4-H Service Learning
Empowering Youth to Serve Communities

Service Learning Training Module
Orientation, Brainstorming Needs, and Action Planning

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Trainer Notes

Service Learning Training Module
Orientation, Brainstorming Needs, and Action Planning

The following sections may be taught at one meeting in half a day or spread over more than one day. These lessons are intended to teach the techniques and processes that will guide youth through the process of **IPARDC** (**I**nvestigation, **P**lanning, **A**ction, **R**eflection, **D**emonstration, and **C**elebration). Offering the Action Planning Section on a different day will allow youth time to investigate the feasibility of one or more projects from the brainstorming session before they create the action plan.

Service Learning Orientation Section
Time Required: 75 minutes total

Objectives:
- Define service learning and differentiate from community service
- Introduce the IPARDC process and Service Learning Standards for Quality Practice
- Discuss the application of the IPARDC process in creating service learning projects

Materials Needed:
- Flipchart paper
- Variety of markers (1 per person) and tape to post flipcharts
- *Sticky wall (see Kit for directions)
- *Felt squares for introduction activity (1 per person)
- Copies of IPARDC steps handout
- Copies of "Service learning Standards of Quality Practice Handout" for participants
- Refection page copies

Space Needed:
- Space for all participants to work as a large group and break into three small groups
- Wall space to spread out flipchart sheets at 3 locations in the room (on walls or tables)
- Wall space for sticky wall (up to 12' wide x 5' high)

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* Item available in the Kit

Choose one of the Introduction Activities

Introduction Activity: Crazy Handshakes

15 minutes required for this section

- Have group members learn various handshakes as they meet each other and discuss topics. As the facilitator, you can create a storyline of places you have gone and the unique handshakes you have seen while traveling.
- Have each person find a partner he or she does not know. From samples listed below, demonstrate a handshake with a volunteer, and then have the partners try it and give them a topic to discuss. If this is a new group, have them get to know each other during this time.
- Have participants change partners four times, using the following handshakes. If you want them to work with partners again later, let them know—so they'll remember each of their partners.
- Use the following sample handshakes and discussion topics or create your own.
  - **Lumberjack handshake**—Discuss something you like about the community where you live
  - **Fisherman's handshake**—Discuss something about your community you would like to see improved
  - **Cow handshake**—Discuss a way that you are involved in your community right now
  - **Coffee shop handshake**—Discuss what community service means to you

Introduction Activity: Have You Ever . . . ?

Stage 1
- Have the group stand in a large circle, each member on a felt square, except for one person who is "It" and stands in the middle.
- Start the game by having the person who is "It" ask, "Have you ever . . . ?" "It" completes this sentence with something that he or she has actually done. (e.g., ridden a bike, been to Paris, marched in a parade).
  - Have those who can answer "Yes" to this question leave their spot in the circle and find a new spot. **Tell them:** *You may not move to the spot directly to your right or left, unless there is no other spot available. You may not return to the spot you occupied when the question was asked, even if there are no other spots available.*
  - Have those who answer "No" to this question remain where they are. **Tell them:** *If you have never done what was asked, then you do not move during that question.*
  - Have the person who is "It" also seek a spot. Whoever is left without a spot is now "It" and will ask the next question.

Stage 2
- Have the new "It" person think of a community service project he or she has done, and ask the question, "Have you ever donated food for a food drive?" Or have "It" ask a question about a service project he or she would like to do such as, "Have you ever worked at an animal shelter?"
- Continue for several rounds of this activity.

See separate page for complete explanation of how to do handshakes

Cow handshake

Fisherman's handshake

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Transition to next topic—Say: *Now that you have had a chance to get to know each other, we will begin talking about Community Based Service learning. This will include creating a definition of Community Based Service learning and how it differs from Community Service.*

Need 3 flipcharts

Defining community service learning

Activity: Definition of Community Service Learning

20 minutes for this section

- Create three flipcharts with the headings "community," "service," and "learning." Hang or place each in a different part of the room.
- Have participants divide into groups of three. Give each person a marker. Each trio moves to one of the three flipcharts. For more than three trios, have multiple sets of newsprint.
- **Say:** *Discuss what comes to mind when you think of the word on the flipchart. Write your answers or draw pictures on the sheet. You will have one to two minutes at each chart, rotating after time is up at each station.*
- Allow participants time afterward to walk and look at what others wrote/drew.
  Ask: *What stood out for you on each chart?*
- **Share the components for Community Based Service Learning*:**
  - *Is done in and meets a need of the community*
  - *Is done by a program or organization and community partners*
  - *Increases being involved in the community by participants*
  - *Has learning or education goals included in the project for the participants*
  - *Includes time for participants to reflect on the service experience*

Write definition on newsprint

- **Share the definition:** *Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.*

Community service learning summary

*Adapted from Corporation for National and Community Service Learn and Serve America

Discussion/Reflection—Ask or Discuss:

- In what way does the definition and the brainstorming of the three words relate to each other?
- Give an example of what you think a community service learning project would be?
- How does service learning differ from community service?

