

HELPING HANDS



A 4-H LEADER GUIDE TO SERVICE-LEARNING PROJECTS

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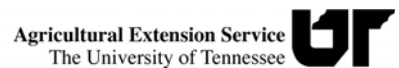
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ABOUT THIS LEADER'S GUIDE

This project guide will help you as a 4-H project leader to better prepare yourself for the important task at hand: infusing service-learning into your 4-H project work. This guide should be used in conjunction with other 4-H project manuals and leader guides. This guide includes suggested meeting and activity plans, as well as evaluation materials. Resource information has also been included to provide you with additional help and ideas. Check with your Extension agent for additional information on "4-H Seeds of Service" and service-learning programming, including funding opportunities through the 4-H S.O.S. program. You can also visit the 4-H S.O.S. website at www.utextension.utk.edu/4h/sos.



INTRODUCTION TO SERVICE-LEARNING



SERVICE-LEARNING:

“A form of experiential learning where students apply knowledge, skills, critical thinking and wise judgment to address genuine community needs.” (James and Pam Toole, 1994)

EXPERIENTIAL LEARNING:

Learning in which the learner is directly in touch with the realities being studied rather than simply reading about it, hearing it or talking about these realities.

THE BASICS

Service-learning is a method in which young people learn and develop through active participation in thoughtfully organized service experiences that

- Meet community needs;
- Are coordinated in collaboration with the school and/or community;
- Are integrated into each young person’s academic and social understanding;
- Provide structured time for a young person to think, talk, and write about what she/he did and saw during the actual service activity;
- Provide young people with opportunities to use newly acquired academic and/or 4-H project skills and knowledge in real life situations in their own communities;
- Enhance what is taught in the school and/or 4-H project work by extending student learning beyond the classroom;
- Help foster the development of a sense of caring for others.

Service-Learning is initially a difficult concept for people to understand. That is because people have many personal experiences with prior knowledge about community service and volunteerism, which stress service. They immediately think of service-learning as volunteerism. **Note, however, that there is a significant distinction between community service and service-learning.**

What most people miss is that service-learning is a blending of both service and learning goals in such a way that both occur and are enriched by each other. Service-Learning projects emphasize both sets of outcomes—the service and the learning. *The main difference between community service and service-learning is intentionally linking the service back to learning objectives, either classroom or 4-H project work.*

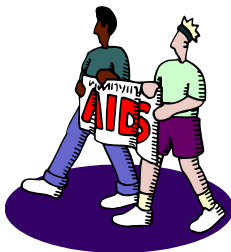
Source: *Service-Learning 101: A Practitioner’s Guide*, Tennessee Commission on National and Community Service

STEPS OF SERVICE-LEARNING

Below are eight elements community-based organizations should consider when developing a service-learning project or program. These elements can serve as a map when developing a new initiative or as a checklist to review current programs/projects.

1. **Community Need/Voice** — If we are to solve problems in communities and provide authentic learning opportunities for young people, we must make sure we are actively engaging them in the community in identifying the needs.
2. **Learning Objectives** — Understanding what young people are expected to learn through their service is essential to service-learning. Developing learning objectives provides an opportunity to identify what young people will learn on a personal, social and intellectual level. Learning objectives can often be defined in relation to the objectives found in 4-H project manuals.
3. **Youth Voice & Planning** — Listening to and engaging young people in the planning process provides more ownership and learning opportunities for young people.
4. **Orientation and Training** — Young people must understand the organization, issues and skills required to provide effective service and maximize learning.
5. **Meaningful Action** — Meaningful action ensures that the project meets a community need that the 4-H'er sees as valuable. The actual service experience itself requires much planning and thinking. There are many logistics that are important to ensuring a meaningful experience, including transportation, supervision and risk management.
6. **Reflection** — Young people must use critical thinking skills in order to learn from their service experience. The reflection process helps young people grow on a personal, social and intellectual level.
7. **Evaluation** — Evaluation provides an opportunity to assess process (what we did well, what we could have done better) and impact (how have young people and the community changed).
8. **Celebration & Recognition** — When young people provide valuable service to the community, their efforts need to be recognized and celebrated. This reinforces the value and their connection to what they accomplished.

Adapted with permission by Points of Light Foundation, Youth Outreach





SESSION 1 — TEAMBUILDING AND SERVICE



OBJECTIVES:

- Youth will begin the bonding process with other participants and the project leader.
- Youth will have a working definition of service-learning.
- Youth will establish a set of ground rules for the group to follow.
- Youth will understand the concept of service.

