

4-H Training Topics - **Service-Learning**

Background:

This training focuses on the difference between Service-Learning and community service. The five step Service-Learning Model helps youth explore unique ways to not only identify community needs but also select and complete a project.

Resource:

Service Learning, Voices Special Opps, Raise Your Voice- Level 2, pages 6-7
Enhance Your Youth Program with Service-Learning Guide; <http://www.4-hmilitarypartnerships.org> pages 13, 45-48
Building Your YEA! Team, YEA! Youth Experiencing Action!, A Community Service-Learning Guide, Michigan State University Extension 4-H Youth Development, page 14, <http://4h.msue.msu.edu/4h/resources/yea>

Materials Needed:

- One large poster or butcher paper banner with the words “Hands for Larger Service” written on it,
- Masking tape,
- Hand prints, printed and cut out (One for each participant),
- Markers,
- Poster listing websites for the service-learning resources listed above,

- One or two pieces of chart paper and markers for each small group,
- 2-3 local telephone books that include yellow pages,
- Small stack of local newspapers,
- Copies of the **Five Steps of Service-Learning Model**, *Enhance Your Program with Service-Learning, pages 13 & 45* (One for each participant),
- One copy *Service Learning, Voices Special Opps, Raise Your Voice- Level 2, pages 6-7,*
- One copy *Enhance Your Youth Program with Service-Learning, page 46-47,*
- One pair of scissors.

Preparation: 30 Minutes

- Trace or print hand outline and cut out one for each participant,
- Make copies of all activities, cut out and have ready for small groups,
- Write the words “Hands for Larger Service” on chart paper or poster and hang in room,
- Write the websites on chart paper and post on the wall,
- Gather all supplies,
- Set up room with tables and chairs.

Allow 30 minutes for preparation and 20 minutes for room set-up.



I Opening Activity

What to Do	What to Say	Minutes
As participants arrive ask them to sign-in. Give each participant a paper hand print and marker.	After signing in think of how you have helped others. Choose the most meaningful experience and write that idea on the hand print. Hang the hand print on the “Hands for Larger Service” banner/poster.	4

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Curriculum

What to Do	What to Say	Minutes
<p>Show the 4-H <i>Service Learning, Voices Special Opps</i> curriculum and point out the two additional websites.</p>	<p>Think about the 4-H pledge and especially the phrase “my hands to larger service.” Service-Learning is designed to help young people give back to their communities and connect with the 4-H pledge.</p> <p><i>Service-Learning, Voices Special Opps</i>, is designed for middle school and teen youth. Life skills like researching, public speaking, news writing, and decision making are useful not only in completing service-learning projects but also in school and in working with others.</p> <p>The two additional website resources are good references and provide a wide variety of activities.</p> <p>Today’s activity is taken from <i>Enhance Your Youth Program with Service-Learning Guide</i>, written for CYS Services staff. Each installation should have a copy or it can be downloaded from: http://www.4-hmilitarypartnerships.org.</p> <p>All these pieces are excellent resources to use as youth develop their service-learning projects.</p>	5

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Staff Introductions

What to Do	What to Say	Minutes
<p>Introduction of Presenter.</p> <p>Participants will introduce themselves and share their meaningful service experience.</p>	<p>Welcome to this training on service-learning. My name is _____ and I have been with CYS Services for ___ years.</p> <p>Please introduce yourself and briefly share the service experience written on the hand print.</p>	3



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4 Doing an Activity

What to Do	What to Say	Minutes
<p>Distribute the Five Steps of the Service-Learning Model handout.</p>	<p>This activity focuses on the difference between service-learning and community service.</p> <p>Community service is an individual or group of people who volunteer in the community without pay. Examples of this type of service are conducting food drives, trash clean-up days, singing at the nursing home, raking leaves or shoveling snow for elderly people in the community.</p> <p>Service-Learning is the blending of what is being learned in school, after-school programs, 4-H or other youth organizations and connecting it with a service component. To be effective it is important that youth are actively involved in the process. They should be engaged with assessing community needs, designing projects to address community needs, and reflecting before, during and after the service experience. In addition, service activities are designed to meet learning objectives, not just to “do service.”</p> <p>Examples of service-learning projects include youth recognizing that the community YMCA needs a new sandbox or the low income shelter needs picnic tables and using their woodworking skills to make those items. Another example is painting and refurbishing a World War II tanker.</p> <p>Successful service-learning projects include five steps.</p> <p>Step 1: Assess and identify community needs There are many ways to identify community needs. A couple ideas include brainstorming issues or taking a community field trip. After assessing and developing a list of ideas they are prioritized and the best option is selected.</p> <p>Step 2: Plan and prepare Good planning determines the success of the project. This step takes the most time. Consider the ultimate goals and who will be helped by the service. Use the information gathered to develop a plan, timeline, list of supplies and roles and responsibilities for each team member. Anticipate problems that might arise and think about safety and risk management.</p> <p>Step 3: Experience meaningful service Now it’s time to see the plan unfold. This is the most rewarding and exciting part of the project. Remember to have fun. Think of ways to keep this a lasting memory for the group.</p> <p>STEP 4: Analysis and evaluation This step tells how the experience impacted team members during various steps of the project. It also indicates what went well and highlights improvements to make in the next project.</p> <p>Reflection can be through group discussion, writing in journals, creating multimedia presentations or skits. Reflection should be included before, during and at the end of the project. Offer a variety of ways for individuals to reflect. Be sure to allow time for reflection when developing the timeline.</p> <p>Step 5: Celebration Be sure to find a way to celebrate program success. This helps the participants feel appreciated and valued for their accomplishment. It might also be a time to thank supporters or the organization receiving the service. Invite the local media to share the “good news” story as well.</p>	<p>20</p>