Share the following explanation of the difference between service learning and community service:

Community service participants volunteer for the primary or sole purpose of meeting the needs of others and bettering the community as a whole. Young people engaged in high quality service learning meet the needs of their communities while increasing their academic achievement. Service learning youth also take part in structured time to investigate community needs, thoughtful planning of the service project, and guided reflection regarding the relationship between their service experience and their more traditional in-class learning. Overall, the most important feature of effective service learning programs is that youth engage equally with learning and service and reflect on their intersections.
(from http://www.servicelearning.org/faq)

Transition to next topic—Say: *This is an introduction to community service learning. There are many ways to do a project. We are going to look at one model that includes all the parts that are needed. Please give me an example of a service project.* (Some possibilities might be a food pantry drive, planting trees at a park, or making blankets for ill or elderly).

Activity: The IPARDC process

15 minutes for this section

Handout the sheet with **IPARDC** on one side and Service-Learning Standards for Quality Practice on the other side.

- There are five stages in this model:
  - **I**nvestigation
  - **P**lanning
  - **A**ction
  - **R**eflection
  - **D**emonstration/**C**elebration
- For each stage, ask for an idea of what would be included in every example identified.

Write the five stages of the IPARDC process on a flipchart.

IPARDC process

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Discussion/Reflection—Say or Ask:

- Find a partner (may be a specific handshake activity partner), discuss the following questions, and share with whole group:
  - What does this process have in common with other times you did some kind of service in your community?
  - Which steps do you think were lacking in your experience?
  - Which steps do you believe you need additional information and/or practice to do well for service learning?

Transition to next topic—Say: *Besides using the IPARDC process, there are some service learning standards to meet for quality practice. We will explore these and how they fit into the IPARDC process. We also will use our service project example again to see how each of the standards fits.*

Use the flipside of the IPARDC handout to guide group through standards.

Activity: Service Learning Standards for Quality Practice

15 minutes for this section

Use the handout, *The Service learning Standards for Quality Practice* (as adapted from the National Youth Leadership Council 2005), to explain:
- Meaningful Service
- Learning and Education
- Reflection
- Diversity
- Youth Voice
- Partnerships
- Progress Monitoring
- Duration and Intensity
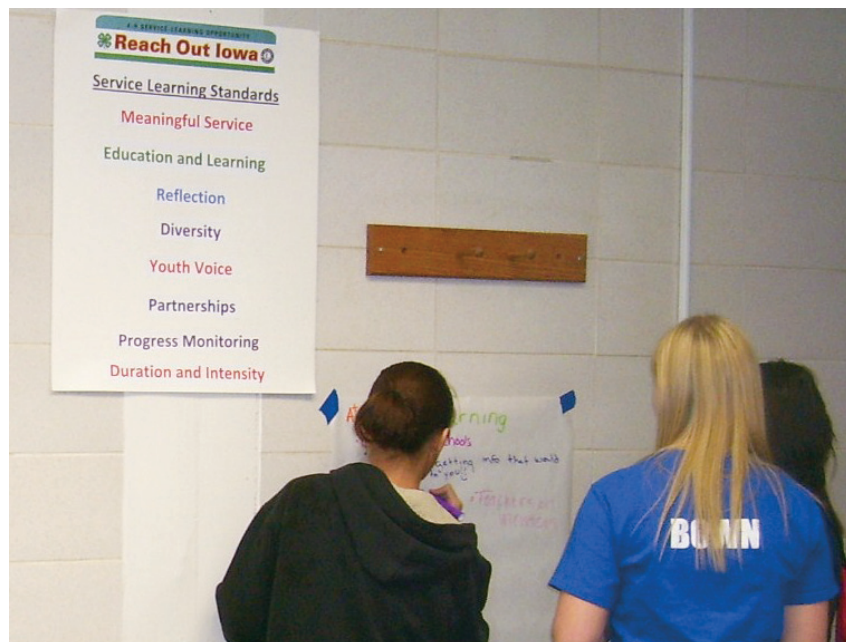
IPARDC defining Service Learning

Discussion/Reflection	**Trainer Notes**

Say:
- *We will use a deck of cards to find partners. Each person should take a card; then find someone who has the same number, suit, or color.*
- *Discuss the following questions as a pair*
  - *Think of other times that you have been involved in your community. Which of these standards was part of your experience?*
  - *Which standards were not part of your experience that you wish had been?*
  - *Which standard do you think is the most challenging to include?*
- Ask two people to share what they talked about.
- Have participants make notes on their reflection page of key things that stood out for them in this section.

Closing for Service Learning Orientation Section: Keychain Debrief

10 minutes for this section

Have a wrap-up discussion with your group. Let participants be creative!

Objectives:
To use objects from keychains to help participants discuss and reflect upon their service learning experiences.

Materials:
Variety of keychains

Directions:
Use the Keychain Debrief after a service learning experience or after a training module. Have participants select something on their own, rather than telling them which object to choose. The following objects and questions are only suggestions. You are encouraged to make up your own based on your set of keychains.

Questions to ask:
Heart: *What is something you saw today that took heart or courage? How did you see group members caring for each other or others throughout the day?*
Flower: *What things about our service learning project do you think will take root and grow in the future? What new ideas did you plant today?*
Foot: *What steps will you take in the future after completing this project? What big steps did we take as a group today?*
Lightbulb: *What bright ideas did you hear today?*
Spaceship: *What is something that happened today that is "Out of this World"?*
Binoculars: *What is your long-term vision? What is something you see happening down the road as a result of our work today?*
Graduation tag: *How do you think this will help you in your education? Your future career?*

Keychains

Trainer Notes

> **Variation:**
> Have each participant select a key chain. Have each person share an answer to, *"How does the key chain you selected relate to what you discovered or learned today about service learning?"*

(Adapted from activity introduced by Michelle Cummings, Founder of Training Wheels, and Melissa O'Neil, Challenge Course Coordinator, ISU Extension and Outreach Polk County.)

