

Enhance Your Youth Program with Service-Learning



A Guide for Army
Child & Youth Services Staff



contributions

The core content for this manual is based on contributions from the following individuals:

Content Development

DeAnn Acosta, Youth Development Specialist,
4-H/Army Youth Development Project,
North Dakota State University Cooperative Extension.

Content and Editorial Review

Bradd Anderson, Youth Development Coordinator,
4-H/Army Youth Development Project,
University of Missouri Outreach and Extension

Nancy Campbell, Youth Education Support Services
Program Manager, Headquarters, Department of Army

Nora Clouse, Community Based Outreach Program
Manager, Headquarters, Department of Army

Bill Lenz, Child & Youth Services Specialist,
Headquarters, Department of Army

Kelly Oram, Curriculum Development Specialist,
4-H/Army Youth Development Project,
Cornell Cooperative Extension

Ingrid Osewalt, Chief, Center of Expertise for Youth
Programs, Headquarters, Department of Army

Mary Jo Williams, Character Education Specialist,
4-H/Army Youth Development Project,
University of Missouri Outreach and Extension

Visual Layout and Design

Angela Adrian, Visual Layout Specialist,
Headquarters, Department of Army

"Enhance Your Youth Program with Service-Learning" supports the Army Child & Youth Services' Middle School and Teen Program. The material is based upon work supported by the 4-H/Army Youth Development Project, a partnership of the U.S. Army Child & Youth Services, National 4-H Headquarters, Cooperative State Research Education & Extension Service (CSREES), U.S. Department of Agriculture (USDA), and Auburn University, under special project number 2003-48558-01723.

Copyright 2007 AMWRF. All rights reserved. Photocopying or reproduction strictly prohibited except within the Department of Defense and National 4-H.



contents

Introduction

Welcome	5
---------------	---

Section 1: Service-Learning

Definition	7
Real Examples of Service-Learning Projects	8
Core Elements of Service-Learning	9
Benefits of Service-Learning	10

Section 2: The Five Steps to Implementing a Service-Learning Project

Assessing and Identifying the Needs	13
Planning and Preparing	20
Experiencing Meaningful Service	24
Analyzing and Evaluating the Experience	27
Celebration	36

Appendix

Resource #1: What is your definition of service?	39
Resource #2: Individual Benefits	41
Resource #3: Community Benefits	42
Resource #4: A Person of Character	43
Resource #5: Service-Learning Model	45
Resource #6: Identifying Our Community Needs	46
Resource #7: Youth Needs Survey	48
Resource #8: Places to Look for Project Ideas	49
Resource #9: Service-Learning Project Ideas	50
Resource #10: Planning and Preparation Checklist	54
Resource #11: Sample Media Release Form	55
Resource #12: Quotes about Service and Serving Others	56
References	57





Community

Self-esteem

Experiences

Volunteerism
Respect

Reflection
Value

Involvement
Communication

welcome

Introduction:

Welcome to Service-Learning! This guide for Army Child & Youth Services (CYS) professionals, who are working with middle school and teen youth, contains information, examples and practical exercises to develop and execute Service-Learning projects. The manual is full of ideas to help enhance Service-Learning projects. These ideas can be adapted and made to fit the unique needs of each CYS program.

The manual is divided into two Sections with an Appendix and References. Section one defines Service-Learning and describes how Service-Learning can be incorporated into daily youth programming, Army 4-H clubs, Youth Leadership Forums and special projects. Section two outlines the steps and resources necessary to conduct a Service-Learning project. The Appendix provides 12 support resources that include templates, forms, materials lists, checklists and information designed to assist staff and youth in planning and carrying out a Service-Learning project. The References complete the guide and can be used as a resource for additional information about Service-Learning.

This manual should be used by frontline staff, trainers and youth to learn about Service-Learning and to make Service-Learning a regular part of their Youth Program.



Community

Self-esteem

Experiences

Volunteerism

Respect

Reflection

Value

Involvement

Communication

*What is your
definition of
service?
See Resource #1
for a service
activity!*

section one

Define Volunteerism, Community Service and Service-Learning

What is volunteerism?

Technically volunteerism refers to people who choose to perform some service or good work of their own free will and without pay.

The service may be any number of activities such as bringing food to an event or donating

flowers from garden to the church, dog walking, working at a charitable organization or community agency, or helping an elderly neighbor with household chores. Life-long volunteerism is important to the development of an individual's character.

What is Community Service?

Community service is simply volunteering done in the community. Examples might be participating in a food drive, picking up trash along a roadway, or singing at a Nursing home. Community service involves a group or person with resources that they share voluntarily with another group or person in the community who is lacking those resources.

What is Service-Learning?

Service-Learning is the blending of what is being learned in school, youth organizations (such as 4-H), afterschool programs or Child & Youth Service (CYS) programs with a service component. A Service-Learning project is a "hands on" experience that requires youth to apply knowledge, skills, critical thinking and wise judgment to address real community needs.

Youth may also connect a talent that they possess to develop a service-learning project. For example, youth who are very artistic may draw or paint a mural at a location in a rundown portion of the community that needs beautification. The process gives young people real-life experiences that drive them to think, to decide and want to learn.

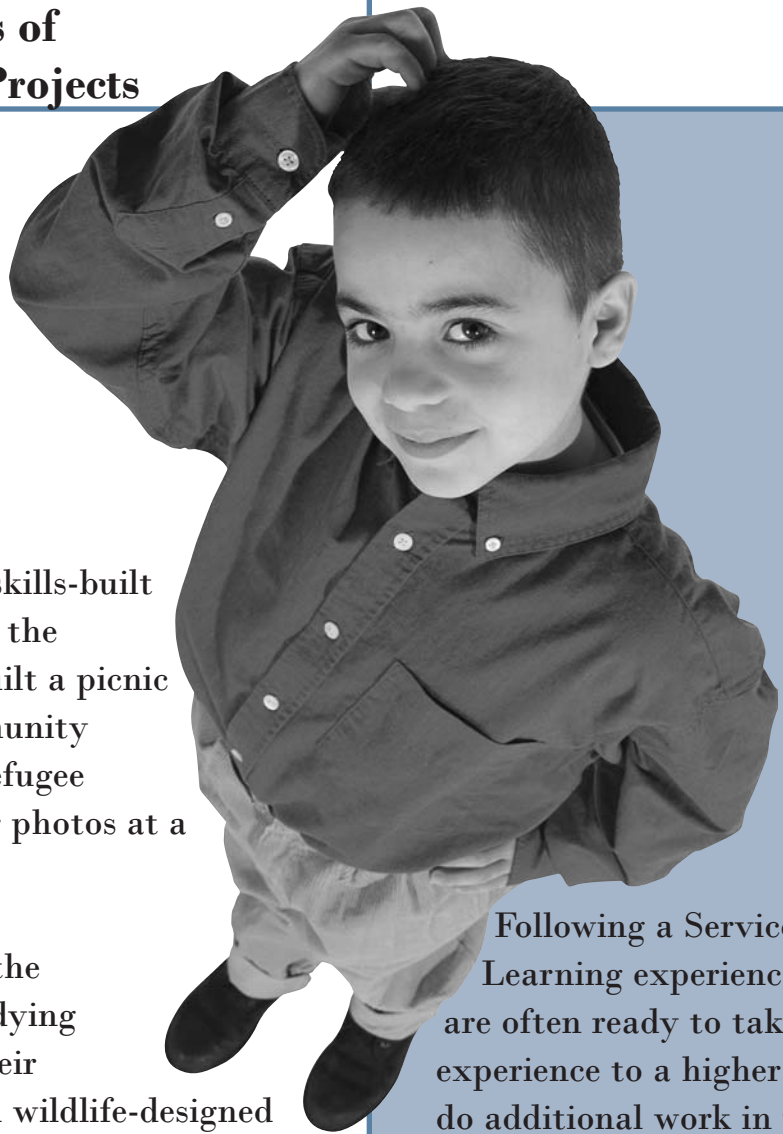


section one

Real Examples of Service-Learning Projects

Real Examples of Service-Learning projects:

- Youth with woodworking skills-built a sandbox with storage for the YMCA childcare center, built a picnic table for low-income community center, new furniture for refugee families, picture frames for photos at a nursing home.
- Youth who learned about the environment and were studying what was happening to their community river, park and wildlife-designed and built a community trail in the park, planted and cared for endangered plants, and built wooden duck houses.
- Youth with computer skills-designed hang tags for garments, designed brochures for a business, designed placemats and posters for a community event, designed and printed monthly newsletter.
- Art and History skills-Army teens painted and refurbished a tanker that used in World War II.
- Gardening Skills-Region Teen Panel youth planted gardens at each of their installations that showed support for deployed troops.



Following a Service-Learning experience, youth are often ready to take the experience to a higher level or do additional work in that area. Even a simple project has the potential to change a young person's life. Service-Learning includes both action (service) and something called reflection, which will be discussed below. Reflection is a key to success in Service-Learning and it is one way a Service-Learning project is different from volunteering and community service. Please see the examples on the left for various Service-Learning projects.

Three core elements to a CYS Service-Learning project include:

section one

Core Elements for Successful Service-Learning Projects

Youth Involvement

Meaningful Service

Reflection

1) Youth Involvement - The Army views youth as active contributing members of the community and not as passive receivers of programs. Youth must be involved at every step of the process in order to receive the benefits of a Service-Learning experience and contribute to a high-quality product. Significant learning occurs as youth help plan, organize and implement a Service-Learning experience. Involving youth in the planning process is critical for a number of reasons, as will be discussed later.

2) Meaningful Service - The need in the community must be real, with youth involved in identifying the need and developing a plan to address it. Just as they may sometimes see needs that adults are not aware of, youth may sometimes need help with prioritizing those community needs. Adults can ensure that youth are more highly involved and invested in the process by involving them in identifying needs, prioritizing them, and developing youth-generated plans to address the one they select to focus on.

