

Conducting 4-H Community Service Learning Projects

YOUTH LEADER'S GUIDE

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▶ 4-H SERVICE LEARNING STANDARD

The 4-H Service Learning Standard outlines the critical elements of a 4-H service learning project. The Points of Light Foundation created this model to bridge the gap between the community and the classroom to create service learning opportunities for young people (Points of Light Foundation, 1997). This model serves as the framework around which 4-H youth can learn and enjoy. For a more detailed explanation of each standard, please visit the University of Tennessee Extension Service Learning Standard website at: www.utextension.utk.edu/4H/sos/SLstandard/index.htm

1. Youth Voice and Planning

With a little help from adults, there's nothing you as 4-H youth can't do. You can plan projects, do the service, evaluate the program, celebrate your efforts – everything! As a leader, you can learn more and you feel like you have more to say in the project. So, gather your ideas, find some friends, an adult volunteer leader, and your 4-H agent and start planning!

2. Community Need and Voice

The first step in your planning is to take a good look at your community. Is there a nursing home or day care nearby? Does the park have a lot of litter? Do the neighborhood children have a playground? By looking at the world around you, you can learn more about your community than you ever thought you could. Now, what can you do to help?

3. Learning Objectives

After you have picked your project, think about what you may learn from doing it. Will you learn to work as a team with your fellow 4-H'ers? Will you learn more about a certain issue, such as homelessness or Alzheimer's disease? Will you learn leadership skills or maybe practice some of the things you've been learning in your 4-H project manual? Through discussion with your adult leaders, decide on a couple of things you want to focus on learning.

4. Orientation and Training

You've planned the projects and recruited other volunteers. What should they know about the service? Tell them about the problem you're trying to solve and why you chose the project you did. Teach them about where you're going to be serving and the people they'll be meeting there. Then tell them the other important things: date, time, place, transportation details, and anything else you think they should know to be prepared. Also, make sure the 4-H'ers' parents know what's going on and that they have signed the 600a form.

5. Meaningful Service

The day of service has arrived. What can you do to help things go well? You can set goals for what you want to accomplish that day. Make sure you have the supplies you need. Anticipate barriers, such as bad weather or not enough volunteers. Map out who's doing what job and who's working where. And, always, expect the unexpected. If something goes wrong, don't give up. Learn from it and keep going!



6. Reflection

During and after the actual service, think about why you're doing what you're doing. Ask yourself: "What?" "So what?" "Now what?" Why is the service important? What have you learned from it? Has it taught you a new skill or changed your attitude about something? And, now that you've learned it, what are you going to do with it? The great thing about reflection is that you can do anything – writing, talking, dancing, acting, whatever – that will get you thinking about these things.

7. Evaluation

Look at your program to see what's working and how you can improve it. You can do this anytime, but especially after you do the actual service. Talk to the volunteers, the people you served, adult leaders, and anyone else who was involved. See what they have to say about your service learning project. You can even plan, *before* the service, who and what you're going to ask *after* the service.

8. Celebration, Recognition, and Reporting

You and the other volunteers have worked hard helping your community and learned something along the way. You deserve a reward! It can be anything from a simple "thank you" to a party. When possible, include the people you have served. They'll want to thank you, too.



What Is Community Service Learning in 4-H?

Community service learning is a perfect blend of organized community service and established learning goals. It is more than just volunteerism. The main difference between community service and community service learning in 4-H is that community service learning intentionally links service that meets community needs to specific learning objectives that positively develop 4-H youth. Community service learning in 4-H also involves the important aspect of reflection, which is a careful review of what was learned from conducting the service (this will be discussed in greater detail later!) (Points of Light Foundation).

Community service learning projects can be used with any 4-H project to teach a variety of skills to 4-H'ers. Ultimately the project should support the four-fold model of 4-H youth development – development of the head, heart, hands, and health. Below are some important elements to include.

Important elements to consider when conducting a 4-H community service learning project:

1. Closely involve youth in ALL aspects of the project experience – identifying a project goal, determining how to accomplish the goal, meeting specific learning outcomes, and becoming engaged with adult mentors.

(For example: Allow 4-H'ers to be involved during the planning stage rather than presenting them with a project and expecting them to carry it out)

2. Select a project that 4-H'ers think is important and real to them as members of the community. It is important that 4-H'ers feel they are doing something that will benefit the community.

(For example: You feel your 4-H Club should focus on a project that consists of writing to legislators about a local community initiative. Your 4-H'ers may feel it is more important to develop pamphlets for a local school on the hazards of drinking and driving.)

3. Set project goals that are clear, but not too challenging.

(For example: The resources available within your community and the age of the 4-H'er might make it easier to create posters and presentations for the local schools on air quality than to develop a school-based program on “invasive species control.”)

4. Plan a project that is appropriate for the age level (Wilis, S., 1993).

(For example: If your 4-H club consists mostly of Cloverbuds, focus on a simple project that they can complete with little frustration.)





STEPS TO CONDUCTING A COMMUNITY SERVICE LEARNING PROJECT

The following is a detailed description of the community service learning project development and implementation process. Follow each step carefully to create a valuable community service learning experience for 4-H youth.

▶ STEP 1: YOUTH VOICE AND PLANNING

Young people assume active leadership roles in all phases of the community service learning project. Step 1 involves gathering ideas for the types of projects the 4-H group would like to tackle.

The key to a successful community service learning project is to INVOLVE YOUTH FROM THE VERY BEGINNING. This means involving youth even before a project is identified. After all, it is a youth project. This is not about a youth take-over! It's about thoughtfully including the youth voice, creating youth/adult partnerships, and creating young leaders. Young people may not enjoy participating in a community service learning project that has been forced on them. They want and need to own the project. Thus, it is important to engage them throughout each step. Because it is equally important to identify projects that meet real community needs, actively involve local community members as your group identifies potential projects.

Keeping it real... When service becomes mandatory!

Because people in your community know the value of 4-H, they often ask 4-H groups to conduct community service projects. Request may come from community leaders, educators, members of civic organization, etc. If you receive a request to conduct a community service learning project that has already been organized, there are still ways to actively involve your 4-H group. For example, allow your 4-H'ers to determine whether or not they want to participate in the project. Also give them time to discuss how they would like to participate and what they perceive their roles to be in the project.



Put Step 1 into Operation

► Make a List

Set up a brainstorming session with your 4-H group. The purpose of the session is to develop a list of community issues or problems that the group feels are important. At this point you are merely discussing important issues and/or problems that exist within your community. To gather ideas, check local news media or ask individuals within the community.

► Rank the List

Next, ask the group to prioritize the list of community issues by ranking them from most important to least important. Ask them to explain why they ranked the issues in this manner. (If you are working with a larger 4-H group, split the group into several smaller groups consisting of five or six youth to do this part of the activity.)