Brainstorming Needs Section

Time required: 60 minutes total

Sticky Wall

> **Objectives:**
> • Discuss current experience/expertise with brainstorming process
> • Identify steps to provide opportunity for all members to be engaged
> • Explore how brainstorming can be used to identify needs
>
> **Materials Needed:**
> • Flipchart paper
> • Variety of markers (1 per person) and tape to post flipcharts
> • Half sheets of paper (reuse/recycle)
> • Sticky wall for activities
> • Cut-out of "gingerbread people"
>
> **Space Needed:**
> • Space for all participants to work as a large group
> • Wall space to spread out flipchart sheets as needed
> • Wall space for sticky wall (up to 12' wide x 5' high)

Activity: What's for Lunch?

15 minutes for this section

Introduce brainstorming. Tell participants that all ideas are important and that no ideas will be discussed as good or bad at this point.

• Give all participants a marker and a half sheet of paper. On the paper, in large letters, have them write one food they would want at a party they were planning with their friends.
• Have participants post their food idea on the sticky wall at the front of the room and have them stay where they can see all the postings.
• Ask the participants to help arrange the like ideas in columns. Create a header at the top of each column (e.g., main dish, beverages, desserts). Duplicates may be removed.
• When the ideas have been grouped, have each person use his or her markers to "vote" by making two stars next to the desired food idea. Two stars can be placed at one food idea or one star placed beside two different food ideas. Variation: Vote for a food in each column.
• Count up the stars and announce that the one with the most "star votes" is the food that will be at their next party.

Discussion/Reflection—Say:

- *How easy was it for us to decide what food to have for a party?*
- *Did you realize there would be so many ideas?*
- *Was it easy to group similar ideas together?*
- *This is one example of brainstorming and then voting to make a decision. What do you think are the benefits of brainstorming?*
  - ▪ Key points or benefits to bring up
    - – Generates lots of ideas
    - – Allows everyone to participate
    - – Brings up possible barriers while planning
    - – Enables decision making as a group
    - – Shows people that they have a voice in the process
    - – Helps people take responsibility for the project
- *What do you think could be some barriers to brainstorming?*
  - ▪ Key points or benefits to bring up
    - – Someone will try to take over the process
    - – Facilitator will "lead" the group to an outcome he/she wants
    - – Members will discourage ideas that don't support their ideas

Transition to next topic—Say: *Selecting party food was a simple example of brainstorming and making a group decision. The next activity will take our group through the steps to identify possible community needs by brainstorming. This is an essential step in identifying a project. It's important that everyone gets a chance to share his or her ideas in this process.*

Activity: Community Needs Brainstorming

20 minutes for this section

- **Brainstorm needs in your community—Say:** *What needs does your community have that you have a personal interest in and that our group can have an impact on?* (Examples: helping the homeless, feeding or clothing people, helping students with ___, etc.) Remember that community can mean a town/city or something smaller such as a school or neighborhood or it could be larger such as the county, state, country, or world. Brainstorming means all ideas are okay and no elimination is done at this stage. Encourage participants to identify needs that they have a personal interest in—so that they want to be engaged in the process. Usually youth will have both ideas that are a need/issue and ideas that are actual projects to address a need/issue. That's okay—they are brainstorming.
- Have each person individually think of 3 to 4 ideas. Challenge them to be specific and clear in their ideas. If people are unsure what might be an idea, ask for 2 to 3 ideas from the group, to help them get started. Ask them to write ideas on half sheets of paper. Give the following instructions so that the ideas will be easy to read:
  - ▪ *Use a marker, not pen or pencil*
  - ▪ *Write one idea per page*
  - ▪ *Write 3-8 words per idea*
  - ▪ *Write BIG*

Trainer Notes

Write and post the focus question so that all can see.

Brainstorming

Use half sheets of paper.

Brainstorming

Trainer Notes

Brainstorming categorizing

- Ask them to place ideas on the sticky wall when ready.
- Have two group members at a time arrange the papers into clusters or columns of similar areas or outcomes. Continue this until all ideas have been placed into clusters. It is okay to have an outlier, if one idea really doesn't fit in a category. Create a heading or category for each cluster and underline it (to distinguish from the ideas). Write on a half sheet and place with appropriate category.
- List 2 to 4 criteria on newsprint that will help condense the list of ideas (consider cost range, number of people needed, geographical area, completion date).
- Recognize that all ideas are good, but that the list must be reduced to one project. Remove:
  ▪ Ideas that are repeated
  ▪ Ideas that don't meet the criteria
  ▪ Ideas that are not realistic (be careful not to allow adults to be too vocal; youth need to investigate to determine if projects are feasible)
  ▪ Ideas that are not age appropriate for the group
- TAKE A BREAK—take 2 minutes to think about which category of needs/issues they would be most interested in doing as a project.

Discussion/Reflection:
Read the cluster group headings.
Say: *Let's see if we need any clarification for the ideas under the categories.*
Ask:
- *Which one is most clear to you? Why?*
- *Which one is most difficult for you to imagine? Why?*

Activity: Voting on Category
10 minutes for this section

Put the directions where everyone can see.