3) Reflection - As they go through the Service-Learning process, youth benefit greatly from having time set aside to spend considering what has happened, is happening, or may happen. Reflection occurs before, during and following a Service-Learning project. By leading a reflection activity at each major step of a Service-Learning experience, adult leaders provide a "reality check." This brings inaccurate perceptions and biases out into the open so they can be learned from, enhance youth problem-solving skills, and educate youth on topics that relate to the service (such as cultural issues, the cycle of poverty, etc.).

section one

Benefits of Service-Learning

A well-planned and executed Service-Learning Project brings many benefits. The first benefit is to the participant! Youth participating in a Service-Learning Project find that it influences their personal development in a number of ways -- self-esteem, confidence, empathy for others, creativity, social skills and even workforce preparation. In addition, values and academic skills may also be strengthened, as they play a big role in a good Service-Learning project.

Service-Learning also offers many opportunities for helping young people understand what it means to be a *person of character*. As John Ruggeberg of Winona High school in Minnesota notes:

10

Of course, Service-Learning is about much more than the individual. As one engages in a quality Service-Learning learning experience, the community also benefits in a variety of important ways. These may include economic savings, learning to view youth as assets, benefits to the environment, social benefits, intergenerational interaction, educational benefits, learning to view youth as active citizens, and a generation of greater energy and commitment for the community and common good. For an expanded list of benefits for participants and communities, please refer to Resources #2 and #3 in the Appendix.

"Service-Learning tends to prompt young people to live by their own highest values. They learn to be good role models for other youth and so they work to become their best selves. When they serve, they acquire a kind of moral ownership in what they are doing." Here lies Service-Learning's most vital link to character education."

section one

Benefits of Service-Learning

Together Service-Learning and character education provide young people :

- 1) concrete examples
- 2) emotional satisfaction
- 3) a feeling of self-worth beyond their individual lives
- 4) development of values (such as self-discipline and commitment)
- 5) movement in a positive direction.

As we help young people understand what it means to be a person of character it is important to talk about the Six Pillars of Character_{sm} individually and then as a whole. It is even more important to help them see "character in action" and Service-Learning provides excellent opportunities to do that. For additional information on what it means to be a person of character, please see Resource #4 in the Appendix.

Finally, Service-Learning can offer several practical benefits to your Youth Services (YS) program as well. These include, but are not limited to:

- Raising the profile of your program through local news media publicity
- Being recognized by the Garrison Commander and other Army leaders
- Portray Army youth as the caring citizens they are
- Expanding the number of youth interested in your program through media, reputation and word of mouth
- Establishing stronger community connection
- Developing of strong partner support from other agencies and organizations

When considering the tremendous benefits that can occur for the community and the youth doing the service, it is clear that Service-Learning is a very rewarding place to focus your efforts. The question then becomes, "*How do I do this?*"

CHARACTER COUNTS!_{sm} and the Six Pillars of Character_{sm} are service marks of the CHARACTER COUNTS!_{sm} Coalition, a project of the Josephson Institute of Ethics.
www.charactercounts.org

Notes



12

section two

The Five Steps to Implementing a Service-Learning Project

Step 1:

Assess and Identify the Needs

Step 2:

Plan and Prepare

Step 3:

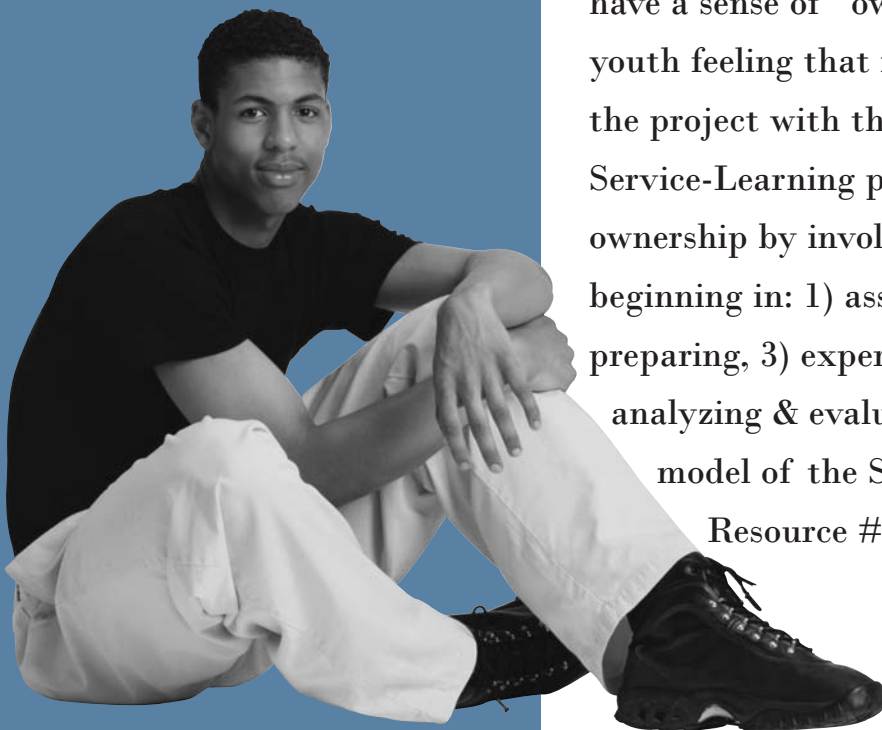
Experience Meaningful Service

Step 4:

Analysis & Evaluation

Step 5:

Celebration!



There are five important steps to conducting an effective Service-Learning project. Following these steps can make the difference between youth having a "life changing experience" or just having a "fun day." As you go through each step of the process, remember to rely on your own experience and judgment to decide how each step can best fit with your own unique program. When conducting the program we need to meet the needs of the community but also provide a learning experience for our participating youth in the ways that work best with them. There are often many different ways to do the same task!

In order to get started, you must form a team of youth and interested adults. Young people are much more likely to commit to a project when they have a sense of "ownership." Ownership involves youth feeling that it is their project and investing in the project with their pride, energy and commitment. Service-Learning projects encourage this sense of ownership by involving the young people from the beginning in: 1) assessing the needs, 2) planning and preparing, 3) experiencing meaningful service, 4) analyzing & evaluating, and 5) celebrating. For a model of the Service-Learning process, please see Resource #5 in the Appendix.

section two

The Five Steps to Implementing a Service-Learning Project

Step 1: Assess and Identify the Needs

The Teen Chain of Communication

Every installation is required to have a Youth Council sometimes called a "Keystone Club," "Torch Club" or "4-H Community Club." Their role is to identify issues/concerns of youth and work to resolve them. Issues that apply to multiple installations are sent to the Region's Teen Panel, which is in place in every Region Army-wide. Issues with an Army-wide scope are referred by the Region's Teen Panel to the Army Teen Panel, which outbriefs Army leadership annually. Together these three "links" make up the Teen Chain of Communication, effectively linking youth at each installation to the Army's senior leadership. The focus of the Teen Chain of Communication is to involve Army youth in addressing the issues that affect them. Given their role, it is easy to see how coordinating with your Youth Council is a winning strategy for assessing & identifying a need for a Service-Learning project.

Every installation is required to have a Youth Council sometimes called a "Keystone Club," "Torch Club" or "4-H Community Club."

There are many ways to identify community needs. Since this is a youth development project it is important that the needs identified be those that are recognized by the youth themselves. This does not mean stale, structured discussion groups or chartering a "think tank." The best way to identify the needs of the community is for youth to go out into the community and take its pulse! What starts as a discussion may culminate in a field trip to a part of the community that youth have questions about. The voice and needs of the community should be included in the development of a Service-Learning project. No project can succeed without it. Examples of issues might include literacy, hunger, animal welfare or environmental concerns. For ideas to help identify the needs in your community see Resources #6, #7 and #8 in the Appendix.

Service-Learning Breakout: "The War on Boredom"

A Service-Learning Scenario

Talisha wasn't sure what to expect when she heard about the "War on Boredom" project at Fort Bravo. She had seen the flier at the youth center and at school, but hadn't really paid attention until she heard some other girls talking about it. The next time she was at the Youth Center, she decided she'd check it out.

What she found was actually pretty interesting. The teens on the Fort Bravo Youth Council had decided that the elderly seniors at the retirement center needed their help. Posing as youth visitors, the teens infiltrated the retirement center. They maintained their cover, chatting with the elderly residents and listening to their stories, but the youth were actually conducting reconnaissance on the building for design ideas. The staff there were nice enough, but the environment was just plain boring. It needed a makeover. They returned to the Youth Center and, after a lively discussion, decided their group had the skills and talents for the job. They would *storm the center* and make the recreation room the place to be. With their trusty Adult Advisor they sprang into action.

It took awhile to put things together. With their Advisor's help, they gathered together as a team to sketch out designs and make plans. The painters in the group would create murals for some of the walls. Several were photographers, so they decided to create pictures from their photos that they would matt and frame themselves. Some of the group had woodworking skills, and would work to create special shuffleboard equipment.

Since they had all visited with so many of the residents, they had a good idea of what would appeal to them (for example, Mrs. Rosebaum's favorite flower was a daisy so yellow was *in*). Using the computers in the Tech Lab, they made 3-D models of what the finished recreation room would look like. They worked with their Adult Advisor to plan out their supplies, and when they had a list together created a budget that they briefed to the Youth Services Director. The Director was impressed with the quality of their thinking and gave them the funds needed. Finally, they contacted the retirement center and pitched their plan to administration.

At their weekly meetings they talked about their progress and quickly brought the new youth who had joined the project up to speed. Their Adult Advisor lead them in a discussion of their concerns and hopes, what it was like to talk with older people, potential problems, and the right way to handle situations they might find themselves in.

Finally the day arrived. The teens brought a lot of energy with them, which the elderly residents seemed to appreciate. There were a few surprises but all were handled as they had discussed and no one stressed out about them. Throughout the activity their Adult Advisor asked several questions that made Talisha see the project in whole new ways. By the time they were through, the recreation room looked a thousand times better and the youth were thinking about coming back to visit someday. They had started to like these residents and knew they would want to see how they were doing from time to time.

As the group discussed the day afterwards during the reflection, Talisha told the Adult Advisor she was surprised at how much she'd learned through this whole process. It was a lot of work but had actually been kind of fun. And she looked forward to meeting up with her friends the next Monday at school. When they told her they had spent the weekend "just kicking back and hanging" - AGAIN - she would be able to tell them, "I got together with a group of friends, stormed a retirement home and had a paint party!" During the celebration afterwards, Talisha knew that the War on Boredom had been a success, and she was interested to find out what other adventures would be lurking around the corner at the Fort Bravo Youth Center.