► Obtain Feedback

Identify community members who can provide feedback for the ranked community issues list. Members of the community who can help with this task are community leaders, parents, teachers, school administrators, ministers, business owners, elected officials, 4-H volunteers, etc. Obtaining input from members of the local community will provide additional feedback and help your group with the project selection process.



Examples of issues that may arise during STEP 1: YOUTH VOICE and PLANNING

Example 1: Reading and Writing Project

Extremely low reading and writing standardized test scores earned by a large number of youth within your local school district have earned the district negative statewide media attention. Because of this negative attention, the local government is strongly supporting efforts to involve young people in activities that promote reading and writing. “Wow!” you think to yourself. “My local 4-H club could create a great community service learning project to address this issue. I can envision our 4-H group tutoring youth in their middle-school English courses and reading to elementary school-age kids in the afternoon!”

During the initial brainstorming session, you suggest this idea as an important community issue for the 4-H group to consider adding to their list. To your disappointment, when the group prioritized the list of community issues, they do not rank your idea as important. They are far more interested in focusing on issues of teen smoking behavior.

Ask yourself this question: “If I force the group to address the community issue of extremely low reading and writing standardized test scores, who will benefit in the long run?” Just because you think a project idea is important doesn’t mean that your 4-H’ers will too. It may be better to consider all ideas... even if it means putting your own idea on the back burner. However, feel free to list the advantages and disadvantages of the various project options the group ranked as important, and ask them to consider that information when making a decision about a potential project.

Example 2: River Clean-up Project

Several youth in your 4-H group have participated in a river clean-up project for the past four years. The project worked wonderfully each year, and you think to yourself, “Let’s do it again this year!” This year, however, two of the youth who actively participated during the past four years are not interested in participating in the “cleaning aspect” of the project this year. Instead, they would like to focus their time on promoting the project. They have offered to write a newspaper article, create a media release, and develop a radio ad to promote the project within the local community. Are they merely looking for ways to avoid responsibility? Who knows? After all, they have put time in during the past four years. However, allowing them to work in a different capacity (and these two individuals seem to have clearly identified ways they can contribute to the project) may tap into creativity and leadership that lead them to new skill development. Forcing them to participate only in the river “clean-up” aspect of the project may not allow them to spread their wings and discover other talents. If it becomes necessary to explain to the others in the group why these individuals are participating in a different capacity, politely explain that those individuals have participated in “clean-up” for four years now and would like to serve the group in a different capacity this year. Explain that 4-H is all about teaching a variety of skills and producing leaders and that you welcome new ideas and new ways to participate in 4-H community service learning.



▶ **STEP 2: COMMUNITY NEED AND VOICE**

The service learning project meets a genuine community need and community members are actively involved in the community service learning process.

Put Step 2 into Operation:

▶ **Identify Community Needs**

To assist your 4-H'ers with project selection, help them conduct a community needs assessment. Check in the **Conducting a Community Needs Assessment** section on page 10 for ideas! Select an idea and conduct it as part of a 4-H project activity. Provide enough time for the 4-H group to gather data.

▶ **Review the Feedback**

Once the group has conducted a community needs assessment and gathered all of the data, hold a meeting to discuss the findings. Compare the community needs assessment findings with the community issues the 4-H group ranked as important in STEP 1. If the two are similar, then selecting a project should be fairly easy. If not, then your 4-H group must decide the kind of project they would like to tackle. It is important to note that the project is one that will also meet the needs of the community. Also note that the project must be one that they will enjoy doing.

▶ **Identify Ways the 4-H Group Can Help the Community**

Discuss with the 4-H'ers the different types of service activities they can do to address the important community need(s) they identified. Also, list individuals or organizations that may benefit from those service activities. Talk with members of that organization(s) to identify the types of service activities that will help them or their organization the most.

▶ **Select a Project!**

Based on all of the data and discussion, assist the 4-H group in selecting a project.

▶ **Establish a Community Contact**

Identify the individual(s) who lead or manage the organization where your 4-H group would like to conduct the community service learning project. Contact that individual(s) and explain that your 4-H group would like to work with them to conduct a community service learning project. Explain that this is an educational project for your 4-H group. Thus, the project will be used to meet a specific need of the organization, while at the same time it will be used to teach important concepts to your 4-H group. If the individual expresses interest in the project, allows your 4-H group to use their organization as a site for the community service learning project, and agrees to serve as the contact person, record their contact information in the following section.



Write the name of the individual(s) representing the agency or organization who agreed to participate in the project and will assist you in project planning.

Name of contact person _____

Name of the group or community organization _____

Street Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____ E-mail _____

Name of contact person _____

Name of the group or community organization _____

Street Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____ E-mail _____

Name of contact person _____

Name of the group or community organization _____

Street Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____ E-mail _____



Conducting a Community Needs Assessment

There are many methods you can use to identify needs in your community. Conducting a community needs assessment is one of them. Below are just a few ideas for doing this.

► **60-minute Community Search (See Example)**

Get a street map of your community, divide up the territory and have group members search their area for needed improvements. Mark the “hot spots” on each and discuss area needs.

► **Mind Mapping**

Draw your map to include the following:

- What are the issues facing your community?
- What are the real causes of the problem?
- What are the effects on individuals and on the community?
- Brainstorm project ideas.
- Evaluate and prioritize the project ideas.
- Focus on your top idea.

► **Conduct a Survey**

Ask young people what their greatest concerns are.

Give them a list and have them rank their concerns.

► **Hold a Community Forum**

Have an open microphone to share community problems/dreams.

► **Interview Senior Citizens**

Ask senior citizens about societal changes (for better/worse). What are their greatest fears in the community? What are they proud of in your hometown?

► **Three Wishes**

Throughout one week, ask people what they would wish for (given unlimited power/resources) if they were granted three wishes for their community. Keep a list of the dreams people share.

► **Watch the News**

What stories leave you feeling disturbed or unsettled? Cut out articles in the newspaper that make you sad or angry.

► **Utopian Towns**

Think of all the places you have been. What is your favorite city to visit? Why? How is that different from your hometown?



► **I Have a Dream**

Read Martin Luther King’s well-known speech, “I Have a Dream.” Think about your own personal/community dreams and write them down.

► **Group Goals**

Does your town have a set of goals? What about your school/organization/neighborhood? Research and find out what groups around you are trying to do.

► **Look Around You**

What special events are going on around town? What organization/businesses/schools are really struggling to reach their goals or keep up with society?

► **Ask Your Legislators**

Find out key issues at the forefront of the national agenda. What are the serious dangers that face our country and our world?