MATERIALS NEEDED:

- Pre-service Evaluation (contact your local 4-H agent for the correct form)
- Index cards
- Tape
- Markers
- Flip-chart paper
- Post-it notes
- “Steps of Service Learning” handout (page 4)
- Colored paper
- Ball or other small object to toss

PREPARATION:

- Photocopy “Steps of Service Learning” (page 4) for each group member.

ICEBREAKER: “FAMOUS PEOPLE”

Give each participant a note card and a piece of tape. Ask them to write the name of a famous person on the card, without allowing anyone to see what they write. The famous person may be a cartoon character, animal, actor/actress, etc. Ask participants to tape their note card on another participant’s back, with the name facing out. When everyone has a new identity, group members mingle around the room asking other people yes-or-no questions about their secret identity. The goal is to discover which celebrity you have “become.” Allow participants approximately 5 minutes to mingle around the room. Call time and ask participants to introduce themselves and guess who the character is on their back. This is a great way to get the group to meet one another and to learn names.

PRE-SERVICE EVALUATION

The S.O.S. program is collecting data on the impact of 4-H service-learning programming. Please take a moment to have the participants complete an evaluation form. You may contact your local County Agent or the State 4-H Office for the correct evaluation form. Send your surveys to the state 4-H office, so that they may be forwarded to the program evaluators, at the following address: 4-H Seeds of Service, 2621 Morgan Circle, 205 Morgan Hall, Knoxville, TN 37996-4510.

TEAMBUILDING ACTIVITY: "LIFELINES"

Give each person a large sheet of paper and a marker. Everyone should draw a horizontal line across the paper to represent the median line. Have members spend 15-20 minutes drawing a timeline of high points and low points during their lives. Then take some time (approximately 10 minutes per person) to share highlights of your life stories in a circle with the whole group. Note: Because of vulnerability, this activity is for small groups who will be spending large amounts of time together. Don't require people to share things that are uncomfortable. **Process Point:** How will knowing about your team members' backgrounds help you work together more efficiently?

TEAMBUILDING ACTIVITY: "STAND UP"

Sit on the ground/floor back to back with your partner, knees bent and elbows linked. Now attempt to stand up, supporting one another. Once you've mastered this, join another pair and attempt it with four people. Continue to add pairs. Can you do it with 8 or 10?

TEAMBUILDING ACTIVITY: "SPINNING WEBS"

The group needs to be in a circle. The leader needs to have a large ball of string/yarn as she/he answers a process question such as "What talents can I contribute to the program?" or "What is one way to get my peers involved in community service?" (Any question works). After the first person answers, they hold onto the end of the string and toss the ball of string to someone across the circle. The process repeats until each person has answered the question and the ball of string returns to the first person. Everyone should be holding onto a corner of string and a web should be visible in the circle's center. **Process Points:** While looking at the web, discuss the value of unique perspectives in teamwork, brainstorming, group input, how we may all be different, but we are connected, etc.

SETTING GROUP NORMS: THE GROUND RULES

Lead a discussion with the large group about how we will work together. Ask the youth to come up with rules that should be followed when the group is together. Record the ideas on a sheet of flip-chart paper. Ask if anyone disagrees with any of the norms listed. Have all members agree to all of the rules. Instruct them that they will hold each other accountable. Post these each time the group meets.

COMMUNITY SERVICE VS. SERVICE-LEARNING?

Lead the group to discuss why service itself is important. Ask participants to define community service. Ask for volunteers to share their definition. Decide on a definition for the group to use. Use the "Steps of Service-Learning" handouts to introduce youth to the basic elements of a service-learning project. Discuss the differences between community service and service-learning and the importance of youth voice at every stage of the process.

CLOSING ACTIVITY

Have the group stand in a circle. Toss the ball gently around the circle (in no particular order). Explain, "When you're holding the ball, tell us something that you learned today." Make sure that everyone has a chance to speak. For fun, you could limit the number of words they can use, require them to answer in two sentences, etc.



SESSION 2 — COMMUNITY MAPPING



OBJECTIVES:

- Youth will identify needs/issues in their community.
- Youth will become more aware of resources in their community.