Notes



16

section two

The Five Steps to Implementing a Service-Learning Project

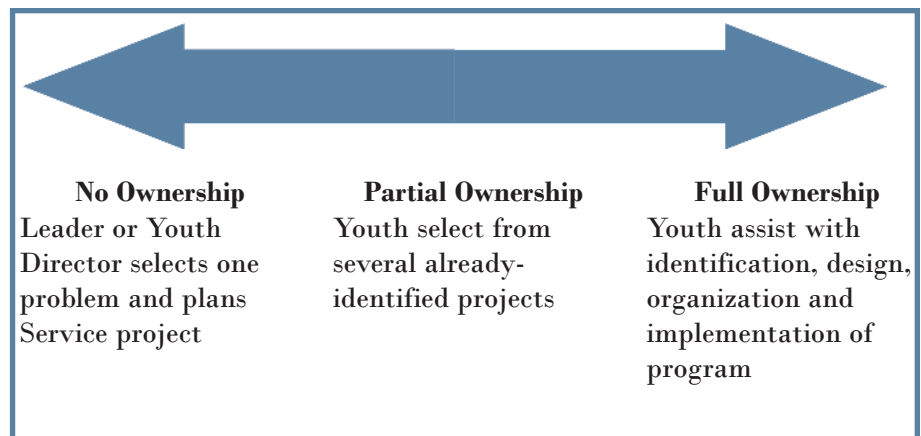
Recruiting Youth to Participate

When marketing your project to youth, delivery is key. One way to sabotage your chances of success is to announce to the youth in your program that you will be doing a "Service-Learning activity." Youth who have been busy with school, homework and other obligations generally are generally not enthusiastic about words such as "service" and "learning." Instead, try a more action-oriented approach. After all, while "doing a Service-Learning activity" may sound dull, "storming a retirement home to have a paint party with your friends" can be pretty hard to pass up! In forming a Service-Learning team, involve the youth on the team in recruiting their peers. Youth leaders are more likely than adult leaders to interest their peers in being involved.

Youth Involvement

Youth development professionals know that the best results occur when adult leaders work with the youth in developing a project. Simply informing youth of what the project will be (or how they will be addressing it) is a recipe for failure. What level of commitment do you think a young person might feel if they were asked to work on a project that was created solely by an adult? What would motivate them to share their time and energy? There must be a partnership between youth and adults who work together on a Service-Learning project.

Involving youth in the planning process and building a sense of ownership is critical to success. Together the team works to plan, manage, serve, and evaluate the project based on a common goal. Youth are treated as valuable and contributing members, bringing unique strengths and insights to the program. In preparing for a Service-Learning project, CYS staff should take the time to consider where on the youth participation scale below their program falls:



section two

The Five Steps to Implementing a Service-Learning Project

Step 1:

Deciding on a Service-Learning Project

There are a variety of approaches you may take when selecting a project.

Once your team has decided on the need or issue to be addressed, it is time for you to decide upon a particular service project. As the adult leader, you need to work with your youth team to conceptualize a project that matches up with their skills and interests, a subject they are learning in school, other programs at your Youth center (such as 4-H project activities), or other "hot" events happening in the community. Matching the task with the interests and talents of participating youth can be difficult, but critical to your project's success.

- 1. Direct service** - Working with recipients directly. This allows for "instant gratification" as you quickly know how the people feel about the services your group provided. Examples - tutoring or visiting the elderly.
- 2. Indirect service** - Working on a project where impact takes time to see. Examples could include environmental efforts, poverty-related interventions, etc. The impact may show in a few weeks, months, or even years.
- 3. Advocacy** - This is more indirect as well, and involves showcasing a need and advocating for a proposed resolution. It may include speaking to officials, notifying the community or writing letters to businesses.



section two

The Five Steps to Implementing a Service-Learning Project

Reflection

To get the most meaning from your Service-Learning experience, youth benefit greatly from time set aside for structured "reflection." Reflection is time spent considering what has happened, is happening, or what *may* happen. By leading a brief reflection activity at each major step of the Service-Learning process, adult leaders can accomplish a lot.

Individual values can be identified and defined, as youth confront new issues and begin to integrate the project you have worked so hard on into the rest of their lives. Reflection also provides an excellent time to connect the Six Pillars of Character_{sm} with the work being done and can lead to discussion about how the service-learning activity has strengthened or changed their view of what it means to be a person of good character. Finally, reflection encourages "community building." This manual will provide reflection tips at each stage of the project, to help you get the most from this experience for your youth.

Time Considerations

When deciding on a Service-Learning project, it is important to think about the times your team will be available to participate. Some types of projects will be more appropriate than others for your team's schedule. For example:

Availability	Example of Appropriate Project
Day	Bicycle clinic, cultural fair, serving holiday meal to homeless
Weekend	Park or roadside clean-up, painting mural, building wheel chair ramp
Week	Day camps for children, helping with senior Olympics, creating a "random acts of kindness" week at school

For other great ideas, see Resource #9 in the Appendix!

Skills Inventory

Another important factor when deciding on a Service is knowing what resources you are bringing to the task. There are many ways to contribute to a Service-Learning task, and people often undervalue the things they are good at. Part of the discussion with your youth team should include the various interests, skills and talents that each person has. This can be done in several fun ways and result in a stronger group with results that may surprise you!

section two

The Five Steps to Implementing a Service-Learning Project

Step 2: Plan and Prepare

This is the step where you lay the groundwork, develop your plan, and think about the best ways to accomplish your project's goals. It will involve anticipating problems, thinking about safety, considering supplies and developing timelines. As the adult leader, there are several challenges. You must guide the youth in the right direction, without discouraging youth leadership or inhibiting youth-generated solutions. You should also think about the "bigger picture." This involves integrating the project into your Youth Program, as will be described below. This step will take the most time and is the key to the success of the project.

Identifying Tasks

As the team develops a plan to address the identified community need, you should also lead them in developing a list of tasks to accomplish that plan. Having a feel for the interests, talents and skills of participants will be extremely valuable as you think about the various ways to contribute. As tasks are identified and assigned to individuals, be sure that everyone has a meaningful role, the tasks are fairly divided and that assignments are age-appropriate. For a sample checklist, please see Resource #10 in the Appendix.

Identifying Partners

Whatever the issue, there may be other groups or organizations that also have an interest in your team's solution. By establishing communication with these other "stakeholders," you may find them to be a source of support, supplies, inspiration and/or knowledge of past approaches. Identifying the right partners can add valuable dimensions to your Service-Learning project.

Plan and Prepare

section two

The Five Steps to Implementing a Service-Learning Project

Supplies

Obviously, the supplies needed will depend on the type of project being conducted. In addition to project-related supplies, factors such as weather (sunscreen, rain gear or extra sweatshirts), medical issues (first aide kit and prescription medications) and communication (cell phones and contact lists) should be taken into account. In addition, plan to bring a digital camera and video camera from the Educational Technology Lab at the Youth Center to document the highlights of the project and share the results with the Chain of Command. You may wish to contact the Public Affairs Office (PAO) on-post as you publicize your efforts to promote your program.

Integrating the Service-Learning Project into the Overall Program

There are a number of ways Service-Learning can fit into your larger Youth Services program. In each of the Four Service Areas there are activities you can conduct that can support your team in their Service-Learning project, even if the participants aren't apart of your Service-Learning team! For example, youth working in an arts & crafts project could create items for a "care package" that the Service-Learning team sends to Soldiers from your installation during a holiday season. The Tech Team could create video postcards, including messages created and delivered by the installation youth sports teams. By coordinating program efforts in this way, you may find that additional youth become interested in your Service-Learning project as they begin to see themselves making real contributions.

Hopefully your program is using a wide variety of 4-H and Boys & Girls Clubs of America (BGCA) curriculum to assist the staff in conducting programs. Curriculum makes staff jobs easier by providing lesson plans, goals and objectives that are age-appropriate, instead of requiring the staff person to develop these themselves. Best of all, curriculum is a guide and not a mandated procedure. Staff may alter the activity and make changes to the suggested procedure when their own experience, youth or the program's circumstances call them to do so.

section two

The Five Steps to Implementing a Service-Learning Project

Step 2:

Contingency Planning

If your project will take place outdoors there is always the possibility of inclement weather. If the project can be moved to an indoor location, plans should be made to address the possibility that the need could arise. If it cannot be moved to an indoor location, a system should be established to communicate that a participant cannot make it or the event is being postponed. Other contingency planning should include hospital locations and routes, local area maps, clean drinking water and restroom options.

Orientation and Training

However your team chooses to address the identified community need, orientating and training the team should be an important part of your project design. Orientation and training give youth the necessary tools to accomplish their goals. It is a chance to talk about the issues, discuss expectations for what will happen during the experience, prepare for situations that might arise, and identify the proper responses. Be familiar with your installation's Standard Operating Procedures (SOPs) and Army regulations that pertain to transportation, parental permission, media release forms and health forms. A sample media release form is included as Resource #11 in the Appendix.



Plan and Prepare

section two The Five Steps to Implementing a Service-Learning Project

Activity Ideas

Design a bumper sticker that represents something you hope the team accomplishes.

Make a Top 10 list of reasons this Service-Learning project is needed.

Take a favorite tune and write lyrics about your project to go with it.

Most important pre-reflection question:

How would you feel if you were in this person's situation (e.g. being homeless, living at an orphanage, etc.) or no longer had a particular thing in your life that you took for granted (like clean water)?

Pre-Reflection Questions and Ideas

Questions

How do you feel about doing this particular service-learning project that we have chosen?

What bothers you most about the situation as it exists now?

What are three things you would like to see happen as a result of this project?

What is one of your talents that you think will help us be successful?

What kinds of supplies will we need? How many?
How can we figure out the cost?

Who are some of the people or organizations we need to communicate with as we plan?

What are some things about this project that will interest other youth?

How do you think people will receive what this team is hoping to accomplish?