- Give each person 2 colored dots (or a marker).
- Have each person use his or her dots to vote for the category (heading) he or she is most interested in and dedicated to working on. Dots may be placed on one category or divided between categories. (Voting may be done more than once if votes are close or tied. Remove categories and corresponding ideas that received the fewest votes and vote again for the most popular.)
- Count the votes to reveal which category the group will work on.
- Remove all the other categories and ideas listed under these categories except the one with the most votes.

Activity: Voting on Project   Trainer Notes

10 minutes for this section

- Review the list of project ideas under the category.
  Ask:
  - *Do the ideas for projects address the need?*
  - *Do you have additional project ideas?* (Add any new project ideas that fit the need category.)
- Review the project ideas for the category.
  Ask: *Are there any questions about an idea before we vote on the project we want to do?*
- Give students 2 more dots.
- Have each person use his or her dots (or marker) to vote for the project he or she would be most interested in and dedicated to working on. Dots may be placed on one project or divided between projects.
- Count the votes to reveal which project the group will work on.

Discussion/Reflection—Ask:

5 minutes for this section

- What have you learned about your community during this process?
- What surprised you about the process?
- How do you feel about moving forward with the identified project?

Note: Youth may choose to investigate two projects to determine which is more feasible before making a final decision and before moving to the action planning stage.

Action Planning Section

Time Required: 65 minutes

Objectives:
- Discuss current experience/expertise with action planning
- Identify steps to implement and complete an action planning sequence
- Identity tasks to be done to complete the project
- Identify community partners who can support the project
- Discuss importance of including reflection, demonstration, and celebration

Materials Needed:
- Flipchart paper
- Variety of markers (1 per person) and tape to post flipcharts
- Half sheets of paper (reuse/recycle)
- *Sticky wall for activities
- *Deck of playing cards
- Copies of "So What?" Reflection processing cards
- Copies of Service learning Standards for Quality Practice
- Hat – for closing activity
- Copies of "Reflections" page for participants
- Copies of Gingerbread People

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* See Service Learning Kit

Trainer Notes

> **Space Needed:**
> • Space for all participants to work as a large group
> • Wall space to spread out flipchart sheets as needed
> • Wall space for sticky wall (up to 12′ wide x 5′ high)

Introduction Activity: Sentence Shuffle

(Adapted from Playing with a Full Deck by Michelle Cummings, 2007)

10 minutes for this section

This activity creates group interaction and prepares members to identify tasks and place them in an order to be accomplished.

• Break the large group into small groups of 4 to 5 people. Have participants line up by their birth date—January at one end of the line and December at the other. Create groups of people starting at the January end of the line. The first 4 to 5 people are one group, next 4 to 5 people the second group, and so on.

• Let each participant in each group select one card from the deck. No one is allowed to trade cards with anyone after selecting a card.

• **Tell participants:** *The object of the game is to line up the cards in "sentences." The cards have an alphabetical rather than a numerical value. Each card equals the first letter of its name: Ace=A, King=K, Queen=Q, Jack=J, Two=T, Three=T, Four=F, and so on.*

• **Tell each group:** *You are to compose a sentence using your cards and the alphabetical value. For example, a group of 6 people might have an ace, three, two, king, four, and a seven. Their sentence might be, "A tiny taupe kangaroo falls softly." You may arrange yourselves with your cards in any order, as long as you create a sentence.*

• Encourage each group to come up with 3 to 4 sentences and pick one to share with the large group.

• Have the group stand with their cards in sentence order and recite the sentence.

• **Discuss these questions:**
  ▪ *What made this activity unique?*
  ▪ *How did your group work together to come up with your sentences?*
  ▪ *What do you think this has to do with action planning?*

Transition to next topic—Say: *Being open to ideas that others suggest is part of working together as a team. The success of a project is based on this foundation. At this point, you have decided on a community need to be addressed and a project to address the need. Now, it is time to create our action plan.*

Activity: Backward Planning

20 minutes for this section
(may require more time, depending on breadth of project)

In this activity, the group develops an order for the tasks that will accomplish the service learning project.

Record the service-learning project name and place on sticky wall. Create signs that say "Beginning," "Middle," and "End" and place them as a heading on the timeline on the sticky wall.

- Review the **IPARDC** stages and Service learning Standards for Quality Practice (from Service learning orientation). Keep these in mind while planning the steps that need to be taken to accomplish the goal.
- Have the group identify what the end result will be to meet this community need. (Example: blankets for needy children or lap blankets for a nursing home).
- Read aloud the service learning project as it has been written on paper and placed on the sticky wall under the "end" heading. The group may choose to create a name for the project.
- Have the participants use half sheets of paper and markers to record all the steps needed to get from the starting point (Beginning) to the project end (End). Some examples include: contact the donation location, determine supplies needed, contact the newspaper, recruit volunteers to help, get money for supplies. Give the following instructions so that the steps will be easy to read:
  - *Write one idea per page*
  - *Write 3 to 8 words per idea*
  - *Write BIG*
- Have participants (one at a time) stand near the sticky wall, read their steps, and choose a spot for those steps—at the beginning, middle, or end of planning as well as in relation to steps that have been posted before their turn.
- Have participants read all the notes on the wall and think about the order.
- Have the group discuss if anything needs to be added or changed in order. Make sure that any changes are made by group decision.
- Have the group decide when the project will be completed. Establish a timeline to accomplish the other steps in the process. Dates/times may be written on the half sheets. (This may need to be done by a small group at a separate time and then reviewed at the next meeting to finalize. Tasks may be divided among committees with each committee further developing their timeline and tasks for their part of the project.)