MATERIALS NEEDED:

- Tape
- Markers & pens/pencils
- Flip-chart paper
- Construction paper

PREPARATION:

- None

ICEBREAKER: "AIRPLANE AEROBICS"

This is a great way to energize a group. On poster-size paper, list directional arrows (up, down, left and right) in 4x4 rows and columns. The group stands in front of the sign and simultaneously calls out the arrow directions and point their hands in the direction of the arrows. (Read the arrows left to right like text.) Each time the group repeats the exercise, increase the pace.

COMMUNITY NEEDS ASSESSMENT: "MY IDEAL COMMUNITY"

Divide participants into groups of 2 or 3. Give each group markers and flip-chart paper. Ask them to illustrate their ideal community (give approx. 15 min.). Then ask participants to make a list of ways the community they live in is different from the one on their paper. Have them to look at social issues (drugs, education, poverty) as well as physical features (parks, community centers, malls).

- Allow 7-10 minutes for the groups to work. Then ask each group to share their ideal community. On flip-chart paper, the leader should make a list of issues or problems mentioned in the presentations.
- Ask the 4-H'ers to think of ways they can find out more information on these issues. For "homework," have them pick one or two issues to research before your next meeting.

CLOSING ACTIVITY: "GIVE A HAND"

Each person will need a piece of construction paper and a pen/pencil. Have participants trace their hand on the sheet and write their name at the top of the sheet. Ask participants to sit in a circle and pass their sheet to the right. As each person's sheet is passed around the circle, each member should write something positive that they enjoy or appreciate about that person. Continue passing sheets until you receive your own. When they're done, they each have a memento to take home as a reminder of their time together.



SESSION 3 — PROJECT SELECTION AND PLANNING



OBJECTIVES:

- Youth will continue to explore the needs in their community and will plan projects to meet those needs.

MATERIALS NEEDED:

- List of “Community Needs” from Session 2
- Handouts

PREPARATION:

- Photocopy “Action Planning Arrow” handout (page 10) for each member **OR** draw a large copy of the arrow on flip-chart paper.

TEAMBUILDING ACTIVITY: “COMMUNITY GAME”

Ask participants to form groups of the specific number you call out. They should attempt to do so as quickly as possible. A group is formed by circling together and holding hands or arms. If individuals are unable to make a group of the appropriate number, they are out of the game. Continue calling numbers until only two people are remaining. The remaining two are the winners. **Process Point:** Discuss fighting for limited resources, feeling left out, etc.

PROJECT SELECTION

Briefly re-cap the community needs assessment activity “My Ideal Community” from the last session. Ask group members to share what they discovered about the community issues they researched. As a group, decide on one or two issues to focus on.

Brainstorm project ideas to help meet those community needs. Then, select the projects you want to do. Use the “Action Planning Arrow” (page 10) to plan the project, including service goals, resources, barriers, and task assignments. This worksheet can be used in only 30 minutes and is easily facilitated by young people.

As the group is planning the projects, be sure to set goals for what they can learn through the service. Will the projects develop life skills like communication, problem solving, or concern for others? Will the group enhance specific skills such as gardening, math, or clothing construction? Refer to 4-H project manuals for learning objectives related to specific project areas. Set up specific goals and re-visit them during and after the project to see if the group has achieved them.

CLOSING ACTIVITY: “WEATHER REPORT”

Have participants stand up and form a circle. Ask participants to relate how they feel about the lesson, using only weather words: sunny, stormy, partly cloudy, etc. Let people share their reaction, one at a time, and then have participants explain their reaction. This activity should only last a few minutes.

ACTION PLANNING ARROW

Use this handy tool to help plan and prepare for a successful service-learning project.

INSTRUCTIONS

1. Brainstorm all the resources you have at your disposal to complete the project
the group has outlined (money, talents, contacts, etc.)
2. Brainstorm all the potential barriers to implementing the project the group has identified.
3. Rank resources in order from most important (#1) to least important.
4. Brainstorm all the steps, actions, and tasks that will have to take place to complete the project. Put one step, action, or task on a sticky-note.
5. Put the sticky-notes in chronological order.
6. Develop a time-line for the steps, actions and tasks once in order.
7. Determine deadlines and who is responsible for specific steps, tasks, or actions.
8. Think about how resources and steps, actions, or tasks can eliminate barriers.

Source: Points of Light Foundation, Youth Outreach

GOAL

**Steps,
Tasks, and
Actions**

Barriers

Resources

Source: Points of Light Foundation, Youth Outreach



SESSION 4 — PROJECT PLANNING



OBJECTIVES:

- Participants will identify the tasks that need to be done for their community service project.
- Participants will understand what is expected of them during the community service project.
- Participants will create an agenda for their community service project.