(Activities are taken directly from *Service Learning: Pledging Our Hands to Larger Service* by Lori Jean Manooth, The University of Tennessee Agricultural Extension Service)

60-MINUTE COMMUNITY SEARCH ACTIVITY

Is there a day-care center down the street? What are the needs of the retirement home nearby? Has anyone else noticed the trash in the school parking lot? Young people don’t have to travel far to perform service. A Community Search can reveal a wealth of information about assets and needs in you community.

To prepare for this activity you need the following:

1. Young people
2. Maps of the area
3. Pens and paper

► **Organizing search teams**

1. Obtain street maps of the community. (Check with your council, auto club, library, etc.)
2. Locate your organization on the map and determine which areas you want to search.
3. Divide participants into teams of three to five and assign them to a specific part of the map. (You may want to make sure that each team gets a chance to see both residential and business areas.)
4. Give each team a copy of the map with their search areas outlined and worksheets with questions and things to look for.



► Conducting the search

1. Tell the teams that they will be going on a Community Search to gather data about the kinds of people, businesses, problems and services that are in the community. Ask them to think about the following questions:
 - What are the businesses in the community? Who are their customers? Who owns them?
 - Who lives in the community? Where do they live?
 - What does the community look like (streets, graffiti, condition of housing, etc.)?
 - What services are in the community (clinics, child-care centers, schools, churches, etc.)?
 - What problems does the community face (crime, drugs, poverty)?
2. Remind each team that they need to take notes about people and activities; note any problems; count numbers of businesses, nonprofit and government agencies, local newspaper, housing units, etc.
3. Set a time limit (about 60 minutes) for each team to search their assigned area of the community on foot. An adult should accompany teams if appropriate (based on age of youth participants and the area to be searched).
4. After the groups have completed their searches, have them compile their findings to share with a larger group. After sharing what they learned, here are some questions you can ask the participants:
 - What are the best things you discovered about your community?
 - If you had the power to change something in your community, what would it be?
 - Have any of your initial impressions about your community changed?
 - What new questions do you have about your community?

Source: Points of Light Foundation Youth Outreach, adapted from Constitutional Rights Foundation and Close Up Foundation, Active Citizenship Today: Field Guide, 1994.



PROJECT BOOK ACTIVITY

Reflection:

After addressing each bullet in **Step 2**, ask youth to complete the **Community Need and Voice Reflection Form**.

Community Need and Voice Reflection Form

Reflection Questions	Reflection Responses
1. Was it easier or more difficult than you expected to plan the project?	
2. What was your overall reaction to planning the project?	
3. Besides brainstorming, what other methods did you use to organize the project?	
4. What other information did you consider when selecting a project?	
5. How did you decide which ideas were the best?	
6. What other groups (other than 4-H) helped identify a community project?	
7. How else can you use the information you learned about the community?	



▶ STEP 3: LEARNING OBJECTIVES

Youth should understand what they are expected to learn through their service. Describe what youth will learn on a personal, social, and intellectual level. Establish clear learning goals as they relate to the 4-H curriculum.

Youth need to clearly understand what they will learn and what are they are going to be able to do once they complete the project. They also need to be actively involved when developing the learning objectives for the project (be sure to consider the age of your 4-H group when doing this). This builds buy-in, interest, and provides new leadership opportunities for youth (Mantooth).

4-H work is full of learning opportunities and learning objectives. It is important to identify what you want them to learn early in the project-planning phase. A great place to search for 4-H objectives is in 4-H project books. Think about the types of service learning that can assist you as a 4-H leader in providing learning opportunities that address 4-H learning objectives.

How Do I Create Learning Objectives?

What are learning objectives?

Learning objectives describe the behavior that must be demonstrated to verify that learning has taken place. It is an observable change in the skills, knowledge, and/or behavior of youth as a result of participating in project work.

Learning objectives answer the question:

“What do I want youth to learn as a result of participating in this project?”

On the next page are examples of ways to list objectives while considering the 4-H curriculum and Life Skills Model. Here’s an example of a specific project idea:

“The purpose of the project is to: create a media campaign to address the physical effects of teen smoking behavior.”

Put Step 3 into Operation:

▶ Consider the Age Level

Consider the age level of the group. Focus on what you want 4-H’ers to learn from participating in the project.

▶ Identify the 4-H Programs You will Address with Your Project

Identify which of the 4-H program areas your project falls within. It may be more than one area! Get the help of your 4-H group by reviewing the 4-H program area they feel their project work will involve. Assist your 4-H group by using the reflection activity below to do this. The 4-H program areas in Virginia are:

- Family and Consumer Sciences:
Careers and Economic Education; Family Science; Foods, Nutrition, and Health
- Natural Resources and Environmental Education
- Plants, Soils, and Entomology
- Science, Engineering, and Technology
- Animal Science
- Communication and Expressive Arts
- Leadership, Citizenship, and Personal Development



Take the next step for linking this idea to the 4-H Curriculum and the 4-H Life Skills Model, and then creating learning objectives.

1. You say to yourself: "While conducting this project, I want my 4-H youth to become future 4-H leaders."

4-H Program Area: Leadership

4-H Life Skills: Communication, Social Skills, and Accepting Differences.

Learning Objective Example: Recognize leadership skills in 4-H youth by identifying a personal leadership style.

2. You say to yourself: "While conducting this project, it is very important for my 4-H youth to learn about the dangers of smoking and the effects it has on the physical appearance."

4-H Program Area: Foods, Nutrition, and Health.

4-H Life Skills: Self Discipline and Disease Prevention.

Learning Objective Example: Make healthy lifestyle choices by learning the harmful side effects of smoking behavior.

3. You say to yourself: "While conducting this project, it is important that our local 4-H club learns how to run a community project."

4-H Program Area: Careers and Economic Education.

4-H Life Skills: Marketable Skills, Teamwork, Planning, and Organizing.

Learning Objective Example: Develop a timeline for completing a large scale project.

► **Identify the 4-H Life skills you want to Address with Your Project**

What 4-H Life Skills are you focusing on while conducting project work? Ask the 4-H group to identify areas in the 4-H life skills model they feel their project will work involve and why. Assist your 4-H group by using the reflection activity on page 17 to do this.

► **Identify Learning Objectives**

Identify what you want youth to learn from participating in the project. If the group is able to do so, ask them to identify a few skills or things they and others in the group want to focus on. For instance, if you decide that a major learning objective is to help youth "develop leadership skills," ask the youth to decide the things about "leadership" they want to learn the most. Some kids will need more assistance here! If you are a bit uncomfortable developing learning objectives for your project, check on page 16 to learn how.