Trainer Notes

Have at least one marker per participant.

Have copies or a poster of the Standards for Participants.

Investigation or Planning

Trainer Notes

Discussion/Reflection:

5 minutes for this section

- Have the group get into pairs to discuss the following questions:
  - *How engaged did you feel in the process and the action steps to accomplish the project?*
  - *Where do you think you could use your experience and skills to help with this project?*
- Ask a few people to share their ideas with the group.
- Have participants write their names by the steps/areas in which they are willing to help.

Transition to next topic—Say: *Backward Planning has helped to identify steps that need to be done for the project. Now it is time to identify potential partners in the community that may support completing the project.*

Activity: Community Partners and Planning

15 minutes for this section

Sticky wall with backward planning

Have markers and several gingerbread people for each person.

- Pass out "gingerbread people" or additional pieces of paper to participants.
  Have each person individually think of potential partners who could help with specific tasks/steps created in Backward Planning. Some partners to consider include: government, community based organizations, schools, faith-based organizations, and businesses. Other partners might be specific people who have an interest in being involved, information that could help, or resources to share.
- Have participants write the ideas/names on a "gingerbread person" and post on the sticky wall by tasks the partners might help with.

Transition to next topic—Say: *Assessing and investigating the community needs, doing the research to understand the issues, planning the project— with an action plan—are all part of a service learning project. Often forgotten, and just as important, are reflection, demonstrating, and celebrating!*

Planning committee work

Activity: Reflection as an Ongoing Process—What? So What? Now What?

This process does not need to take a lot of time—5 minutes is a good beginning. This will help group members internalize, interpret, and apply experiences to their everyday life.

- **Share with the participants:** *At all meetings, steps, stages of the service learning process, reflection should be included. Whenever we are working, we should add reflection to the agenda.*
- **Have participants form groups of 3 to 4 by birth month (or groups of months) and discuss:**
  - *Why do you believe reflection is important?*
  - *In what ways have you experienced reflection in your life (work, home, etc.)?*
  - *When are the best times to reflect?*
  - *How have we already used reflection in our service learning educational activities?*
- Ask two to three people to share their discussion.
- Pass out "Reflection Processing" cards.
  - **Review the three steps in the process:**
    - *What? (What was the experience?)*
    - *So what? (What does this have to do with the bigger picture?)*
    - *Now what? (What other possibilities for change might we explore?)*
- Ask two to three people to share their thoughts on how they can use the "Reflection Processing" card in their work on the project.
- Remind participants about recording their thoughts on the Reflection Page for Personal Reflection

Activity: Demonstrate and Celebrate

10 minutes for this section

This is the final step in the service learning process. The people who have been involved in the process share the experience, learning, and impact that the project had within the community and on their lives. Through this process, they:
- Educate and raise awareness in the community about what has been accomplished.
- Reinforce the feeling of community engagement for community members who were involved.

Trainer Notes

Have copies of the Reflection Processing cards for each participant.

Trainer Notes

To be successful in this process, the group must match activities to the situation.

- **Ask the group to brainstorm ideas—examples to share:**
  - *Hold a culminating event*
  - *Use the participants as experts*
  - *Give a public "thank you" to people helping*
  - *Seek media coverage*
  - *Coordinate with schools*
  - *Create project portfolios to share*
  - *Develop a play/skit to perform*
  - *Create a photo exhibit*
  - *Make a video and post online*
  - *Create a website about the topic*
  - *Present at a conference*
  - *Teach the material to younger children*
  - *Plan a party or fun activity for the group*
  - *Give awards or another form of recognition*
- Have the group add a demonstration and celebration to the action planning timeline and steps.
- Add these tasks to your action plan if they haven't been included already.

Closing: Pass the Hat

5 minutes for this section

- Write the following four statements on cards and place in a hat. Participants sit in a circle and the hat is passed. The person who receives the hat draws out a question, answers it, places the question back in the hat, and passes it to the next person.
  - What stands out for you from this experience?
  - Where do you sense we had a breakthrough?
  - What are you looking forward to?
  - What will be the significance of accomplishing these actions?
- Continue until everyone has had a chance to share with the group. Remember that anyone who does not feel like participating can pass and not answer a question.

Putting the Plan into Action   Trainer Notes

Time Required: Will vary for each project.

The activities thus far have taught the group about service learning, identifying a project, developing an action plan, and working together. Now the group is ready to get started on its project.

Depending on the project, they may spend a few weeks or many months doing the tasks they have identified to bring the project to completion.

Participants may choose to divide into committees to tackle different aspects of the project.

It is important that participants get together as often as needed to update each other and reflect on what has been accomplished thus far. Sometimes the action plan needs to be adjusted based on what is learned along the way. Some tasks may not be feasible as originally planned. They may find new information or a better way to accomplish a task.

Make sure the group includes demonstration and celebration so all steps of the IPARDC process are included. Every step is important in conducting a meaningful and rewarding project.

