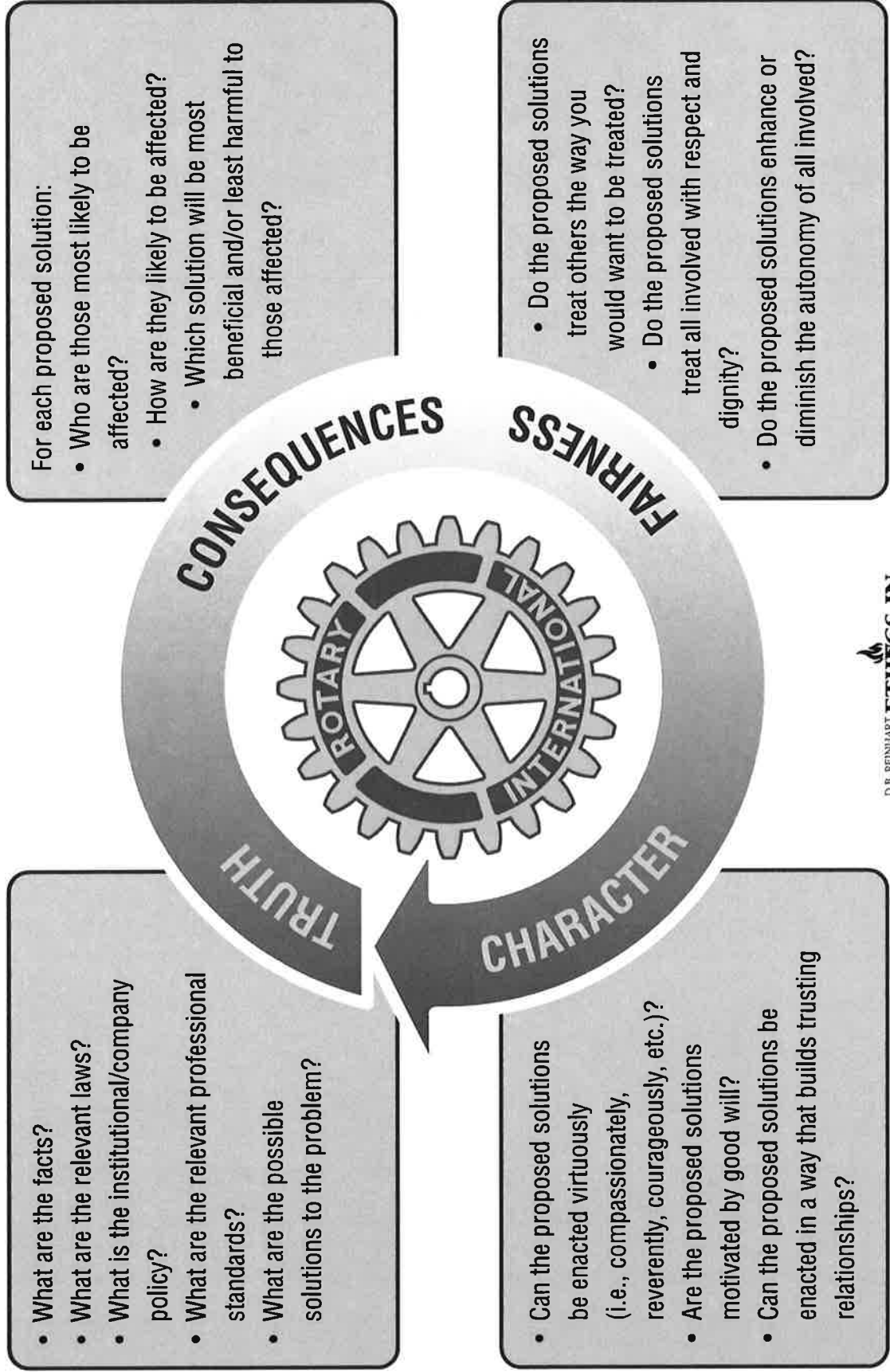
#### THE FOUR-WAY TEST

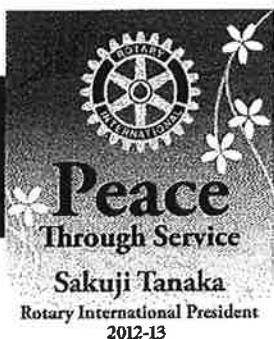
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# Four-Way Method for Ethical Decision Making