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4 Doing an Activity

What to Do	What to Say	Min
<p>Divide the participants into groups of two or three. Give each group one piece of chart paper and marker and a copy of one of the activities listed under Resources and Materials and provided here.</p> <p>1. Walk About, <i>Service Learning, Voices Special Opps, Raise Your Voice- Level 2, pages 6</i>. Participants take a walk and observe their neighborhood. Make a list of the community “assets” and a list of things that need improvement. Choose the top 3 needs. (NOTE: This activity could be done with digital cameras as well.)</p> <p>2. Draw a Map of your Community, <i>Service Learning, Voices Special Opps, Raise Your Voice- Level 2, pages 7</i>. Participants draw a map of the neighborhood or community and use symbols to show where there are community needs or issues (abandoned and/or graffiti buildings.) Also draw positive things about the community (park.) Choose 2 situations that are of concern and draw the group’s vision of what it should look like.</p> <p>3. Check the Yellow Pages, <i>Enhance Your Youth Program with Service-Learning, page 47</i>. Search the yellow pages of the phone book for different organizations or agencies that might have some needs or issues. Make a list of the types of services that could be provided. (Save the Whales organization or hospital.)</p> <p>4. Extra, Extra Read all about it /Watch the News Pages, <i>Enhance Your Youth Program with Service-Learning, page 46</i>. Scan the newspaper to find articles that discuss community issues, needs, or articles that make the group feel sad or ashamed. Document those articles on the chart paper. What service projects could be completed based on these issues? (poor economy, people are losing jobs and cannot afford food for family members.)</p> <p>5. Three Wishes, <i>Enhance Your Youth Program with Service-Learning, page 46</i>. Thinking of how to change or improve the community, participants think of what they would wish for if they had unlimited power or resources. Compile the list of dreams on the chart paper and choose the top 3 ideas.</p> <p>With 5 minutes remaining for the activity remind them to prepare their list and designate a presenter from the group.</p>	<p>Now, let’s do an activity that addresses Step 1.</p> <p>Each group will use a different method to generate ideas and issues that could be developed into a service-learning project.</p> <p>Here are the ground:</p> <ul style="list-style-type: none"> • All ideas are valuable. There should be no criticism of ideas. • The more ideas, the better. • Think “outside of the box.” • Use the chart paper to write down all the ideas and be prepared to share with the entire group. <p>In the small group take a few minutes to think about the community. What are some issues or needs the community faces?</p> <p>Now each group will be given one way of accessing the community. Read the activity and begin. The group has 10 minutes.</p> <p>There are five minutes left. Record any final thoughts and ideas and designate someone who will share the ideas from your group.</p>	<p>20</p>

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5 Sharing Ideas

What to Do	What to Say	Minutes
Ask each group to share the results of their assessment. Discuss the process and how it might work with youth.	Now let's have each group briefly share what their activity was and give some community needs or organizations that were identified. Did the group work together well? Were there any surprising issues discussed?	5

6 Applying the Experience

What to Do	What to Say	Minutes
Apply this experience.	Will young people enjoy these methods of identifying community issues? How should it be changed to be more interesting for them? Will there be issues that might cause frustration or major discussions with the youth? Will youth identify issues at the Center they would like to see addressed? Can those issues be addressed?	3

7 Making a Plan

What to Do	What to Say	Minutes
Make a plan.	Now it's time to plan. How should youth learn the difference between community service and service-learning? What adult will take the lead? When should young people be involved? When will the next planning meeting be held?	5

8 Closing

What to Do	What to Say	Minutes
Summarize and close.	<p>Today we took a brief look at the difference between community service and service-learning; learned the five step model; and explored some possible methods for assessing communities.</p> <p>Remember service-learning helps young people connect with the 4-H Pledge and one of the Essential Elements of Positive Youth Development-GENEROSITY. Thank you and good luck with the service-learning projects.</p>	2