PROJECT BOOK ACTIVITIES

Reflection:

In the previous area, we used an example to show you how to identify the 4-H program areas and 4-H life skills areas that a leader may focus on in a community service learning project. As indicated earlier, the thing that makes a 4-H community service learning project unique is its connection to specific learning objectives that positively develop 4-H youth. Below is a place to record that information. If your 4-H'ers are old enough, they can assist with this activity. If not, it may be something that you and the individuals working with you will have to do. This activity is important, because it provides a written record of how your project connects with 4-H Curriculum and 4-H Life Skills Model. Additionally, it illustrates the specific learning objectives that will serve as the focus of the project. Use the report sheet below to record the specific areas in 4-H programming under which specific project activities fall and the specific 4-H Life Skills that will be addressed when conducting project work.

4-H Program Report Sheet

Example:

- **Family and Consumer Sciences**
- **Careers and Economic Education; Family Science; Foods, Nutrition, and Health**
- **Natural Resources and Environmental Education**
- **Plants, Soils, and Entomology**
- **Science, Engineering, and Technology**
- **Animal Science**
- **Communication and Expressive Arts**
- **Leadership, Citizenship, and Personal Development**

Directions: List all of the community service learning project objectives that are preformed under each 4-H program area that apply to your project.

Example: Develop leadership skills in 4-H youth by identifying a personal leadership style.

Example: Develop a timeline for completing a large-scale project.

Example: Make healthy lifestyle choices by learning the harmful side effects of smoking behavior.



4-H Targeting Life Skills Model Report Sheet

Example:



Hendricks, P. (1990) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iowastate.edu/4h/skls.eval.htm>

What Life Skills will our project address?

Directions:

Using the "4-H Targeting Life Skills Model" above, list the life skills that will be addressed when conducting the work of this project.

Head: Planning and Organizing

Heart: Communication, Social Skills, and Accepting Differences

Health: Self Discipline and Disease Prevention

Hands: Marketable Skills and Teamwork



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► **STEP 4: ORIENTATION and TRAINING**

The group develops an understanding of service learning and prepares for the project through project orientation, training, team-building, and planning. (The community representatives who are working with you should continue to be involved during these planning sessions).

Before youth arrive at the service site, they need to know what they will be doing (orientation) and they need to be trained to conduct the work or service (training).

Orientation:

It is important to brief youth on the background of the project and prepare them for what they will be expected to do. Orientation will prepare youth to enter a potentially unfamiliar situation. This includes reviewing rules and regulations about the service and providing training for the skills that youth are expected to perform so that they can complete the service work.

Put the First Step of Part 4 into Operation:

► Fit Your Needs with the Needs of the Organization

Establish a time with the organization's contact person to discuss the needs of the organization and the educational needs of your 4-H group. Share the learning objectives from the report sheet you created in STEP 3 with the contact person. This is necessary so that everyone understands what you envision your 4-H group learning through project work. Together, create project activities that will best suit the needs of both the 4-H group and the needs of the organization.

Everyone involved (including your 4-H group) should be able to answer this question:

► What do We Want to Accomplish by Doing this Project?

There may be one answer to this question, or there may be several answers. It depends on what you would like to accomplish by doing this project. (HINT: If your 4-H'ers can't answer this question, make sure that they have been actively involved throughout all previous stages of the project.)

► Bring Youth Together as a Team

If members of your 4-H group don't know each other very well or haven't worked together before, establish a time to bring them together. Conduct icebreaker and/or energizer activities if necessary. This will help the group develop a bond. See icebreaker and team-building ideas on the next page.

Arrange an Orientation

► While you have the 4-H'ers together, conduct an orientation session. To do so, identify representatives or volunteers from the organization to familiarize the 4-H group with the following information:

- Background of the organization
- Ways the organization can benefit from the project
- Expectations of staff (4-H youth and volunteers) at the project site
- Time given to complete the project
- Benefits of providing good service
- Regulations about the service
- Dress code
- Interaction with clients (those who will benefit from the project)
- Safety regulations



ICEBREAKERS

Mystery Partners

Give all the people index cards and instruct them to secretly write down their favorite three hobbies/special interests. Ask them to draw a picture of themselves (stick figures are fine) doing one of the three things they listed. Collect and shuffle the cards; then redistribute a “mystery card” to each person. Everyone now needs to find their mystery partner by looking at the picture and interviewing group members. When everyone has found his/her mystery partner, have them introduce each other to the rest of the group. You can laugh with one another by sharing your pictures too. This works with ten to 100 people, but adjust your mingling time accordingly.

Process Point: Were the perceptions you had about other people actually true? Talk about possible stereotypes.

Famous People

As people enter the room, each person is secretly given a new identity by taping a card with a celebrity’s name on his/her back. (You can also use cartoon characters, animals, TV show characters, or other things familiar to the group.) When everyone has a new identity, group members mingle around the room asking other people yes-or-no questions about their secret identities. The goal is to discover which celebrity you have “become.” After participants have discovered their identities, they can regroup together for additional getting-to-know-you time.

Process Point: What did you learn about asking questions to reveal information about yourself? What makes this game difficult?

Family Bonding

For this large group game, the facilitator needs to make index cards with a single name from a famous family of four to eight people. Cards are shuffled and each participant is given an index card with a name on it. The goal is to mingle and find the members of your new family. Variation: When all families are united, have the groups sing a song or do a short skit originating from the famous family’s life. Television sitcom families and cartoons work well as families for this game.

Process Point: How can this initiate the building of a community?

Trust Walk

Participants should be divided into pairs (preferably with someone they don’t know very well). One person is blindfolded, and the other person becomes the guide. Challenge the pairs to go exploring in the area. The “blind” person must trust the guide to lead him/her wisely and safely. After 10 minutes, they should trade roles.

Process Point: Did you trust your partner? What enables people to trust others? What tears down trust?



ENERGIZERS

Theme Songs

The group is divided into groups of four to 15 people. The facilitator shares a broad theme with the entire group. The groups are then given four minutes to remember songs that contain a certain word (such as “love”) or topic (such as “colors”). Each group must stand up and sing a phrase from their theme song together. If another team “steals” your team’s idea before it’s your turn to sing, your team must think of another song. Continue letting each group present in turn until none of the groups can think of any more songs.

Process Point: Did your songs overlap? How do you react to stress and pressure?

Scatagories

(Fun with a large group) Everyone stands. Facilitator calls out a category, such as cereal, toothpaste, ice cream, etc. Then the participants group by their favorite type of item. It’s a chaotic, crazy time as they search for everyone with the same favorite. When they have grouped, see which group can shout out their favorite the loudest. This way they find out if they found all their members. It’s a great energizer and builds team spirit. Facilitator note: It can be hard to get their attention after they start to scatter, so stay in a visible place (possibly elevated) so they can see you clearly.

Process Point: What uncommon commonalities does your group share?