## District 6250 Ethics Initiative



### Cartown U. S. A.

This exciting, interactive character education game allows high school students to discover for themselves the ethical dimensions of business transactions, all through the buying and selling of used automobiles with defects, dents, and incorrect odometers. Following the creation of ads by small groups and transactions based on those ads, the true nature of the cars bought and sold is disclosed and the facilitator then engages in a lively debriefing with the students. Using a carefully designed set of questions, the facilitator explores with the students issues ranging from personal responsibility and honesty to the role of trust and fairness in business and daily life. Only a limited number of these free games are available.

#### Program Placement:

- Classroom setting (16-48 students)
- 9th—12th grade students

#### Program Duration:

- 1 45-50 minute class period

#### Program Materials Provided:

- Game materials
- Leader's Resource Manual

#### Program Cost:

- Free

### Implementation Overview

- Rotarians, Club Ethics Champion (CEC) or designees, become familiar with Cartown components and contents of Leader's Resource Manual.
- CEC or designee contacts teachers for interest, determines the number of interested classes, and schedules dates of instruction.
- CEC or designee contacts teachers in advance to coordinate how Cartown game will be administered and how post-game discussion will be handled.
- CEC or designee brings game to class, participates in its administration, and helps lead students in post-game discussion
- CEC obtains and passes on feedback concerning Cartown's value and best possible use.

### Support for Club Ethics Champion (CEC)

- Information letter for teachers
- Leader's Guide Summary of Play (Parts 1 and 2)
- Leader's Resource Manual

#### Rotarian Commitment and Involvement

- Familiarize yourself with Leader's Resource Manual
- Agree to participate on scheduled date
- Contact the classroom teacher to finalize details
- Bring the Cartown game materials to classroom and supervise their use
- Engage students in post-game discussion
- Have fun!

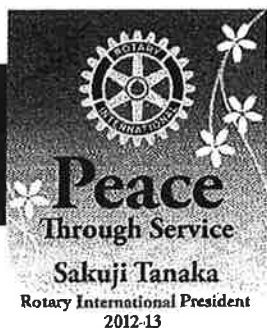
#### For More Information or Help Contact:

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## District 6250 Ethics Initiative



### Excellence through Ethics, Ethics in Action

*JA Excellence through Ethics, Ethics in Action* programming creates an opportunity for Rotarians to impact students' lives by spending one hour in a local high school. Rotarians serve as role models, sharing experiences and information while leading the *JA Excellence through Ethics, Ethics in Action* program. Through JA's experiential, hands-on program, student participants learn the importance of doing business with honesty and integrity. Rotarians help students explore personal values, character development and ethics while offering the opportunity to debate and discuss related issues. The program provides students with a framework for making ethical decisions and teaches them to do the right thing regardless of personal or professional cost.

#### Program Placement:

- Classroom setting (approximately 25 students)
- 9th –12th grade students

#### Program Duration:

- 1 45-60 minute class period

#### Program Materials Provided:

- Activity guide
- Student handouts

#### Program Cost:

- \$100 per classroom

### Implementation Overview

- Junior Achievement (JA) staff works with Club Ethics Champion (CEC) to select school site(s) and establish event date(s) and training date(s)
- CEC contacts teachers for interest, determines the number of classes that will run, and invites teacher to orientation.
- CEC notifies JA staff of the number of classes to operate and provides teacher information.
- JA staff orders materials.
- CEC recruits Rotarians for each class and schedules participant for one of the pre-determined training dates.
- CEC provides Rotarian information to JA staff.
- JA staff provides orientation and materials for Rotarians and teachers
- Rotarians visit the class and lead students through a discussion and activity. (Typically 45-60 minutes)

### Support for Club Ethics Champion (CEC)

- Information letter for teachers
- JA staff conducts orientation
- Information letter for Rotarians
- JA staff works with CEC to assure successful event

#### Rotarian Commitment and Involvement

- Agree to participate on scheduled date
- Attend a training session conducted by JA staff
- Contact the classroom teacher to finalize details
- Use the materials provided by Junior Achievement, including the 4 Way Test
- Engage students through discussion while sharing work and life experiences
- Have fun!