MATERIALS NEEDED:

- A loaf of sandwich bread
- A jar of peanut butter
- A jar of jelly
- A sandwich knife
- Paper towels or napkins
- Flip-chart paper
- Markers

PREPARATION:

- None

TEAMBUILDING ACTIVITY: "FOLLOW DIRECTIONS"

This is a fun activity in giving directions and will reinforce the importance of articulating clear and concise steps. Seat yourself in front of the group and ask 4-H youth to direct you in making a peanut butter and jelly sandwich. You will do exactly and only what they tell you to do. Begin the exercise. Participants will probably call out a number of directions. Literally follow their directions to the letter. If they shout out to open the bag, you may rip the bag open, as they did not explain how to open the bag. After 5 minutes, draw the activity to a close and discuss what happened.

Process Point: What just happened? How successful were your directions? What worked? What did not work? Could you hear one another's directions? Why or Why not? What are the consequences of not being able to hear one another? How might you change your actions to address this problem?

PROJECT PLANNING ACTIVITY

The key to a successful service-learning project is good planning! Ask participants to list the key events of their project. Be sure to include things like volunteer check-in, orientation, materials distribution and collection, lunch, evaluation and clean up. Write these events on a sheet of flip chart paper. Assign times to each of the activities, essentially creating a time-line of the day. Ask participants to think about the "unexpected." What if it rains? What if too many volunteers show up? Not enough? Think through these scenarios. Have the participants decide who will be responsible for what.

EVALUATION PLANS

4-H Seeds of Service has designed the **Direct Beneficiary Survey** and the **Indirect Beneficiary Survey** (located in the Resource Section) to ask the people the group is helping to rate the effectiveness of the project. Use these surveys with every project and submit the forms with your **Service Activity Report Form**. If you want to evaluate in other ways or if you want to add questions to the surveys already developed, you should plan your evaluation strategy before you begin the project.

CELEBRATION PLANS

Session 7 will be a time to celebrate your service activities. As a group, begin to think about how you want to do that. You could plan a party at your usual meeting location or at the service site, put together a display or slide show to share with others, write articles for the newspaper, and more! Be sure to include the beneficiaries in your celebration!

ORIENTATION AND TRAINING

Even though the group has been involved in planning the project(s) from the beginning, take time for a brief "orientation and training" session. Revisit the community needs the group is trying to address. Discuss the learning objectives (what the volunteers will learn) and the service goals (what they will accomplish). Discuss the service site (rules, atmosphere, the types of people they will meet), and make sure that everyone knows what to do when they get there. Also, be sure that the youth and adult volunteers know the skills they will need to carry out the service.

If you have recruited additional members of the group since Session 1, you may want to make the orientation and training more intense. They won't have the background on how and why the project was chosen, so their learning will be limited without proper orientation. Remember: youth can be trainers, too!

CLOSING ACTIVITY: "GROUP JUGGLE"

Have participants form a circle in which each person is about an arm's length from the next person. Toss the ball to someone across the circle, first calling his or her name. When that person catches the ball, they must say "Thanks" and the name of the person that threw the ball to them. Ask participants to remember the order in which they pass the ball, as they will have to repeat it later. After everyone has had the ball, ask the participants to repeat the order again to be sure they remember. After they complete this task, do it again, but this time introduce more balls into the circle (usually 4 to 6, depending on the size of the group). This always results in chaos. Have the group see how fast they can pass just one ball through the circle. Encourage them to "think outside the box." When they think they are as fast as possible, process the activity.

Process Point: What just happened? What worked? What did not work? Could you hear one another's ideas? Why or Why not? What are the consequences of not being able to hear one another?



SESSION 5 — MEANINGFUL ACTION



OBJECTIVES:

- 4-H'ers will conduct a service-learning project they have designed.
- 4-H'ers will participate in intentional reflection, both during and after the service-learning experience.

MATERIALS NEEDED:

- Materials needed for the service activity
- Polaroid camera and film

PREPARATION:

- Work with group members/leaders to ensure that everything is ready for the project.

SERVICE

Session 5 is dedicated to the service-learning project(s) that the group has planned. If time permits, begin the session with a brief teambuilding exercise (see suggested activity below).

TEAMBUILDING ACTIVITY: "TRUST WALK"

Participants should be divided into pairs. One person is blindfolded (or closes his/her eyes), 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 a few minutes, they should trade roles.