Square Form

Blindfold all participants, give them a ball of yarn, and ask each person to grab hold and try to form a perfect circle. When they think they have completed the circle, they need to stand in position and remove their blindfolds. Note: You need a large flat clear area and ten to 50 people for this game.

Process Point: Discuss the challenges and need for cooperation and how you problem-solve when deprived of one your senses.

Over and Backward

Players form two lines, about 25 feet apart. The first player in each line has a beach ball which is passed backward over his/her head to the next player in line. The lead player turns around and shakes hands with the second person, who must momentarily free one hand from the ball, balancing it with the other hand. The lead player is being moved along. The second person repeats this process, to move the balls and both lines from one point to another as quickly as possible.

Process Point: How did you learn the “secrets” to this game’s success?

Human Machines

Divide your group into teams of three. Each group is told to devise a machine that can move a prescribed distance (15 to 20 feet). The catch: only two legs and two arms of the three people may touch the ground. Also, once a machine has covered the prescribed course, that team has a patent on their methods of movement and no other group can duplicate it. Only one group can go at a time. Give the groups time to strategize at the beginning. Consideration: Requires space for moving and members need to be comfortable with personal touch.

Process Point: How did you develop ideas? What ideas did you not use? How did you make your final decision?

Source: Stop Playing Around! Using Games and Icebreakers with Youth



Put the Second Part of Step 4 into Operation:

Youth need to be trained to conduct the work and activities necessary to complete project work. **Carefully choose the right individuals to conduct the training.** Individuals who conduct the training may come from the organization where the service project is being conducted, from 4-H leaders or volunteers, or even from youth in the group who are participating in the project (Never underestimate the power of 4-H youth!). You never know who has the knowledge or skills your 4-H'ers need to learn. The individuals you select to conduct training may directly provide training or they may simply serve as knowledge or skill experts or training resources.

► **Pretraining Activities**

Before conducting training sessions, identify the following:

- The individual(s) who will be the direct contact at the service site when the work is being conducted
- The individual(s) who will teach the specific tasks to be performed
- The specific tasks that will be performed at the service site
- The type of training and preparation needed to complete the project
- The number of youth and adults who should be involved in the project work
- The roles each individual will perform
- The resources needed to complete the project
- The individuals who will supervise the project
- Steps for accomplishing the work
- The rules or regulations that may apply once the group reaches the site

► **Conduct Skill-Specific Training Sessions to Prepare Youth for Project Work Activities**

Some additional things to consider at this stage are:

- Transportation issues
- Length of training
- Emergency contacts
- Liability issues – Because liability is such an issue, youth and adults in Virginia should complete any necessary liability forms before participating in the service activity.

► **Establish a Training Date and Time!**



PROJECT BOOK ACTIVITY

Reflection:

Ask youth to address each item below:

- Create a written description of your project.
- Describe the present condition. **INCLUDE “BEFORE” PHOTOGRAPHS!** (NOTE: Get written permission before using the photographs for any publicity) If “before” photographs don’t apply, provide written information to document the situation before the project begins.

Example - Written Description

Describe the project your group will conduct. In your description, focus on the “WHO, WHAT, WHEN, WHERE, and WHY” of the project.

Example:

The community service learning project our local 4-H community club will conduct will be a campaign to address issues of teen smoking behavior. We thought this type of project would be important because we see so many middle school kids who are already smoking!

Who: *This campaign will be conducted for 7th and 8th graders.*

What: *Our 4-H group is developing a poster campaign, daily announcements, and two school-wide assemblies to address this issue.*

When: *The campaign will be conducted from January through May.*

Where: *The campaign will take place at two middle schools in our local community.*

Why: *Middle school kids are smoking more than ever before. They think it is cool. Since we have learned about the negative effects of smoking not only on health, but appearance, we would like to share that information with other middle school kids.*

Example - Present Condition

Describe the situation (physical condition, attitudes, feelings, etc.) before you conduct the project.

Our 4-H group interviewed 38 middle school kids. We asked them if they smoked or knew others who did. We also asked them what their perceptions of smoking were. Of the 38 kids we talked to, 12 indicated they smoked, and 23 indicated they personally knew others who smoked. Fourteen kids said they thought smoking was fine although they knew it would negatively affect their health in the long run. Most said they were unaware of the effects of smoking on their physical appearance.



▶ **STEP 5: MEANINGFUL SERVICE**

The group participates in a meaningful service experience. It is now time to conduct the actual project work.

Meaningful service occurs when youth and adults work together to set goals, plan, and address potential barriers that youth face when conducting community service projects. Careful planning and engaged youth are extremely important for providing meaningful service.

Put Step 5 into Operation:

At this point you and your 4-H'ers should work together to set goals, plan the service, address some of the barriers that young people can face in community service learning projects, and do the work!

▶ **Secure Adequate Supervision**

Obtain volunteers to supervise the service work being conducted. Individuals who make good project supervisors include members of the organization where the project is taking place, 4-H volunteers, teachers, parents, business partners, individuals from mentoring programs and other youth service organizations, civic clubs, and members from faith-based communities.

▶ **Work with 4-H'ers as a Coach or Mentor**

Make sure that 4-H'ers are actively involved in the work on the day(s) of service. Engage everyone in work activities. Be nearby to observe and provide resources and feedback. Don't just hang around to tell everyone what to do!

▶ **Incorporate the Ideas of Your 4-H'ers**

Try to incorporate 4-Hers' ideas while getting the work done. It is important that the 4-H'ers have every opportunity to use their ideas to organize and accomplish the work.

▶ **Complete the Project!**

Conduct the project work! Take pictures of the work that was accomplished.

▶ **Leave Something Behind**

One of the most important aspects of a 4-H community service learning project, and one that is often overlooked, is to leave something behind that shows what the 4-H project contributed to an organization or to a community. Suggested items to leave after the project is complete includes: signage to describe the work the group completed, a plaque to tell the contribution made by 4-H, information to educate the community, a written description of what 4-H'ers learned from conducting the project, or an educational experience that others can enjoy.



PROJECT BOOK ACTIVITY

Reflection:

Assist youth in completing the Community Service Learning Skills Assessment on the next page.

Directions:

In Step 3 of the project, you helped the 4-H group identify specific learning objectives that will serve as the learning focus of the project. Let's take this a step further. In the boxes on the next page, ask 4-H'ers to indicate what they learned under each 4-H curriculum area and learning objective they listed in Step 3.

What "knowledge, skills, and values" did you learn while doing this project?

Knowledge: Information that was previously unknown before participating in the project. **Skill:** A trade or technique requiring use of the hands or body that was learned from participating in the project. **Value:** A quality considered worthwhile or desirable that was gleaned from participating in the project.