#### For More Information or Help Contact:

See next page

#### THE FOUR-WAY TEST

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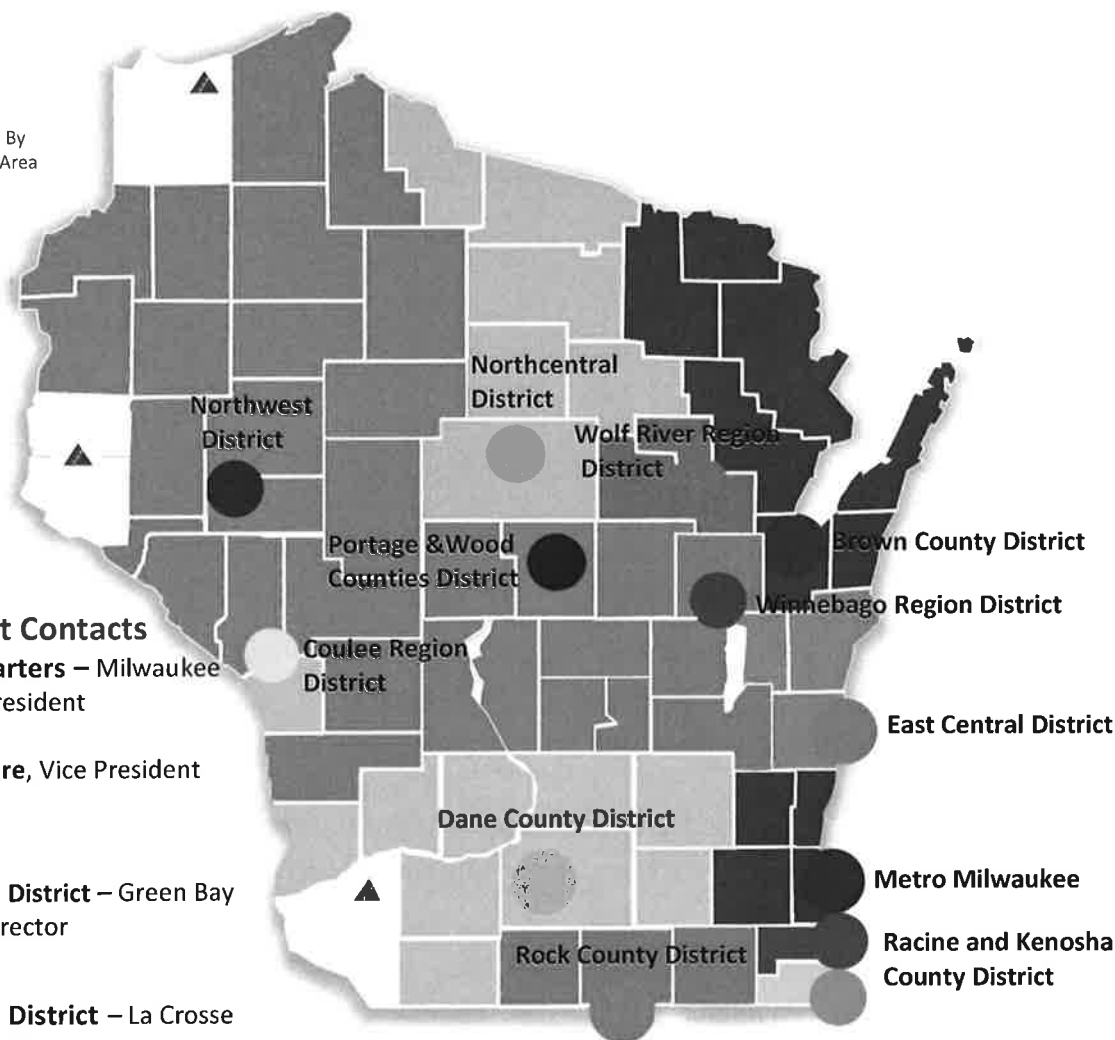
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**Junior  
Achievement®**