Why is it important for you to be a part of this project?

section two

The Five Steps to Implementing a Service-Learning Project

With your plans made, roles assigned and materials gathered, it's time to move forward and implement your plan! Conducting your Service-Learning project is the most rewarding step of all as you will watch your plan unfold and see how the pre-planning and pre-reflection was worth all the time and effort. In order to make sure it is everything your team has hoped, be sure the following tasks are covered:

Step 3: Experience Meaningful Service

Before the Experience

- Touch base and reconfirm with your community partners.
- Have the supplies gathered for the experience and ready to go.
- Have a backup plan in case changes become necessary due to weather, etc.
- Have a written list of tasks that will be accomplished during the experience.
- Double-check your list to make sure that every youth participating has a meaningful role.
- Do some quick pre-reflection activities prior to starting the experience. Walk through some situations that might arise and the best ways to handle them. If working with elderly, children, or special needs groups, prepare the youth for how they will say goodbye.
- Contact the media, if appropriate, so they can cover your great project.

Experience Meaningful Service

Reflection Questions

"How is it going?"

"What new things are you learning?"

"Have you been surprised by anything so far?"

"Have you ever run into a situation like this before?"

"How are you feeling right now...thumbs up? Or thumbs down?"

"Have you ran into any problems so far? How did you handle it?"

"What are two words to describe your feelings about the project right now?"

section two

The Five Steps to Implementing a Service-Learning Project

During the Experience

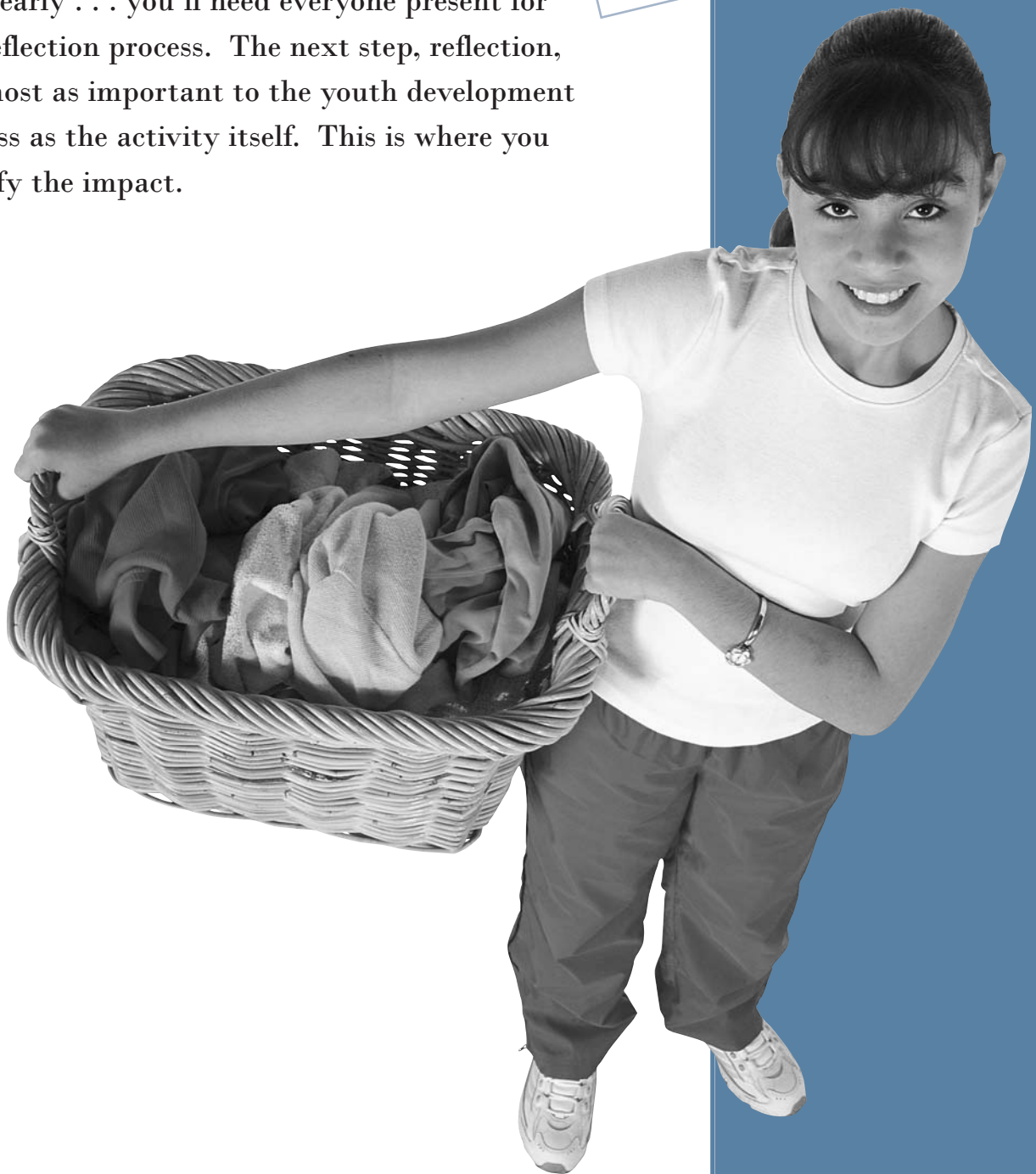
- Keep your group charged up! As the adult leader, you are the role model for energy, perseverance and good cheer. Remind other youth leaders to do the same.
- Throughout the process, check on youth to see how they are doing, if they need any supplies, water, etc.
- From time to time, ask your youth some reflection questions (the questions on the left side of this page).
- Be sure your participants are taking (short) breaks, especially if the weather is hot or the work is hard.
- Lead by example. Adults should be the model of hard work and attention to quality, without doing the work for the youth..
- If you observe inappropriate behavior correct it quickly. Discuss a better way to behave or to handle the situation. This group represents your program and all of Army CYS.
- Be sure you know where your group is and what everyone is doing. You are responsible.
- Touch base with your community partner(s) from time to time to gauge their perception of how the project is going.
- Be flexible and able to make adjustments as needed.

section two

The Five Steps to Implementing a Service-Learning Project

Step 4: Analysis & Evaluation

After the experience, have the youth clean up, put away supplies, load equipment into vehicles, etc. You may wish to take a short break or have a snack, if it doesn't provide an opportunity for participants to leave early . . . you'll need everyone present for the reflection process. The next step, reflection, is almost as important to the youth development process as the activity itself. This is where you solidify the impact.



Analysis & Evaluation

Reflection at this point is more than just reporting what occurred in a Service-Learning activity. It is a strategic process of examining the experience; it helps create learning in "teachable moments."

Reflection involves the use of critical thinking skills in order to prepare for a service experience and learn from it. Reflection provides the following:

1. **"Reality Checks"** - help reduce or eliminate inaccurate perceptions/biases
2. **Problem-Solving** - for specific situations, issues, etc.
3. **Ongoing Education** - on general things related to the service (e.g., family, socioeconomics, cross-cultural, etc.)
4. **Clarifying Values** - as students confront new issues
5. **Integration** - of service and related learning with the rest of one's life
6. **Community Building** - among all participants and partners

section two

The Five Steps to Implementing a Service-Learning Project

The Cycle of Reflection: Questions to Discuss After a Service-Learning Experience

1. Do and Share ("What?")

What are some adjectives that describe your experience?

What were your feelings?

What was most rewarding?

What was the most difficult?

2. Process ("So What?")

How did information and skills you have learned help you?

How was the experience different from what you expected?

Why is it important to serve your community?

3. Generalize

What issues did the experience make you think about?

What are the challenges that face us in these issues?

4. Apply ("Now What?")

How has this project changed your attitude about the issues?

What will you notice now that you did not notice before?

What can we do as a group to have more impact in this area?

What is one thing you can do next week that will make a difference with this issue?

Final Question: How are you a different person because of this experience?

section two

The Five Steps to Implementing a Service-Learning Project

Step 4:

Examples of Unique Reflection Ideas

Snapshot in Time

The photo store just called and said that all the film that you were having developed was damaged and they will only be able to save one or two snapshots of your wonderful service-learning project. What would be the one or two snapshots from this service-learning project that would you want them to print? Describe what it looks like or draw a picture of what is in that snap shot and write a caption under it or create an imaginary slide show with everyone share their different slides.

Clay Sculpter

Today you are a clay sculptor-- use play dough or clay to create an object or symbol that relates to the service project that you would like to work on (or are working on) or just completed. Following the Service-Learning project, you may want to create a symbol out of the clay about what you want to remember about the project or how you felt about the project.

Analysis & Evaluation

section two

The Five Steps to Implementing a Service-Learning Project

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." Margaret Mead

Button/Bumper Sticker Designer

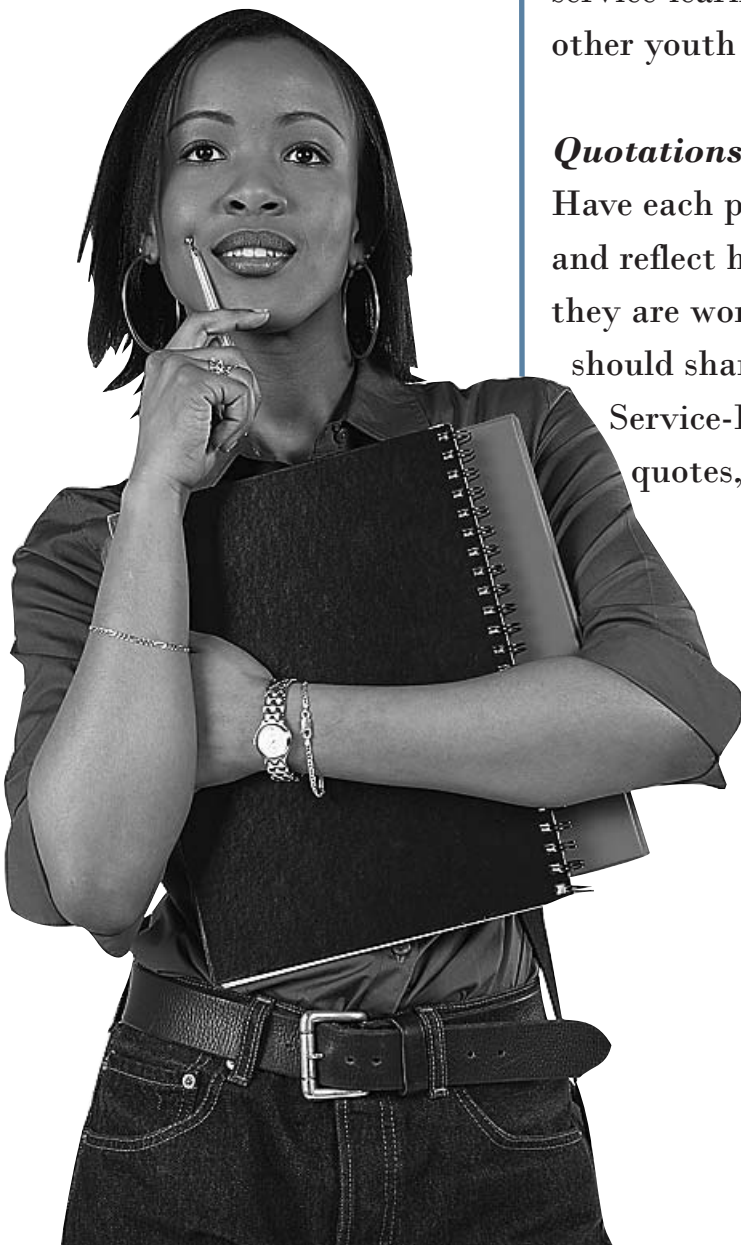
If you had to design a Logo for a Button or a bumper sticker about the Service-Learning project that you completed. What would that logo and design look like? Draw the design on a sheet of paper.