Project Purpose: *"Create a media campaign to address the physical effects of teen smoking behavior."*



Example:

4-H Program Areas	Learning Objective	Knowledge Gained	Skills Learned	Values Developed
Careers and Economic Education	Develop a timeline for completing a large-scale project.	By using a calendar to identify project deadlines, our 4-H group learned how to identify work that needed to be done and ways to organize a variety of project activities.	Our 4-H group learned how to develop timelines using an electronic calendar.	Our 4-H group learned the importance of setting priorities.
Foods, Nutrition, and Health	Make healthy lifestyle choices by learning the harmful side effects of smoking behavior.	By researching the background of how cigarettes are manufactured and marketed, our 4-H group learned the ingredients of cigarettes and their harmful side effects.	Our 4-H groups learned to use library electronic search engines and library documents to conduct research.	Our 4-H group gained an interest in teaching others to refrain from smoking.
Leadership, Citizenship, and Personal Development	Develop leadership skills in 4-H youth by identifying personal leadership styles.	By identifying individuals who will be responsible for leading the various aspects of the project, our 4-H group learned their personal strengths and weaknesses.	Our 4-H group learned to use and analyze a leadership assessment tool.	Our 4-H group learned the importance of giving others an opportunity to lead and follow.
Plants, Soils, and Entomology				
Science, Engineering, and Technology				
Animal Science				
Communication and Expressive Arts				



STEP 6: REFLECTION

Reflection is the key to a community service learning project. It is a planned process for carefully examining what was done, the meaning of that effort, and the skills, knowledge, and lessons learned from participating in the experience. This careful review of what was learned from conducting the service is what makes community service learning different from community service or volunteering.

Put Step 6 into Operation:

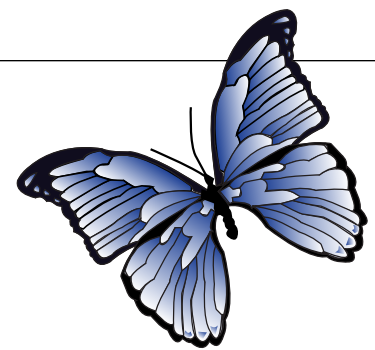
You have actually been conducting reflection since the very beginning of this experience. Reflection activities have been infused throughout the project. As you may have noticed, these activities are designed to make you think about what you are learning during each phase of the project and how that will affect your decisions if and when you conduct another community service learning project. Read on to learn more about reflection!

On a basic level, you can conduct reflection by asking a set of questions during various phases of the project (specific reflection activities are included below). You can also use a very specific reflection activity that you create for an identified phase of the project.

► Model of Reflection:

Youth should answer 3 questions.

What?	So What?	Now What?
What did we do?	How do I interpret what I experienced?	What will we do to build on the experience?
What did we see, touch, smell?	What did the experience mean to me?	What can I do with what I learned from this project?
What did we experience?	What did I learn about myself, my community, my world?	What will our next project be?
How did I feel about the experience?	What life skills did I learn?	How will I use the skills and knowledge learned to continue to meet community needs?
What did I learn that I didn't know before?	What subject matter did I learn?	





► **Important aspects of reflection:**

- Reflection includes questions that arise from youth during the learning experience.
- Reflection activities must be planned ahead of time and they must be an intentional part of the activity.
- Reflection must take place throughout the community service learning experience, not only at the end of the service.
- Reflection must be conducted in a manner where young people feel safe to share their experiences.
- Reflection activities must vary to accommodate different learning styles (writing, oral).
- Reflection helps track progress toward learning objectives.
- Reflection is a way to keep record of the community service project experience and can be used as a mechanism to share the experience with the community.
- Reflection provides an opportunity for 4-H youth to exercise leadership in project planning and facilitation; thus, creating opportunities for youth to lead or facilitate reflection.
- Reflection should relate directly to the service that is being conducted.
- Reflection activities should be creative.

Reflection Ideas

Storytelling	Journal	Visualization	Fill-in-the-blank cards
Group discussions	Role playing	Giving challenges	Poetry
Painting	Plays/Skits	Autobiography	Letter
Collages	Banner	Proverb	Joke
Puzzle	Slogan	Mask	Crossword
Editorial	Song	Interpretive dance	Commercial
Poster	Speech	Video	Puppet show
Stitchery	Games	Essay	Bulletin Board
Sculpture	Slide show	Jingles	Workshop
Portfolio	Web page	Simulation	Display
Drawing	Talk show		



Sample reflection activities to conduct during the project or at the completion of a community service learning project:

Emotional Whip

Want to know how people are feeling at any given time? Ask them to show with a word, their body, or a facial expression how they feel right at that moment. Allow everyone to show their reaction, one at a time, have others respond to the expression, or have them explain their reaction. This activity can give a facilitator a sense of the group mood and gives participants a chance to express how they feel at a given moment.

Service Skits

Split the participants into groups of three or four and ask each group to portray their service experience through a skit. Give each group ten minutes to plan what they will do and up to five minutes to share their skit with the rest of the group. After each group's skit, have the whole group process reactions, give suggestions for effective future projects, and give positive feedback to the actors. This activity could take 35 to 60 minutes to complete.

Service Journals

Ask participants to keep a journal of their service experiences over time. Provide guidelines or a framework for the journal (e.g. who will read it, what they should write and how it will be used). Variations on the daily journal include team journals, providing specific questions to respond to, use of hot issues or topics (e.g. mandatory service), responding to readings, responding to quotations, or using lists.

Group Banners

Break group into teams or small groups. Supply each team with a piece of banner paper and markers and ask them to depict their experience during the community service learning project using a combination of words and pictures. Give them about ten to 15 minutes. When completed, ask each group to share their banner with the whole group. Use their banners as a "jumping off point" for processing their experiences.

Ball of String

Have the group stand in a circle. Give someone the ball of string and ask him or her a question, or ask him or her reflect on a particular question (e.g. "What was one thing you learned today?"). Once they have answered the question, ask them to hold on to one end of the string and throw the ball to someone else. Have the second person answer the same question, hold on to one end of the string, and pass the ball to someone else. Continue the process until everyone has reflected on the question. When completed, you should have something that looks like a web. When they are all done talking, make points about the interconnectedness of people, how they were all part of the solution, how the pattern would have been different if one person had not contributed to the project, etc.

Time Capsule

As students are preparing for a project, have them put memorabilia related to the process together in the form of a time capsule. This could include information about the topic they had researched, a training agenda, dirt from the gardening project, etc. In addition to objects, have students write down how they are feeling at different points of the project (e.g. what they expect before they begin, how they felt about the preparation, how they felt the first time they did service as part of an on-going project). Put everything into a "capsule" that will be opened and read aloud and discussed (perhaps anonymously) at the end of the experience.