Most importantly, adults should avoid doing too much. The project is a youth project in which they learn teambuilding, leadership, citizenship, time management, and other skills. Adults are there to be "guides at the side"; they help youth learn where to find information and how to connect with the community, but not to do the tasks for them.
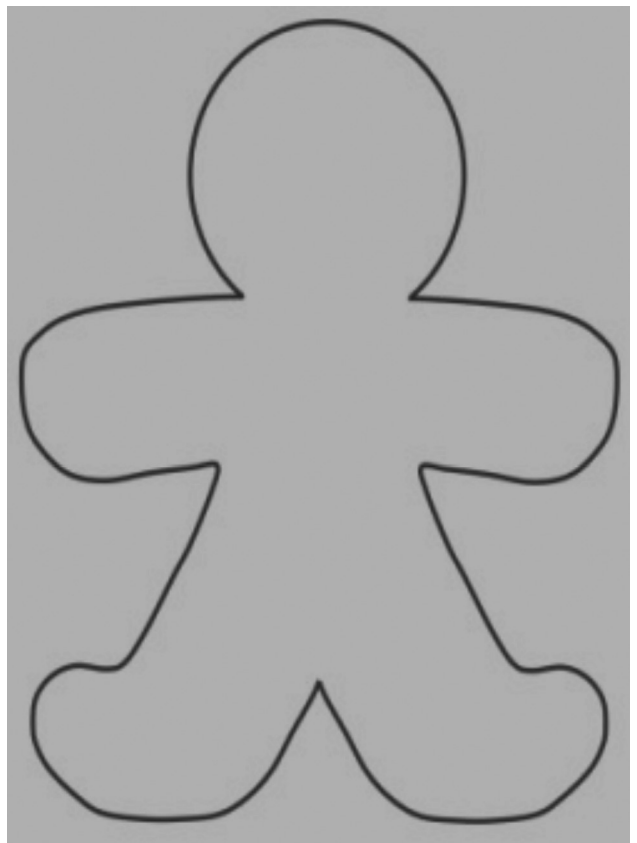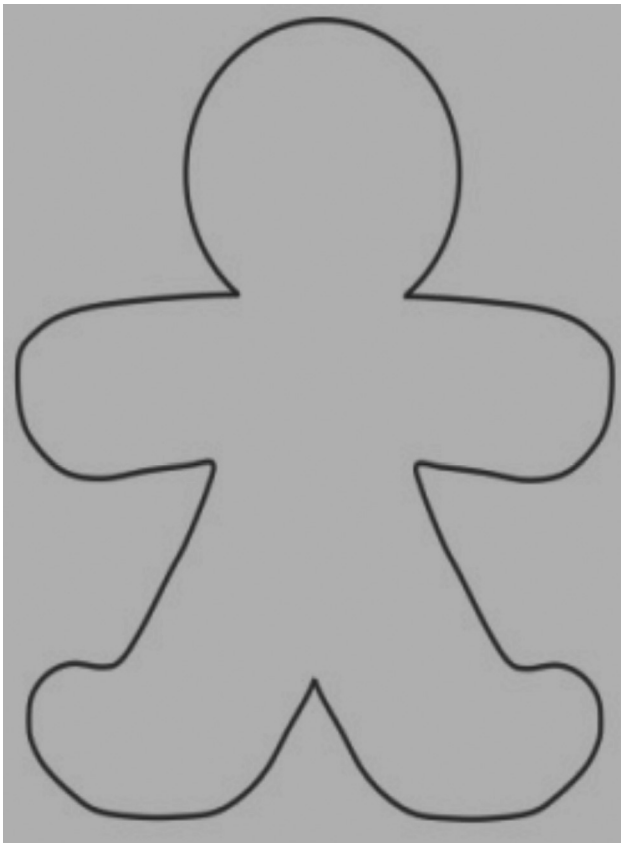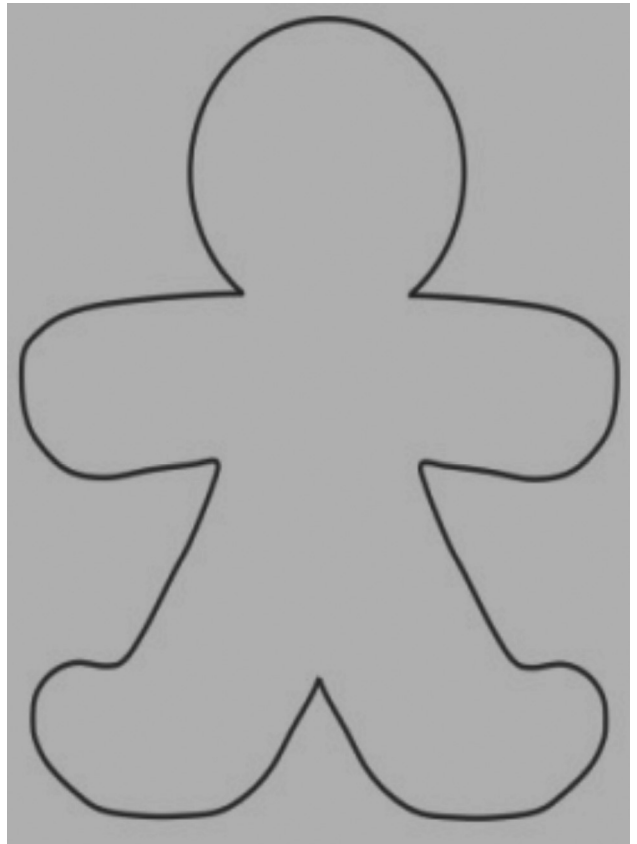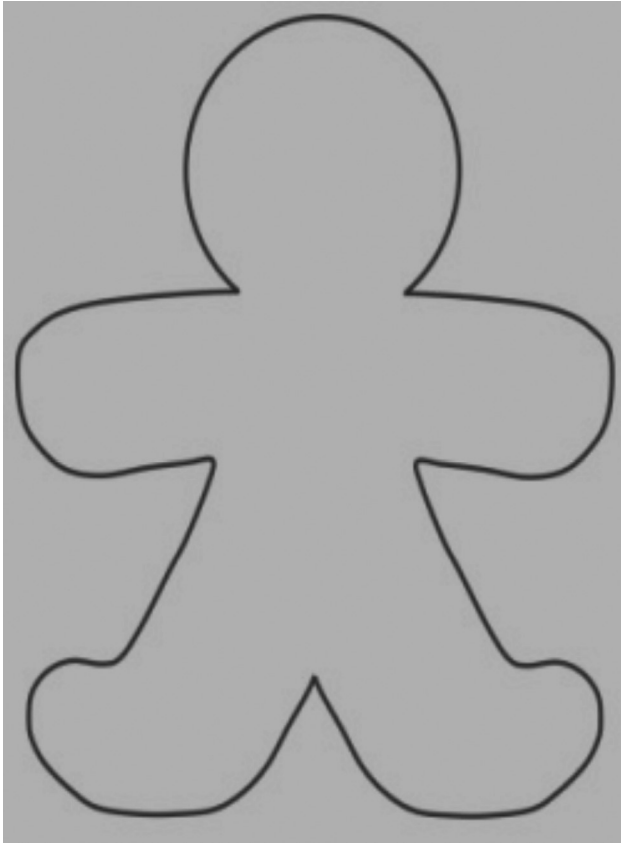
Gingerbread people