Performing Artists

Write a poem, song, skit, play or rap about what you are doing for your Service-Learning project or about the service-learning project that you completed. Share with other youth in your youth center or in the community.

Quotations

Have each participant review a quote related to service and reflect how it relates to the current service project they are working on or just completed. Participants should share the connection the quote has to his/her Service-Learning project. For a listing of service quotes, please see Resource #12 in the Appendix.



section two

The Five Steps to Implementing a Service-Learning Project

Step 4:

Generating Reflection

How do we help to develop new understanding, skills and knowledge from their service experiences?

30

Ways To Reflect

Speaking:

- one-on-one conference with leader
- whole group discussion
- small group discussion
- oral report to the group
- discussions with the community members on the issue
- presentation on the project to parents, community, etc.
- present material to younger children
- give testimony before policy-making groups or key decision-makers

Writing:

- write an essay
- keep a journal
- log kept daily, weekly, or after each service experience
- write a narrative for a video, film or slide show
- design a newspaper, write magazine or newspaper articles
- develop a portfolio
- develop a guide for future volunteers/participants

Activities:

- gather information needed to serve or understand the project
- gather surveys or do other research
- simulation or role playing
- present at conferences/workshops
- plan a training session for other youth and leaders
- plan future projects
- recruit peers to serve
- allocate program budget

Multimedia:

- create a photo or video essay
- make a painting, drawing, collage, etc.
- dance, music, theater or other creative presentations
- create a CD or cassette
- develop a web page with highlights of your service project



Evaluation

After the Service-Learning activity is completed, it is often very tempting to bypass this step. Either the project was a big success and everyone is busy riding the waves of enthusiasm, or the project was a disappointment and no one wants to think about it any further. In either

event, analyzing the experience and evaluating it is extremely important! 'What went right?' 'What could have been made better?' 'How can we improve this for next time?' These are all questions that affect yourself as a leader, current and future youth participants, and the community at large that you will or will not affect by your future actions.

Evaluation can be easy to do and it is essential. The purposes for evaluating a Service-Learning project include:

- Determining whether the project did what it set out to do.
- Identifying and understanding the impact on participants.
- Knowing how collaborating partners were affected by the project.
- Identifying and understanding how the program affected the community.
- Identifying strengths that should be included in future planning.
- Identifying things that weakened the project and should not be used next time.

section two

The Five Steps to Implementing a Service-Learning Project

Step 4:

Methods

There are several ways to evaluate a program. Much of the work can be done by keeping track of what happens throughout the Service-Learning process:

- Use some of the feedback from reflection activities.
- Keep records of numbers, of participants, leaders, community partners
- Record hours contributed and the number of people served.
- Keep a record of the "products" produced.

Another important source of information should come from the participants in the Service-Learning project. Questionnaires are an easy way to get valuable information, and can be done at the end of the event, through telephone interviews or by e-mail. Keep the number of questions short and easy to read.

Finally, evaluation of your Service-Learning project can also include the partners who worked with you on the project, organizations who supported you with resources (money, supplies, etc.). Sharing the results of the evaluations, pictures/videos taken, and responses from those affected by the service can be valuable in validating their decision to support you and securing future support.

Sample Participant Questionnaire

1. What are two or three things that made this project worth the time and effort?
2. Name one way you used your skills and knowledge learned at school, youth center, or youth organization.
3. Name one thing you learned about an issue in the community.
4. Name one thing you learned about yourself.
5. Are you more likely to want to do another Service-Learning project because of this experience?
6. What was your favorite part of this experience?

7. To what extent did you gain the following?

	Quite A Bit	Somewhat	Not Too Much
New skills or new ways to use old ones	_____	_____	_____
Special relationships with team members	_____	_____	_____
Greater responsibility and leadership roles	_____	_____	_____
A sense that I was making a difference	_____	_____	_____
Greater understanding of community needs	_____	_____	_____
Knowledge about myself	_____	_____	_____
Goal to find more ways to serve my community	_____	_____	_____

8. What should have been done differently?
9. What do you want future planners to know?

Sample Questionnaire for Adult Chaperones and Community Partners

1. List the outcomes you expected for the participants in terms of learning, citizenship and personal/social development. Was there evidence that participants increased their level of knowledge and understanding, changed their attitudes or improved their skills?

2. To what extent did the participants achieve those outcomes? What did you observe as evidence?

3. Were there any unanticipated outcomes? Explain.

4. What are three strengths of the project?

5. What are three ways it can be improved?

Sample Questions for Parents

1. What has your son/daughter gained from being involved in the Service-Learning project?

2. Please describe any changes you may have noticed in your son/daughter's attitude for behavior because of the project.

3. Is there anything else you would like us to know?

Reflection Breakout: "The War on Boredom"

Let's revisit "The War on Boredom" from page 15 from a reflection point of view. What are some questions the Adult Advisor could have asked before, during and after the activity?

Before

How do you feel about visiting elderly people? Do you have grandparents that are living? Do they live close? (Could also conduct sensitivity training to gauge where the youth are at)

During

("Do") What were some of your impressions of older people. What are your impressions now? Are you comfortable around older people? ("Share") What were your first impressions of the nursing home? What parts of the experience have been most challenging to you? What has been the most satisfying?

After

("Process") How was the nursing home similar or different from what you expected? What were your feelings as you got to know the elderly residents better?

("Generalize") What have you personally learned about yourself from this experience? How has this opportunity changed your perspective of older people?

("Apply") What will you do to strengthen your relationship with elderly people in your life? Is there something you can do to change how your community cares for it's aged citizens?

section two

The Five Steps to Implementing a Service-Learning Project

Step 5: Celebration!

While a step called "celebration" may seem strange, it's actually considered a very important part of Service-Learning. Celebration is a chance to reward a job well done, reflect one last time, and to recognize that trying to make the world better is a very positive thing. There are many possibilities for celebrating a Service-Learning project. As you decide upon a plan, the following should be considered:

- Age of the group: Is everyone in the same age group or is it mixed? What may be fun for a teen may not be interesting to a younger participant.
- Available locations: Do you want to celebrate at the location of the service or elsewhere? What is most appropriate? For example, after a beach cleanup some may wish to celebrate by swimming, building sand castles and roasting hot dogs while others may prefer to pass out certificates at a more formal setting. What do your youth prefer?
- Amount of time you have: Do you have twenty minutes or two hours?
- Budget: Fun things don't have to cost a lot of money!
- Meaning and fun: What would make it meaningful and fun for all participants? What will you do to give them lasting memories of this experience?
- People to invite: Do you want staff and those you provided service for to be a part of your celebration? What about parents, family and friends? Should CYS Coordinators and other installation staff be included? Or should it be limited to team members?
- Type of Recognition: As you work with youth to identify a type of recognition that would be most meaningful, challenge them to think outside the box and come up with something besides food or t-shirts.

Fun Ideas for Celebrating Your Service-Learning Project

Multi-Media Mania

- Give participants a photo album to put memories of the project in
- Create a computer photo album or design a web page
- Watch a video or power point slide show of your project in action
- Send photos and stories to newspapers, newsletters, and CYS E-connections (be sure you have release forms signed)
- Produce a TV commercial or news story (remembering the release forms)
- Perform a song or skit the group created during one of the Project reflection sessions
- Have a billboard or screensaver made with a photo of the project
- Design a poster using photos from your project; create a slogan for each and post them

Celebration!

Food Feasts (and potential slogans)

- "Thanks for keeping things 'floating along' with our project" (Root-beer Float Party)
- "Your hands and heart make the world a better place" (Cookies made in shapes of hands and hearts)
- Make and eat a 10-ft. banana split/sub sandwich
- Appreci-Gram (Form or note with a written message; it could include mini shaped Grahams/ Graham crackers)
- Candy-gram (Create a message on tag board using a variety of candy bars)

section two

The Five Steps to Implementing a Service-Learning Project

Fun Ideas for Celebrating Your Service-Learning Project

Recognition Related to the Service Project (Examples)

- Youth built a sand box for YMCA, following their Service-Learning activity with children/staff. The participants then had a sandcastle building contest.
- Youth that did a project at a Childrens Museum chose to take a train ride round the museum's park as their way to celebrate their project's success.

Other Ideas

- Send a letter of commendation to youth participants to place in their portfolio
- Award them certificates in a recognition ceremony
- Get a bouquet of flowers, balloons, cookies, or candies
- Give them a flashlight with a note, "Thanks for being a 'shining' example for others"
- Have participants sign their names or write messages on a shirt, cap, autograph book, poster, etc., to remember the event
- Decorate brown paper bags and fill with reminders of the project
- Decorate a door for participants to walk through when they return from the project (Have it covered with paper, etc.). Have them break through it when they return, as they do at football or basketball games. On it write, "Thanks for being on our Team"
- Have a youth write a poem that relates to the service project
- Make printed place mats with information about their project



What Is Your Definition of Service?