The Strong Circle

This is a quick exercise to help bring together the group of volunteers and check in with them. It can be done at the beginning, middle, or end of a meeting or the service.

Everyone stands in a tight circle, shoulder to shoulder. The leader asks a question, and every member of the group gives a one word answer. Questions could address any topic that focuses on the project or on a situation the group might be facing. Questions might be...

- How do you think the project's going so far?
- How are you feeling?
- What did you think/feel when _____ happened?

Another version of this activity is "Weather Report." Group members use weather terms to relate how they're feeling. Examples might include sunny, partly cloudy, warm, rainy, and hazy.

Service Learning Portfolios

Service learning portfolios are a great way to keep track of everything you've done for your community. You can keep a portfolio of one activity or for all your service over a period of time. Your portfolio might include things such as the following:

- Paperwork and notes on how you planned the project
- Things you wrote or made as reflection tools
- Evaluation results
- Journals
- Service logs (where you kept track of what you did and when you did it)
- Newspaper clippings
- Research for this or future projects
- Anything else that will help you examine the project and remember what you learned

Photo Journal

Photography is a great way to capture all the happenings of your service project. It works really well for people who don't like to write as much as they like to take pictures. Photography can easily become a reflection tool. For each picture, come up with a reflective caption. It's great to bring all the volunteers together to work on this. You can keep the pictures and captions in a journal or make them into an exhibit for others to see. 4-H groups could elect one person or several people to take pictures for the whole group. Photos could be used to create a service learning scrapbook. This activity would work especially well for a 4-H Photography Project Group.

The Reflection Circle

Reflection is all about getting people to talk about their experiences. Sometimes, people feel more comfortable in groups. That can also help the discussion go better, because one person's ideas might spark a thought for someone else. The problem is how to get a group discussion started. One great way is the reflection circle.

As you might expect, to do a reflection circle, everyone sits in a circle. A leader (youth or adult) asks a question and participants can respond. You can identify questions ahead of time, or you can ask questions based on how the discussion is going. The group needs to have some ground rules, though. Before you begin, have the group decide what the rules are. A couple of basic rules are 1) everyone has a right to speak and be heard. No one should interrupt or make fun of anyone else for what they say. 2) What is said should remain confidential. Don't gossip about what your fellow volunteers tell you during reflection.



The following is a list of questions that you might use in your reflection circle:

- Why do you do service? For yourself or to help others?
- Describe the people you met at the service site.
- Name three things that stuck in your mind about the service experience.
- Describe the atmosphere at the service site.
- Describe some of your interactions with people during the service. Why do you think those interactions happened?
- How were you different when you left the service site, compared to when you got there?
- How did people's responses make you feel?
- How did the service site make you feel?
- What brings people to the service site (both people seeking service and the volunteers)?
- How are you similar or different from the others (other volunteers, others seeking services, etc.)?
- In what way did being different help or hinder the group?
- What have you learned about yourself?
- If you were one of the people receiving services, what would you think of yourself?
- How does this experience compare to others you've had?
- What connections do you see between this experience and what you've learned in 4-H?
- What have you learned about a particular community or social issue?
- How did this experience challenge your assumptions and stereotypes?
- Do you think these people (or situations) are unique? Why or why not?
- Who determines what's best for the community?
- How would you do this differently if you were in charge?
- What was the best/worst/most challenging thing that happened?
- Do you feel like a part of the community you were working in?
- How do you define community?
- Describe a conflict you had during your service. Explain what caused it and how you might solve or cope with it.
- Describe a social problem you have come in contact with during your service. What do you think are the root causes of it? Explain how your service may or may not contribute to alleviating it.
- What could this group do to address the problems you saw at the service site?
- What could each volunteer do on his/her own?
- How can society better deal with the problem?
- How can this experience apply to other situations in your life?
- How can your solutions apply to other problems of other groups?
- How can society be more compassionate/informed/involved regarding this issue?
- What is the difference between generosity, charity, justice, and social change?
- Where do we go from here? What's the next step?



▶ **STEP 7: EVALUATION**

Evaluation is a specific activity where the group collects feedback from direct and indirect beneficiaries, stakeholders, and project volunteers to determine the success of the community service work. Also a form of reflection, evaluation allows the group to analyze the service it performed, make changes, document the results, and improve the project for the next time.

Evaluation is all about identifying change. Hopefully, all of this hard work has caused some sort of positive change within the community! Evaluation is something that needs to be built into the project from the beginning. Don't wait until the program is over. Be sure to evaluate what took place (the process of doing the project), as well as what happened as a result of the project. During the evaluation stage, it is important to collect feedback from those individuals who were involved with the project and directly or indirectly benefited from the project. When 4-H'ers evaluate a project, ask them not to ask questions just for the sake of asking. Make sure that they genuinely care about the information they're collecting and that the information is useful in improving the program.

Put Step 7 into Operation:

▶ Identify What to Evaluate

It is important to identify what you want to evaluate before developing an evaluation plan. Remember to begin with the end in mind to show impact. Some things you may want to evaluate include:

- ❖ The impact of the community service learning experience on what 4-H'ers learned.
- ❖ The impact of the community service learning project on the community.
- ❖ The quality of the partnerships developed from participation in the project.
- ❖ The quality of the service experience.
- ❖ The impact of youth involvement on the organization where the project took place, the extent and reach of the project, 4-H'ers perceptions of the organization, their work, and how their involvement in service at the organization affected them.

▶ Identify Who to Evaluate

Ask volunteers, beneficiaries, stakeholders, planning committee members, parents, teachers, program coordinators, and other community leaders to evaluate the project.

▶ Identify an Evaluation Method

Assist 4-H'ers in developing questionnaires, interviews, and/or other ways to elicit comments from the individuals listed above. It is sometimes difficult to design an evaluation by yourself. It may be easier to use an evaluation tool that has already been developed. If you need to add a few questions to make it suitable for your project, it's okay.



Here are a few suggested methods for evaluating a community service learning project:

► **Survey participants**

Survey participants and others involved in the project, using pre- and post-service surveys, to document the change that occurred before and after the project was completed. The survey could identify changes in the knowledge, skills, and values your 4-H'ers gained from participating in the project. It can also include the actual changes that took place in the people or environment that benefited from the project.

► **Interviews and group discussion**

Conduct individual interviews with everyone involved in the project, conduct a focus group, or hold an informal discussion with an advisory committee. Ask them to discuss the changes that are evident after the service work is completed.

► **Review records**

Review records such as reflection reports and youth journals and see if you can identify noted changes.

Observations

- Observe before and after photographs. This is evidence in picture form of changes that have taken place.

Analyzing existing data

- Analyze existing data to document change. Examples of existing data may be grade reports, accident reports, weight profiles, growth charts, etc.