Reflection

The Five Stages of Service Learning

The **Five Stages of Service Learning** describe what students do to transform their ideas into action. Adults provide guidance and ensure that student skills and knowledge are developed during the process.

Investigation

Young people identify community needs of interest and begin their research. During this process, often called "social analysis," they assess the needs by designing a survey, conducting interviews, using varied media including books and the Internet, and drawing from personal experience and observation. Students then document the extent and nature of the problem and establish a baseline for monitoring progress. Community partners are often identified. If a community partner provides the need, students still investigate to authenticate and document this need. Also of great value is a personal investigation during which students interview each other to identify and compile each person's interests, skills, and talents. These are then referenced, employed, and developed as youth go through the four sequential stages of service learning.

Preparation and Planning

Young people, often working with community partners, outline varied ways they will meet the community need or improve the situation. Planning may include: developing a common vision for success, deciding what will occur and who will do each part of the work, creating a timeline, listing materials and costs, overseeing logistics, and obtaining approvals needed to move forward. Clarifying roles and responsibilities is key.

Action

All participants implement the plans to meet the community need or contribute to the common good. The action most often looks like direct service, indirect service, advocacy, research, or a combination of these approaches.

Reflection

At each stage, students consider how the experience, knowledge, and skills they acquire relate to their own lives and their community. Through varied activities they think about the needs, their actions, their impacts, what worked and did not work, and their contribution. This process includes both analytical and affective response. Final reflections may include measures or other ways to gauge results.

Demonstration/Celebration

During demonstration, students provide evidence to others of their influence and accomplishments. They showcase not only what they learned, but also how they learned. In this context of demonstration, students also may plan and carry out a celebration of the skills and knowledge they gained and the service they contributed.

Educating students and all partners in the process of service learning helps them to know how to plan ahead and anticipate details and challenges that must be considered.

Service-Learning Standards for Quality Practice

Meaningful Service
People have the chance to be involved in activities that they want to do in their community.

Education and Learning
People learn new things about their community and the needs of the people who live there.

Reflection
People have many chances to think about how they feel about a project. They also take time to think about how it makes them feel about themselves and where they live.

Diversity
People have the chance to meet different people, learn about them, and work together.

Youth Voice
Young people have the chance to work with adults and help in the planning and carrying out of activities.

Partnerships
People come together to help the community and work on projects they care about.

Progress Monitoring
People work together to create goals and make sure they meet the goals. They also learn ways to improve in the future and keep the good changes going.

Duration and Intensity
People continue to work on the projects so that community needs are met and improvements continue over time.

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Crazy Handshakes

Objective:
Participants will be introduced to one another and learn names and unique facts about others in the group.

Materials:
None

Number of Participants:
8 to 20

Framework:
Start by having the entire group form a circle. Ask the participants to look around the circle and identify at least one person they do not know very well. Participants should each find a partner (preferably someone they do not know very well) and stand next to that person. The middle of the circle can be used for lost souls who do not have a partner; if there is an odd number, have the facilitator(s) step out of the activity. Demonstrate the first handshake. Ask participants to shake hands using this handshake and introduce themselves, saying where they are from, what grade they are in, and one fun fact. Have the participants find another partner. Demonstrate the second handshake, again sharing names, grade level, and a fun fact. Continue this for as many handshakes as you want. Challenge the group to find their partners for particular handshakes as you call them out.