Empowering Young People to  
Own Their Economic Success  
[wisconsin.ja.org](http://wisconsin.ja.org)

 Operated By  
Another JA Area



### State District Contacts

#### State Headquarters – Milwaukee

Tim Greinert, President  
414-577-3800

Nicole Brookshire, Vice President  
Operations  
414-577-3830

#### Brown County District – Green Bay

Linda Goudy, Director  
920-336-1444

#### Coulee Region District – La Crosse

Susan Peterson, Director  
715-835-5566x27

#### Dane County District – Madison

Roxanne Van Loon, Director  
608-288-8201

#### East Central District - Sheboygan

Mary Monday, Director  
920-458-0007

#### Northcentral District - Wausau

Mari Stein, Director  
715-842-1056

#### Northwest District – Eau Claire

Susan Peterson, Director  
715-835-5566x27

#### Portage & Wood Counties

District - Stevens Point  
Serena Sblendorio, Director  
715-345-1104

#### Racine and Kenosha County

District - Racine  
Nick Lyons, Director  
262-638-4338

#### Rock County District - Janesville

Roxanne Van Loon, Director  
608-754-8760

#### Winnebago Region District - Appleton

Patti Warmenhoven, Director  
920-882-0773x14

#### Wolf River Region District – Shawano

Sandy Ebbinger, Director  
715-851-0698

#### Junior Achievement of the Upper Midwest

Liz Guimont, Sr. Director of Education and  
Programs  
651-255-0058

#### Junior Achievement of the Heartland

Stephanie Ludovissy, Development Director  
563-513-1865



## **R-O-T-A-R-Y Spells a Framework for Ethical Decision-Making**

**Our Mission:** To conduct an experience for high school students that engages them in personal decision-making designed to foster life-long reflection on the ethical dimensions of their lives."

### ***The Curriculum: "R-O-T-A-R-Y Spells a Framework for Ethical Decision-Making"***

- Recognize an Ethical Issue
- Obtain Information about the Situation and Other's Interests and Perceptions
- Test Alternative Actions from Various Ethical Perspectives
- Act Consistently with Your Best Judgment
- Reflect on Your Decision after Acting
- Yield to Your Ethical Judgments

### ***How the R-O-T-A-R-Y Framework Supplements the High School Curriculum:***

- Ethical decision-making prepares students for college, career, and community participation
- Encourages students to identify the sources, evaluate the justification, and analyze the implications of rights and responsibilities of citizens (*DPI Social Studies Standard C.12.1*)
- Helps students locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position (*DPI Social Studies Standard C.12.8*)
- Identifies ethical reasoning as one way people may participate effectively in community affairs and the political process (*DPI Social Studies Standard C.12.10*)
- Prepares students to identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved (*DPI Social Studies Standard B.12.15*)

### ***The Basic Format of a Program:***

- An opening session to introduce the R-O-T-A-R-Y Framework for Ethical Decision-Making
- Small group discussions of ethical dilemmas using case studies addressing issues such as friendship, school issues, athletics, employment, public policy issues, and much more
- Small group discussions facilitated by trained students and/or Rotarians using Discussion Leader's Guide
- A closing session (10 to 20 minutes) followed by pizza or subs for students and Rotarians

### ***What students have said:***

- "This introduced me to a whole new way of thinking. Thanks for opening up my mind."
- "I loved the entire experience and cannot express that enough. The world needs more people who think this way."
- "It made me feel comfortable to voice my own opinions in a safe environment. It was so easy to open up and share."
- "I wish more people could be here to see how they can change the world."