People define service in many different ways. To help get your team "on the same page," here is a list of some examples of service. Study the list carefully. Rank the list from 1-14. Place a "1" next to the action that most closely represents your personal philosophy of what Service-Learning is. Place "2" next to the action that is the second closest to your philosophy of service, etc.

Go to page 40 for activity instructions and discussion points.

- _____ Joining the armed forces.
- _____ Providing a dinner once a week at a homeless shelter.
- _____ Talking with a friend.
- _____ Chaining yourself to an old growth tree as long as you can, so loggers will not take it.
- _____ Leaving your car and biking to work or school everyday.
- _____ Giving \$50 to the United Way.
- _____ Walking a frail person across a busy street.
- _____ Giving blood.
- _____ Tutoring a person that cannot read.
- _____ Adopting an eight-year-old boy.
- _____ Picking up trash in the neighborhood.
- _____ Hawaiian youth teaching tourists to say, "Mahalo."
- _____ Working as a legislative aide.
- _____ Donating canned goods to the local food drive..

A. Make a sign for each item and post on the walls. Give each participant the handout on the previous page ("What is Your Definition of Service?"). Have participants take a few minutes to rank each item according to how closely it represents their personal philosophy of service (with #1 being most closely and #14 least closely).

B. Have participants stand. Inform the participants to move to the sign posted in the room that they ranked first on their list. Have a discussion about their choices. Ask them why they chose that particular one. Did everyone move to the same area? Was there a topic with only one person standing there? Then choose a topic where there were several people standing and ask them why they selected this one? Did they all have the same reasons? Ask questions such as "Why did you select this topic as your top choice?"

C. Following the choices, have participants sit down, discuss and process the information. Here are some points to discuss:

- How broad the definition of service can be.
- Many adults do not have time to go out and pick up trash but they feel they are giving service to their community by donating money or blood. They may even choose it as their profession (Armed Forces). Youth may find that helping a friend or collecting food for a food drive is what they chose as their definition for service.
- Some people may have had "personal experiences" and so they rate some higher than others. For example, a youth rated tutoring a person to read as #1. She stated that she had a brother and elderly grandfather who could not read, and so it was very important to her to spend time each week to help them learn to read.
- Service can be done anywhere or any time. It can be done in response to an emergency (Flood or a Tornado) or it can be a yearly or ongoing service project (Adopt a grandparent) or a one time event (Walk for a Cure). You may also choose to do the project seasonally (Caroling at Christmas time/Easter time). However, we suggest that people choose a different time of the year to do projects for the elderly as they always have people come at these two holidays but rarely in the summer.
- Service may be done by individual or group. It is usually more fun if they can do it with friends instead of by themselves.
- No two service projects will look the same because each would vary in purpose, number and age of participants, intended outcomes, and frequency that the participants work on the project. It also makes a difference on how much preparation and reflection they do with the project.
- Some projects may have impact immediately, others may have impact years later, or the service may be advocacy such as writing a letter to decision makers on a certain issue. By doing this activity, you will notice that we all have different definitions of service--but hopefully, through this activity, we can all come to the same definition of what the definition of Service-Learning is.

Resource #2

appendix

Individual Benefits

Personal Development

- Self-esteem
- Competent
- Confidence
- Creative
- Empathy for others
- Feel worthwhile
- Believe self can make a difference; not everything is left up to chance or luck

Social Development

- Opportunity to interact with people of all ages
- Value of intergenerational contact
- Bonding that occurs with team members and recipients
- Exposure to wider range of issues and places
- Opportunity to work well in a group

Character Development

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Value Development

- Feeling a sense of community and a responsibility to the community
- Opportunity to develop a sense of service for others less fortunate
- Develops work ethic and service-orientated values
- Value of teamwork, knowing they can accomplish more working together

Academic Development

- Basic Academic Skills (Reading, Oral and Written Communications, and Calculation)
- Specific Subject-Matter Knowledge (e.g., social studies, history, ecology)
- Critical Thinking Skills (e.g., decision-making, problem-solving, analytical)
- Life Skills (e.g., leadership, organizational, responsibility and follow-through)
- Engage the Learner (Becomes interested and motivated in learning; invests time in learning)

Career Development

- Career Exploration (Learn about the range of jobs, which are available)
- Job-Related Skills (Gain experience, knowledge and skills in the world of work; teaches cooperation, teamwork, etc.)

Environmental Benefits

- Everyone gains from a clean environment. Such an environment attracts visitors, which, in turn, builds economic strength
- Help educate the public about environmental issues and show others how to get involved
- Beautify the environment but enrich community life

Social Benefits

- Additional enthusiasm and resources for the community
- More positive recognition in the community
- Strengthen community networks and foster cohesion

Intergenerational Interaction

- Opportunity to connect with people of all ages, and many times elderly people do not have a chance to talk to the younger generation
- Youth understand and appreciate the older generation's history and role in a community's continuum

Educational Benefits

- Communities benefit from the informal educational role youth provide through service. Many projects involve youth as informal educators, teaching others about the environment, community needs, etc.
- Curriculum in school and/or in youth program becomes more relevant, problem-based, expanded beyond the school or program
- Youth are more motivated to learn and attendance rates increase
- Greater community taxpayer support for schools and programs that are offering service programs
- Curriculum is more flexible, lends itself to thematic units and inclusion of character education

Community Benefits

Economic Savings

- Monetary savings to the program
- Community activities or events keep money in the community

Youth Are Viewed As Assets

- When youth give back to their communities through service, residents see youth as assets and learn to respect the needs of youth
- Community involvement produces responsible citizens
- Youth seen as modeling character

A PERSON OF CHARACTER . . .

→ Is a good person, someone to look up to and admire. → Knows the difference between right and wrong and always tries to do what is right. → Sets a good example for everyone. → Makes the world a better place. → Lives according to the "Six Pillars of Character": TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING and CITIZENSHIP

TRUSTWORTHINESS

- Integrity** — DO: Stand up for your beliefs • Follow your conscience • Be honorable and upright • Live by your principles no matter what others say • Have the courage to do what is right and to try new things even when it is hard, costly • Build and guard your reputation
DON'T: Do anything wrong • Lose heart if you fail or don't get what you want
- Honesty** — DO: Tell the truth and nothing but the truth • Be sincere • Be forthright and candid
DON'T: Lie • Cheat • Steal • Be sneaky, tricky, or deceptive
- Reliability** — DO: Keep your promises • Honor your word and commitments • Be dependable • Do what you are supposed to do • Return what you borrow • Pay your debts • Be on time
- Loyalty** — DO: Stand by and protect your family, friends, school and country • Be a good friend • Look out for those who care about you • Keep secrets of those who trust you
DON'T: Betray a trust • Let your friends hurt themselves • Do anything just so others will like you • Ask a friend to do anything wrong or spread gossip that could hurt others

RESPECT

- Golden Rule** — DO: Treat others the way you want to be treated • Respect the dignity, privacy and freedom of all individuals • Value and honor all people, no matter what they can do for you or to you • Respect others' property — take good care of property you are allowed to use and don't take or use property without permission • Respect the autonomy of others — tell them what they should know to make good choices about their own lives
DON'T: Use or manipulate others • Abuse, demean or mistreat anyone
- Tolerance and Acceptance** — DO: Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress or the amount of money they have • Be tolerant, respectful and accepting of those who are different from you • Listen to others and try to understand their points of view
- Nonviolence** — DO: Resolve disagreements, respond to insults and deal with anger peacefully and without violence
DON'T: Use threats or physical force to get what you want or to express anger
- Courtesy** — DO: Use good manners • Be courteous, polite and civil to everyone
DON'T: Use put-downs, insults or ridicule to embarrass or hurt others

CHARACTER COUNTS! National Office

(800) 711-2670 • cc@jiethics.org • www.charactercounts.org



appendix

Resource #4 continued

A Person of Character

44

RESPONSIBILITY

Duty ——— **DO:** Know and do your duty • Acknowledge and meet your legal and moral obligations

Accountability — **DO:** Accept responsibility for the consequences of your choices, not only for what you do but what you don't do • Think about consequences on yourself and others before you act • Think long-term • Do what you can do to make things better • Set a good example
DON'T: Look the other way when you can make a difference • Make excuses or blame others

Pursue Excellence ——— **DO:** Your best • Persevere • Don't quit • Be prepared • Be diligent • Work hard • Make all you do worthy of pride

Self-Control ——— **DO:** Take charge of your own life • Set realistic goals • Keep a positive outlook • Be prudent and self-disciplined with your health, emotions, time and money • Be rational — act out of reason not anger, revenge or fear • Know the difference between what you have a right to do and what is right to do • Be self-reliant — manage your life so you are not dependent on others; pay your own way whenever you can

FAIRNESS

Justice ——— **DO:** Be fair and just • Treat people equally • Make decisions without favoritism or prejudice • In imposing punishment be sure the consequences for wrongdoing are consistent, certain and proportional (not too harsh or lenient)
DON'T: Take more than your fair share • Take advantage of or blame others unfairly

Openness ——— **DO:** Be open-minded and impartial — consider what people have to say before you decide • Be careful — get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another)

CARING

Concern for Others ——— **DO:** Be compassionate and empathetic • Be kind, loving, and considerate • Be thankful and express gratitude for what people do for you • Forgive others for their shortcomings
DON'T: Be mean, cruel or insensitive

Charity ——— **DO:** Be charitable and altruistic — give money, time, support, comfort without strings for the sake of making someone else's life better, not for praise or gratitude • Help people in need

CITIZENSHIP

Do Your Share — **DO:** Be a good citizen and a good neighbor • Care about and pursue the common good • Be a volunteer — help your school and community be better, cleaner and safer • Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself • Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes

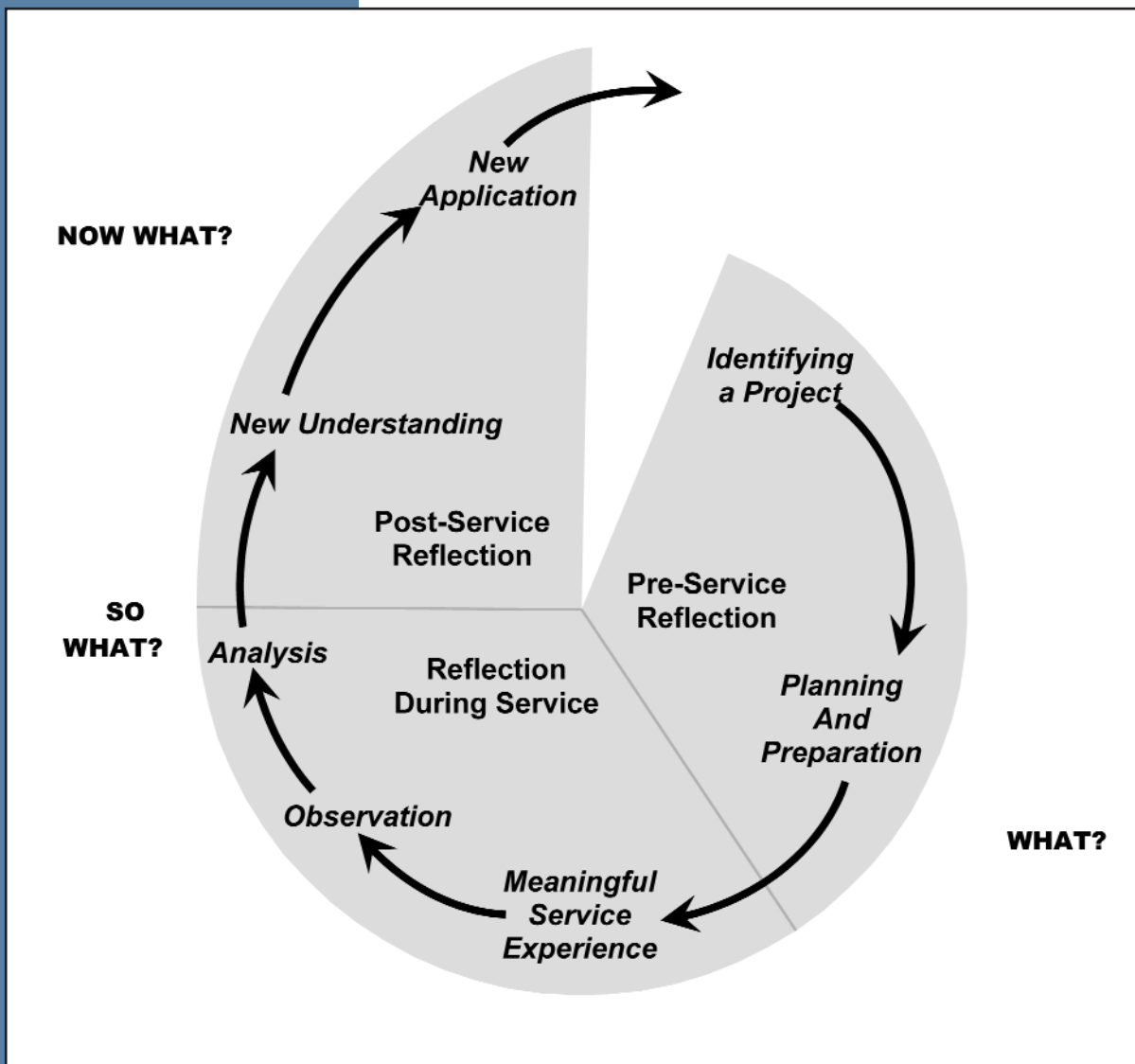
Respect Authority and the Law — **DO:** Play by the rules • Obey parents, teachers, coaches and others who have been given authority • Observe just laws • Honor and respect principles of democracy

UNDERLINED words are vocabulary words to be learned at the appropriate developmental level.

Resource #5

appendix

The Service - Learning Model



Utopian Towns

Of all the places, you have been what is your favorite city to visit? Why? What did it have that your community does not have? How is it different? List the ideas and what kind of Service-Learning project you could do to create that "ideal" town. You can help develop that community.

I Have A Dream

Remember Dr. Martin Luther King's well-known speech? Think about your own personal/community dreams. Write down, compile a list of all participants' dreams, and develop a Service-Learning project. Who knows, you may become a famous person, too, for dreaming big dreams.

60-Minute Search

Get a street map of your community, divide the territory, and have the group members search the area for needed improvements (i.e., broken picnic tables or curb not handicap accessible). Mark the "hot spots" on each map, discuss with group and develop a Service-Learning project. Another twist to this is to take photos with a digital or video camera. Also, make a list of the "good things" in your neighborhood that you are proud of.

Ask Your Legislators

Find out key issues at the forefront of the national and state agenda. What are the serious dangers facing your state, community, country and world? Develop a Service-Learning project related to these issues.

Identifying Our Community Needs

Three wishes

Throughout the week, ask people what they would wish for (given unlimited power/resources) if they were granted three wishes for the community? Compile the list of dreams, prioritize and develop a Service-Learning project to make their wishes come true. See how many dreams come true in a year.

Watch the News

Read the newspaper. What stories leave you feeling disturbed or unsettled? Cut out articles in the newspaper that make you sad or ashamed. Work with the youth staff and other youth in your program to develop a Service-Learning project. Make sure that you have the newspaper cover your story as a "good" news story.

Interview or Forum

Have an open mike or forum to share community problems/dreams. For the military population, use information from town hall meeting or AFAP conference to develop your Service-Learning project. If the people do not come to you, then go to them. Interview senior citizens about societal changes (for the best/worst). What are their greatest fears in the community? What are they proud of in your hometown? Develop your service-project.

Check the Yellow Pages

Review the yellow pages of the phone book for different agencies that you may be of service to. Call them up and begin a partnership with them. It may be a great opportunity to develop a great Service-Learning project.

Look Around You

What special events are going on around town? (4th of July, holiday fairs, etc.) What organizations/businesses/schools are struggling to reach their goals or keep up with society? How could you help them? What kind of Service-Learning project could you develop? concerns for them.

Group Goals

Does your town have a set of goals? What about your school/organization/neighborhood? Research and find out what the groups around you are trying to do and join in with them. Develop a Service-Learning project together.

Conduct a Survey

There is a variety of ways to identify needs through a survey. You can ask people what their greatest concerns are. You could identify a list of concerns and have people rank them. (See next handout for example.) You could call on the phone and survey people or you could form a team with an adult advisor and take a certain neighborhood and interview people on issues or concerns for them.

Youth Needs Survey

Rank each of the following community problems on a scale of 1 to 3.

1= MINOR

2=MODERATE

3=SERIOUS

- _____ Child Abuse/Neglect
- _____ Abuse to the Elderly
- _____ Runaway/Throwaway Youth
- _____ Hunger
- _____ Juvenile Crime
- _____ Adolescent Suicide
- _____ Teenage Pregnancy/Lack of Sexual Awareness
- _____ Elderly Population Increasing
- _____ Drunk Driving
- _____ Rape
- _____ Problems of mentally illness
- _____ Physically Handicapped issues
- _____ Racial Disharmony
- _____ Inadequate Housing
- _____ Alcohol and Drug Abuse
- _____ Illiteracy (Not being able to read)
- _____ Lack of Recreational activities for youth
- _____ Lack of Programmed activities for youth
- _____ Lack of Awareness of Community services available
- _____ Personal and Family Problems
- _____ Children and Youth living in poverty
- _____ Single Parent Homes
- _____ Low Self Esteem
- _____ Education
- _____ Homelessness
- _____ Other:

We may have left something important to you off the list. List issues or problems that your community faces under other and be sure to score these like the other issues.

Resource #8

appendix

Places to Look for Project Ideas

Chamber of Commerce
Service-Learning Programs in Your State
Cooperative Extension Office
Volunteer Centers
Aloha United Way
School Systems that are doing Service-Learning
Court System
Parent Groups at School
American Red Cross
YMCA/YWCA
Department of Human Resources
Salvation Army
City Recreation Centers
Newspapers with listings of Service Projects
Volunteer Clearinghouse Agencies
Service Clubs - Lions/Jaycees etc
Nursing Homes
Public Hospitals/Clinics
Museums
Police Departments
Churches
Libraries
Colleges and Universities
Community Gardens/Parks
Food Banks/Homeless Shelters
AmeriCorps Programs
Housing Authority
Mental Health Programs
Ronald McDonald House
Environmental Clubs/Programs
Family and Children Services

You may wish to request that an organization create a "wish list" of various meaningful service projects that youth could do that are related to talents or skills the youth have learned. For example, a children's museum that may wish to put out a monthly newsletter but does not have any clerical staff. Youth with computer skills may enjoy meeting this community need.

Woodworking:

- Make plant holders for a park
- Make benches for a community trail
- Build bat, bird or butterfly houses
- Help with Habitat for Humanity, building houses
- Make wooden picture frames, or centerpieces for people in the nursing home
- Make wooden lawn chairs for the community or elderly people
- Build a wooden swing or picnic bench for a park or a neighborhood
- Build a piece of furniture for low income families
- Build furniture for SAS or CDC
- OTHER IDEAS that you might have:

Animal Projects:

- Take care of pets for other people
- Help care for animals at the vet's or at the Humane society
- Horse riding programs for disabled children
- Make brochures or posters promoting care of animals
- Work with the zoo, adopt a couple of animals and help with the care of them or assist with special events they offer.
- Do a project with marine life-whales, dolphins, sea lions, turtles, fish, etc.
- Host a pet show for your neighborhood youth
- Check with Aquariums, Sea Life Park etc to see how you can help their organization
- OTHER IDEAS that you might have:

Service-Learning Project Ideas:

*Ideas related to 4-H
projects, subjects in school,
and community agencies*

Art/Drawing/Painting:

- Paint a mural in the community on a building or a wall or at a museum
- Make pottery and sell it for a good cause
- Design the layout and help with the decorations for a special Army event, or community event
- Design promotional brochures or posters to promote your youth program to other youth in your community.
- Sponsor an Art show with proceeds going to a special cause, being sure to send the top winning art to the Boys and Girls club contest.
- Design stationery or note cards and sell them for a good cause.
- OTHER IDEAS that you might have:

Foods/Nutrition:

- Makes jams, jellies, or a basket of homemade cookies for special people at your installation and thank them for supporting the youth program at the installation.
- Make homemade bread and take it to shut-ins (Bread in a Bag)
- Make healthy snacks for a marathon or community race
- Educate people on eating five fruits and vegetables in a day at the local grocery store
- Create a cookbook with healthy snacks and sell it in the community and to daycare providers and give profits to hunger. Or give the daycare providers a book free of charge.
- Teach children in the park or library by doing nutrition puppet shows, songs, plays etc.
- Dress up in costumes and go to classrooms at school and teach the Food pyramid.
- Plan a special meal for the homeless, not on the usual holidays
- Take Food Baskets or cook a meal for the people living at the Ronald McDonald House
- OTHER IDEAS that you might have:

Safety:

- Do something for Halloween safety
- Promote Bike or water safety
- Sponsor a bike rodeo
- Promote seat belt safety
- Make first aid kits
- Do programs to promote the use of sunscreen, or skin cancer awareness
- Collect blankets or towels for the homeless
- OTHER IDEAS that you might have:

Hospital:

- Sew urban turbans or happy hats for cancer patients (Sewing)
- Sew Boxer shorts with Velcro (Traction/Action) for children in traction-pediatrics (Sewing)
- Paint, stencil in the playroom in the children's wing (Home environment/arts and crafts)
- Donated homemade toys or stuff animals (Childcare)
- Make book kits for children to read and do activities (Childcare)
- Sew sweat suits for people who leave the emergency room, due to their original clothing being soiled or cut off. (Sewing)
- Put glow in the dark stars and soothing music into some of the patients rooms (Astrology)
- Plan activities for the children in a hospital
- OTHER IDEAS that you might have:

appendix

Resource #9 continued

Service-Learning Project Ideas:

Daycares/After school programs:

- Make drama kits
- Make games or activity boxes
(Use your 4-H materials so that these children can also experience 4-H)
- Make book kits
- Sew curtains or other items like beanbags etc. for them to use in their environments.
- Read to younger children-Read to Me Aprons.
- Teach them a sport or life skill
- OTHER IDEAS that you might have:

Homeless/Women's shelter:

- Serve a meal (Foods and Nutrition)
- Redo a room, paint etc
- Read to children
- Collect and pack "I Care Kits"- soap, toothbrush, comb, toothpaste, deodorant, etc.
- Collect towels and wash cloths
- Do things with them at times other than the holidays
- During the summertime, children need to do things and they often have no activities planned. Play games or do mini 4-H projects, sponsor a day camp where every youth teaches about one of their 4-H projects and does a hands-on activity.
- Make school bags or birthday bags for children to celebrate their birthdays
- Collect food items to make food baskets or build food castles in the Mall and then place in baskets. (Foods and Nutrition)
- Foster care programs-Make teddy bears for the children or collect tennis shoes or suitcases
- OTHER IDEAS that you might have:

Environmental:

- Build birdhouse or wooden duck houses (Wood working)
- Clear a trail
- Stencil drains to keep water clean
- Rake lawns and plant flowers for elderly people
- Make trash containers/holders for parks or bike paths
- Make signs to identify plants on trails etc.
- Taro patches, other native plants/areas
- OTHER IDEAS that you might have:

Tourism:

- Volunteer as docents at museums -Learn how to give tours, understand the entire program and volunteer hours on a regular basis
- Design brochures or placemats
- Volunteer to help with big community events
- Design maps, coloring sheets or information related to an exhibit
- Help restore a historic site, building, etc.
- Host a prom and graduation for area Veterans who might have missed theirs due to fighting in the War. (Hold the event on historic grounds/places that would have meaning to them)
- Take photos of famous landmarks and put on website or take photos of historic homes and make a history web site
- OTHER IDEAS that you might have:

Nursing Home/Senior Centers/Elderly:

- Meet with them once a month and do activities with them--Provide manicures, play games, work on a project together.
- Sew bags, aprons, lap quilts, etc.
- Do social activities, such as Dance/Bingo/Fashion Show/etc.
- Perform a play, talent show, etc. (at times other than holidays)
- Write history of the elderly person and make it into a book/ Share with family and historical society.
- Have the elderly person teach a long lost craft or skill
- Plant a garden or flowers together
- Have a pet show for them.
- OTHER IDEAS that you might have:

Schools/Neighborhoods:

- Beautify the school grounds
- Adopt one or two classrooms and find ways to get it renovated and sponsored for the supplies needed throughout the year.
- Plant bulb flowers secretly and surprise everyone when the flowers come up!
- Assist with displays, events or activities at your school where you can promote military youth programs.
- Build a playground
- Build a sand box
- Help with Youth sponsorship at school/web site etc.
- Clean up a trashed lot and turn it into a fun place for youth to play.
- Read books to children at the park
- OTHER IDEAS you might have:

Planning and Preparation Checklist

Once a project has been selected, the collaborating team should develop a detailed plan for implementing it. The team may include 4-H educators, leaders, youth, representatives from collaborating organizations and schools and members of the community to be served. Schedule several planning meetings. Decide how each detail should be carried out and who's in charge of seeing it through. Make sure everyone has input and a job! The following format may be helpful:

Name of Project:
Description:
Desired Outcome of Service to Community and Participants:
Number of Youth to Be Involved:
Knowledge and Skills Needed:
Training and Orientation for Participants:
Collaborators and Their Contributions (Clear Agreements):
Preparing Collaborators to Work with Youth:
Action Plan for Service (Who does what? When? Who supervises?)
Preparing Adults As Supervisors:
Reflection Opportunities Before, During and After Service:
Communications (with parents, collaborators, youth and public):
Parental Support/Involvement:
Risk Management (Liability Issues):
Resources Needed:
Facilities:
Equipment:
Materials/Supplies:
Transportation:
Printing/Duplication:
Publicity:
Awards:
Funding:
Action Plan for Service (Who does what? When? Who supervises?):
Evaluation (Criteria for Success):
Recognition/Celebration:

Adapted from Heat & Hands in Action: Planning and Implementing Community Service-Learning Projects - Louisiana Cooperative Extension

Resource #11

appendix

Sample Media Release Form



Fort Bravo Child & Youth Services (CYS) Media Release

I give to the CYS, its nominees, agents, and assigns, unlimited permissions to copyright and use, publish, and republish for purposes of advertising, public relations, trade, or any other lawful use, information about me and/or my child (ren) and reproductions of my/our likeness (photographic or otherwise) and my/our voice, whether or not related to any affiliation with CYS, with or without my/our name. I hereby waive any right that I (and Minor) may have to inspect or approve the copy and/or finished product or products that may be used in connection therewith or the use to which it may be applied.

Participant Status: ☐ Youth ☐ Adult
Participant Name:

Signature: _____ **Date:** _____

Consent of parent or legal guardian if above individual is a minor.

I consent and agree, individually and, as parent or legal guardian of the minor named above, to the foregoing terms and provisions. I hereby warrant that I am of full age and have every right to contract for the minor in the above regard. I state further that I have read the above information release and that I am fully familiar with the contents.

Name of child(ren):

Name of Parent/Guardian:

Signature: _____ **Date:** _____

Quotes about Service and Serving Other

56

- *"Great opportunities to help others seldom come, but small ones surround us daily."* Sally Koch
- *"Some people give time, some money, some their skills and connections, some literally give their life's blood . . . but everyone has something to give."* Barbara Bush
- *"Service to others is the rent you pay for your room here on earth."* Muhammad Ali
- *"The thing that lies at the foundation of positive change, the way I see it, is service to a fellow human being."* Lech Walesa
- *"No act of kindness, no matter how small is ever wasted."* Aesop
- *"One is not born into the world to do everything but to do something..."* Henry David Thoreau, poet, writer, philosopher
- *"Only a life lived for others is worth while."* Albert Einstein (Youth, 1932)
- *"Ask not what your country can do for you, but what you can do for your country."* John F. Kennedy
- *"This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in."* Theodore Roosevelt
- *"A different world cannot be built by indifferent people."* Horace Mann
- *"Everyone can be great, because everybody can serve!"* Dr. Martin Luther King, Jr.
- *"Tell me and I forget. Teach me, and I may remember. Involve me, and I learn."* Benjamin Franklin
- *"Work to make a living; serve to make a life."* Will Rogers
- *"Our mission on earth is to recognize the void-inside and outside of us-and fill it."* Rabbi Menahem
- *"Ain't nothin' to it but to do it."* Maya Angelou

- *"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."* Margaret Mead
- *"Anyone can serve, because we all have something to give."* Sharon Davis
- *"The best way to find yourself is to lose yourself in the service of others."* Mahatma Gandhi 1869-1948)
- *"You will find meaning only by sharing in the responsibilities, the dangers, and the passions of your time."* President Lyndon B. Johnson
- *"My dad has always taught me these words: care and share. That is why we put on clinics. The only thing I can do is try to give back. If it works, it works."* Tiger Woods

references

Cairn, R. and J. Kielsmeier. *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum.* Roseville, MN: National Youth Leadership Council, 1992.

Garbe, L., Middle School Instructor. *Factors to Consider When Deciding on a Celebration.* Oak Grove High School, Fargo, ND, 1997.

Heart & Hands in Action: *Planning and Implementing Community Service-Learning Projects.* Louisiana Cooperative Extension, 1997.

Koth, K and S. Hamilton. "What is your definition of Service-Learning? Redefining Service for Long-Term Social Change." Presentation to Youth Service-Learning Conference in Fargo, ND, 1997.

National Youth Leadership Council, 1667 Snelling Ave. N., Suite D300, St. Paul, MN. For Service-Learning materials visit www.nylc.org .

Taylor-Powell, E., G. Hutchins, and R. Reed. *Community Service: What 4-H Youth Groups Do to Make a Difference.* University of Wisconsin Cooperative Extension, 1997.
www.uwex.edu/ces/briefings/YouthService.html

The Service-Learning Cycle. National Youth Leadership Council, St. Paul, MN, 2005.

Toole, Dr. Pamela. "Service-Learning 101." Presentation to Service-Learning Conference. Fargo, ND: National 4-H Leadership Council, 1997.

Notes



58



A Guide for Army Child & Youth Services Staff

Community
Self-esteem
Experiences

Volunteering
Respect

Involvement
Communication

Reflection
Value



Copyright 2007 AMWRE. All rights reserved. Photocopying or reproduction strictly prohibited except within the Department of Defense and National 4-H.