Rules:
Everyone must have a partner. If there is an odd number, have an adult or facilitator step out, or have a group of three participants work together. Encourage the participants to partner with someone they do not know very well. It is important for the participants to be able to see each new handshake that is being demonstrated by the lead facilitator; instruct them to move so that they can see the demonstration. It may be helpful to have a countdown to find a new partner (example: "Quickly find a new partner in 10…9…8…").

Lumberjack Handshake—Person 1 sticks up a thumb; the partner (Person 2) grips the thumb and sticks up his/her thumb. Then Person 1 grips Person 2's thumb and sticks up his/her other thumb. Person 2 grips the thumb. This creates a "thumb stack." The partners move their hands back and forth simulating a saw cutting down a tree.

Fisherman's Handshake—Both participants move as if they are casting a fishing rod. They extend their right hands to one another, sliding past the palm and wrist of one another and clap their hands against a forearm of their partner. This results in a flapping sound, like a fish out of water.

Cow Handshake—Person 1 interlaces his/her own fingers with thumbs up and flips his/her hands over so the thumbs are pointed down. Person 2 mocks milking a cow by gripping Person 1's thumbs.

Mistake Handshake—Share this fact: The average person makes 7 mistakes a day. Partners begin to give each other a high five, missing hands toward their partner's body. Each person reaches over his/her partner's shoulder, patting the partner's back.

Starbucks handshake—Both partners go in for a normal handshake, miss hands, and reach for their partner's right foot, which is lifted in the air behind them. They grab hold of the foot and pump the leg lightly up and down.

Cow handshake

Crab Handshake—Participants stand facing each other, but just to their partner's left. Both partners step forward with their left feet, reach their right hands under their left legs, and shake hands.

Debriefing Questions:

Variations:
Have participants share a new fun fact with each handshake.
Pre-determine which handshakes will be paired with which fact.
Example:
Lumberjack—place you would like to travel
Fisherman—favorite food
Cow—favorite flavor of ice cream
Crab—something most people don't know about you
This encourages the participants to share more about themselves.
With this option, it is helpful to list the combinations of handshakes and facts.

After you have run through the handshakes again, with the participants finding their partners for each of the handshakes, have them form a circle standing next to their partner for the final handshake. Ask the participants to review their partner's name, grade/school, and fun fact. Then one pair at a time, the participants introduce their partner to the group. This is a great way to begin the process of talking in front of a group of people for some participants. Remind the participants to speak loudly and clearly when addressing the entire group so they all begin to learn each other's names.

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Service Learning Kit

Service Learning Kit
Create a kit of supplies or check with your local county office of Iowa State University Extension and Outreach.

Kit Contents
Blindfolds: 10 matched sets—if you use blindfolds, please wash and dry them before returning. Thanks!

Playing Cards
1 deck

Sticky Wall
One 9-foot wall

Materials:
- Rip stop nylon fabric in color of your choice (purchase at fabric store such as JoAnn's)
- Adhesive spray (3M Spray Mount, Tree House Studio are two options)Be sure to buy the temporary bonding rather than the permanent bonding variety
- Colored duct tape (optional)

Directions:
1. Make sticky walls any size you want. Measure the length of wall space you most frequently use to determine one dimension. The height depends on the width of the bolt of fabric. Most are 60 inches. Some ready made sticky walls are 12 x 9. A wall 9 x 5 should be ample.
2. Cut the fabric to the running length you prefer.
3. *(Optional)* Put colored duct tape around the edges to give it more stability when hanging and to make it more colorful. Duct tape helps if using push pins to hang the fabric.
4. To spray, lay the fabric on a table (do not hang; some spray will fall on the floor, if hung)
5. In a ventilated room, spray with removable adhesive spray (one side only of fabric). Avoid spraying in a room right before the participants are to arrive.
6. Fold with sticky side to sticky side. Otherwise, both sides will become sticky.

Collection of Keychains
Suggestions include flashlight, light bulb, flying saucer, graduation tag, foot, binoculars, flower, heart, patriotic bracelet, globe, treasure box, stop/go ring (or your own collection)
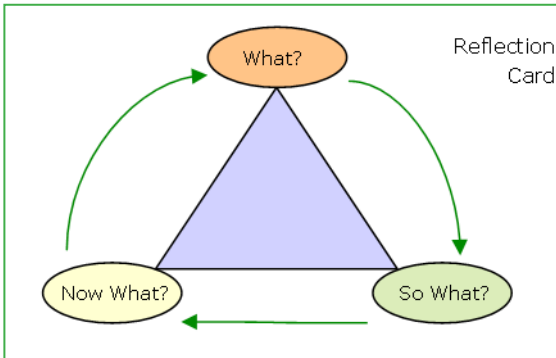
Webbing
Three sections of 15' webbing

Felt Squares
20 of a variety of colors

"So What?" Reflection Cards
10 cards

Front of card

What?
Looking
back on the
experience…

* What did you do?

* What did you see,
hear, smell, taste?

* What did you think?

* What did you feel?

* What happened?

So What?
What's the
big picture?

* What does it mean?

* What difference did
our actions make?
For whom? How?

* Why are things this
way?

* How do you feel
about it now?

Now What?
Explore the
possibilities for
change…

* What will you do
different?

* How will you apply
what you have
learned?

* What is our next
step?

Back of card

Other Supplies Needed
• Markers: 1 per person
• Lots of half sheets of paper (recycle/reuse)
• Newsprint
• Painter's Tape: 1 roll, push pins to hang sticky wall
• Hat

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