### ***Some options for a project:***

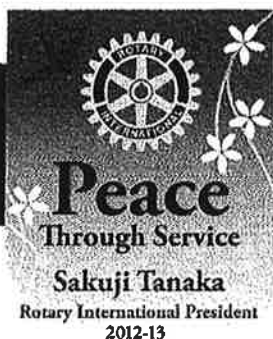
- a program for your Interact Club
- an Ethical Decision-Making Workshop for Student Leaders (such as Student Council, National Honor Society, Club Officers, team captains, and/or others)
- a program in a particular class
- a Rotary Ethics Symposium for students from one school such as the junior class (or in a small school the entire school)
- a Rotary Ethics Symposium for students from one more than one school

**For more information and hands on help in planning and implementing:**

**Bob Shumaker**, [res@dewittross.com](mailto:res@dewittross.com), 608.283.5602 or [rotaryoffice@rotarymadison.org](mailto:rotaryoffice@rotarymadison.org); 608.255.9164



**Rotary Club of Madison**



## District 6250 Ethics Initiative



### Youth Frontiers Responsibility Retreat

The Youth Frontiers Responsibility Retreat is a unique opportunity to set the tone for leadership in a high school. It encourages juniors to take responsibility for a culture of respect in their school, and encourages them to practice good character and ethics, as they become leaders in their school and beyond. The students will be challenged to act with integrity and ethical courage, and do what is right—even when there is a cost, or when no one is looking. The highly interactive, engaging program lasts 2 ½ hours and consists of large group activities, a presentation/talk, small group discussions, individual reflection time, and original, live musical performances. At its conclusion, students will leave inspired to act on their ability to lead and make their school a better place. Rotarians and other members of the community are always welcome to attend and participate, fostering connectivity between business leaders and young people. Additional information is attached.

#### Program Placement:

- Off-campus setting (50-200 students)
- 11th grade students

#### Program Duration:

- Two and one half hours

#### Program Materials Provided:

- Student handouts

#### Program Cost:

- \$2495 (Youth Frontiers covers remainder)

### Implementation Overview

- Sponsoring WI Rotary Club Ethics Champions (CECs) or designees become familiar with Youth Frontiers Responsibility Retreat content and format, and then establish contact with Youth Frontiers to discuss logistics, expenses, and other details concerning a retreat.
- Sponsoring Rotary Club(s) allocate or seek sufficient funds to cover costs of a retreat.
- CEC or designees work with Youth Frontiers to contact principals and/or teachers for interest in participating in a retreat, determine the number of students/schools to be involved, and then schedule a date for the retreat. Responsibility for supervision of students, and transportation of students to and from retreat, must be arranged by participating schools.
- CECs and other Rotarians assist Youth Frontiers in preparing for and conducting the retreat.
- CECs obtain and pass on feedback concerning retreat's value and possible future improvement.

### Support for Club Ethics Champion (CEC)

- Information letter for Rotarians
- Information letter for schools
- Youth Frontiers works with Rotarians to assure successful retreat

#### Rotarian Commitment and Involvement

- Become familiar with the content and format of a Youth Frontiers Responsibility Retreat
- Help find sufficient funds to cover part of retreat costs
- Assist in contacting and lining up participating schools
- Attend and connect with students throughout the retreat
- Have fun!