Evaluation Plan

Map out an evaluation plan for your project by identifying the following:

1. What do you want to learn about this project?
 - a) Process
 - b) Impact (results)
2. Whom should you ask to learn these things?
3. What do you need to ask them?
4. What methods can you use to get this information?



4-H Service Learning Direct Beneficiary Survey

This survey is for people who directly received benefit from your service learning project. Projects with direct beneficiaries would include such things as tutoring, helping with the elderly, educational classes, or any project during which 4-H'ers have one-on-one contact with those being served. *Adults (agents and volunteer leaders) working with the project should also complete this survey.*

Project:		
Today's Date:		
Are you a 4-H adult volunteer leader?	Yes	No
Are you a community member?	Yes	No
Check one:	Male	Female

Please read the following statements and check the box which tells us your feelings as you participated (or received service) with 4-H youth on this service project.

As I interacted with the 4-H youth, I thought...	1	2	3	4
1. The youth seemed very engaged in working on the project.				
2. The project activities were well organized.				
3. The youth were easy to talk to and listened to me.				
4. The youth were able to solve problems as they helped others.				
5. This project met a need in the community.				
6. The project was useful for youth to do as a service.				

4-H Service Learning Indirect Beneficiary Survey

This survey is for people who generally received benefit from your service learning project. These beneficiaries would include such people as visitors to a park, museum, library, or other public location, who did not directly interact with the 4-H'ers during the actual service.

Project:		
Today's Date:		
County:		
Check one:	Male	Female



4-H youth recently conducted a service project in your community. Please rate your feelings about this project's effectiveness on a five-point scale, where 1 = not effective, 2 = somewhat effective, 3 = effective, 4 = very effective, and 5 = highly effective.

As I observed the project, I thought ...	1	2	3	4	5
1. The project meets a need in this community.					
2. The project is useful for youth to do as a service.					
3. The results of the project are positively evident.					

PROJECT BOOK ACTIVITY

Reflection:

1. All individuals involved (community representatives, 4-H volunteer leaders, and 4-H'ers) should reflect on experiences that occurred during the community service.

Everyone involved in the project should answer these questions:

- What did you learn?
- What were the successes of the project?
- What could be done better?



▶ **STEP 8: CELEBRATION, RECOGNITION, and REPORTING**

The group celebrates project completion through recognition of volunteers, partners, and beneficiaries and the group reports project outcomes to stakeholders.

Put Step 8 into Operation:

▶ Celebration

- Assist your 4-H group in planning ways to celebrate the service and recognize the volunteers and any others who helped along the way. Include community members, elected officials, parents, donors, and those who benefited from the completion of the project.
- Host celebration activities that are fun and exciting.
- During celebration, highlight what was learned, showcase reflection activities, and highlight creativity and diversity in the community.
- Compare “BEFORE” and “AFTER” photographs!

▶ Recognition

- Invite everyone to the celebration who participated and benefited from the project, so they can have a sense of closure and an opportunity to thank everyone for their service. This will help you draw attention to the needs of the community, highlight the things your 4-H group learned, and showcase reflection exercises conducted by your 4-H group. **RECOGNIZE ALL WHO HELPED COMPLETE THE PROJECT.**

Who should be recognized?

- Youth and adult volunteers
- Program coordinators
- Parents
- Teachers
- Administrators
- Agencies
- Program/project partners
- Those who provided funding or donations

Types of celebrations

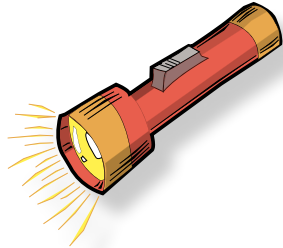
- Pizza parties
- Articles in the newspaper
- Certificates
- Reward field trips
- Plaques



Creative Recognition Gifts

Plaques and certificates are a staple for recognizing volunteers. Here are some options to inject creativity into those events to reward hard working volunteers.

"You always had bright ideas" (taped to a light bulb)



"You were a guiding light." (taped to a flashlight)

"No one can hold a candle to you." (taped to a candle)



"You energized the group." (taped to a battery)

**"You always had Cracker Jack ideas."
(taped to a Cracker Jack box)**



**"Your efforts brought us the sweet smell of success"
(flowers or flower petals)**



For more information on recognizing volunteers and paid staff, read *The Art, The Science, and a Gazillion Ideas*, by Sue Vineyard.



Reporting

- Reporting is important too. Ask 4-H'ers to submit a report to the state 4-H office, write an article for the local paper, or create a display at the county or state fair. It is important that young people be recognized and celebrated by the community for their contributions.

Completing a community service learning project completes a cycle and will hopefully lead to the development of a new project.

Reflection:

1. Ask youth to complete the “**Postservice Reflection**” section below.

Post-Service Reflection

Reflection Questions	Reflection Responses
What are your initial steps toward another service learning project?	
What new project would you like to take on as a result of completing this project?	

Obtain written feedback from the community representative on the outcome of the project.

Feedback: _____

Signature of Community Representative: _____

Date of project completion: _____



Congratulations on Successfully Completing Your Project!

Examples of 4-H Community Service Learning Projects

4-H Program Areas	Community Service Learning Project Examples
Animal Sciences	<ul style="list-style-type: none"> Bring pets to a local elementary school and teach kids about animal care.
Citizenship	<ul style="list-style-type: none"> Create an anti-bullying or anti-violence campaign for a local school.
Leadership and Personal Development	<ul style="list-style-type: none"> Write a proposal asking that a vacant lot be turned into a playground.
Careers and Economic Education	<ul style="list-style-type: none"> Prepare teen dropouts for a job interview.
Foods, Nutrition and Health	<ul style="list-style-type: none"> Teach elementary school children how to make bowls, use the bowls to host a soup lunch for the teachers and give proceeds to charity.
Communications and Expressive Arts	<ul style="list-style-type: none"> Read or tell stories to preschool kids every week.
Natural Resources and Environmental Education	<ul style="list-style-type: none"> Develop posters and presentations for local schools on air quality and ozone issues.
Natural Resources and Environmental Education	<ul style="list-style-type: none"> Conduct wild bird habitat improvement on a local vacant lot.
Communications and Expressive Arts	<ul style="list-style-type: none"> Create clothing displays and layout for a YMCA Clothing Shop.
Foods, Nutrition and Health	<ul style="list-style-type: none"> Produce a health awareness, smoking, or childhood obesity video for use in the local schools.
	<ul style="list-style-type: none"> Create a brochure to assist kids with healthy eating at local restaurants.
	<ul style="list-style-type: none"> Organize a clean-up plan for a local park.
	<ul style="list-style-type: none"> Establish a buddy plan and mentor elementary school kids.



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