#### For More Information or Help Contact:

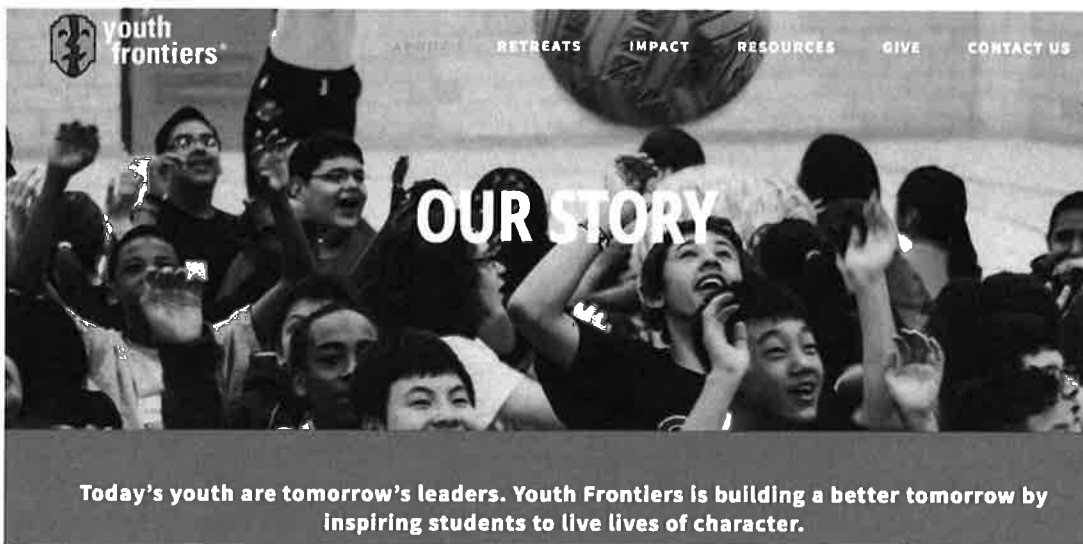
Alison Sipkins  
 asipkins@youthfrontiers.org  
 952-697-2660

#### THE FOUR-WAY TEST

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 3. WILL IT BUILD GOODWILL AND BETTER FRIENDSHIPS? 4. WILL IT BE BENEFICIAL TO ALL CONCERNED?





## Why do schools need Youth Frontiers?

A young person's character shapes their destiny and impacts their community. Research shows that students with high social-emotional learning and character skills perform better academically and take responsibility for the culture of their school. Character traits are built and enhanced by experiences throughout our lifetime. **Youth Frontiers reaches kids at critical ages and provides dynamic experiences that enhance self-awareness, empathy and connectedness.**

## Our Mission



Youth Frontiers' mission is to partner with schools to build communities where students thrive socially, emotionally and academically. We offer one-day retreats on timeless values like kindness, courage and respect for students in fourth–12th grades. Youth Frontiers also offers educator retreats to help schools support their educators and create cohesive teams all focused in a common direction: their students. Learn about our eight different retreats.

You matter. Others matter. What you do matters.



The impact of a Youth Frontiers retreat goes beyond one day.



### LOCATION - MINNESOTA

6009 Excelsior Blvd.  
Minneapolis, Minn. 55416



### LOCATION - NEBRASKA

7101 Mercy Road, Suite 210  
Omaha, Neb. 68106



### PHONE

Toll Free – 1.888.992.0222  
Minn. Local – 952.922.0222  
Neb. Local – 402.431.2751



### EMAIL

[info@youthfrontiers.org](mailto:info@youthfrontiers.org)

# What is Rotary?

***Rotary is “Service Above Self.”***

**ROTARY celebrated its 100th anniversary in 2005** and is an organization of community, business and professional leaders united worldwide, who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world.

**ROTARY is the world’s first service club.** The first Rotary club was founded in Chicago, Illinois, on February 23, 1905.

**ROTARY is some 1.2 million service-minded men and women** belonging to more than 34,000 Rotary clubs in virtually every nation in the world.

**ROTARIANS meet weekly** for fellowship and interesting and informative programs dealing with topics of local and global importance. Membership is by invitation and reflects a wide cross-section of community representation.

**ROTARIANS plan and carry out a remarkable variety of humanitarian, educational, and cultural exchange programs** that touch people’s lives in their local communities and out world community.

**ROTARY is The Rotary Foundation**, which each year provides some \$60 million for international scholarships, cultural exchanges, and humanitarian projects large and small that improve the quality of life for millions of people.

**ROTARY is Polio Plus**, Rotary’s commitment to work with national and international health organizations on the goal of polio eradication. More than one-half billion children in developing nations have been immunized against polio through PolioPlus grants.

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