Process Points: Did you trust your partner? What enables people to trust others? What tears down trust? Why is trust important in a service-learning project?

REFLECTION

Reflection is often regarded as the "most important component" in service-learning. Be certain that reflection occurs the day of the service project. A sample activity is listed below. If time allows, you may proceed on to Session 6 at this time, or choose to complete it at the next group meeting. **The most important thing to remember is that reflection must occur for the project to be true service-learning.**

REFLECTION ACTIVITY: "PHOTO FEELINGS"

Throughout the project, have the 4-H'ers take pictures of what they're doing and the people with whom they are working. During the reflection time, write captions for the pictures. Use the exercise to lead the group through the service to see what they did, what they felt, and what they learned. How do they think they have change because of what they experienced?



SESSION 6 — REFLECTION



OBJECTIVES:

- 4-H'ers will participate in intentional reflection — to reflect on and evaluate participation and effectiveness in offering one's service to the community; and, to assess what areas need improvement while also recognizing the things that have been accomplished
- 4-H'ers will begin reporting the project on the Service-Learning Activity Report Form

MATERIALS NEEDED:

- Various, depending on reflection activities to be completed
- Service-Learning Activity Report Form (page 23)

PREPARATION:

- Prepare for reflection activities to be led.

DEFINING REFLECTION

"Reflection is the conscious act of re-looking at a service experience. It is a process where young people examine what they have done, search for meaning and extract lessons about their volunteer or leadership experiences. Reflection allows young people to examine whether community needs have been met through their service work. Reflection serves as a method of revisiting and reviewing learning objectives. Reflection offers a unique and creative way to help young people understand and document the academic, personal and social skills they gain through service."

(Source: Points of Light Foundation, Youth Outreach)

Listed below are some sample reflection activities. As a leader you do not have to complete all of these. You should, however, be certain that the reflection the group participates in is sufficient.

Remember, youth can lead reflection too! Encourage the 4-H'ers to lead a reflection activity during and after the project.

TIPS FOR EFFECTIVE REFLECTION

- Be clear about goals and expectations regarding reflection.
- Reflection is ongoing; it doesn't just happen at the end of service.
- Allow time for reflection.
- Build a team; establish a safe place for young people if doing group reflection.
- Vary methods of reflection to accommodate different learning styles and avoid repetition.
- Create space for ownership by youth volunteers; provide opportunities for them to lead or facilitate reflection.
- The best reflection isn't always planned reflection. Be flexible and prepared to capitalize on "teachable moments."
- Directly relate reflection to service being done.
- Be creative!
- Have fun!

REFLECTION ACTIVITY: "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 should they write about, how will it be used). Variations on the journal include team journals, providing specific questions to respond to, responding to readings, responding to quotations, or using lists. This activity works best with on-going or long-term projects.

REFLECTION ACTIVITY: "SERVICE-LEARNING SCRAPBOOK"

A great way to remember the service-learning experience is to create a scrapbook as a group. Have the participants carry disposable cameras with them throughout the service-learning project to document what they have done. After the service is complete, have the youth compile a scrapbook that documents their experience. The facilitator should be sure the participants document what they have learned throughout the service-learning experience, **including links back to the 4-H project area.**

REFLECTION ACTIVITY: "SERVICE-LEARNING SHIELD"

Through this activity participants will create a visual representation of their service experience. Begin with a discussion of the term coat of arms. If no one can describe a coat of arms, explain what it is and how it was used historically. Show pictures of coats of arms describing what each symbol represents. Provide pre-cut large poster board into shapes of a shield as the backdrop for their images. Shields may be divided into four sections—events, feelings, skills learned, knowledge—as a way of organizing the images and to ensure that participants identify the importance of service in all four areas. When shields are completed, have participants share with the group, explaining what the images that appear on their shield represent. Be sure to include a discussion on links back to the learning objectives, including 4-H project area learning objectives.

OTHER REFLECTION IDEAS

- Advertisements
- Banners
- Letters
- Poems
- Songs
- Maps
- Visualization activities
- "Play Dough" sculptures

EVALUATION

4-H Seeds of Service has designed the **Direct Beneficiary Survey** and the **Indirect Beneficiary Survey** (located in the Resource Section) to ask the people the group is helping to rate the effectiveness of the project. Use these surveys with every project and submit the forms with your **Service Activity Report Form**. You may also contact the State 4-H Office for a copy of youth surveys, to allow the group to rate the effectiveness and how meaningful the project was.

ACTIVITY REPORT FORM

One of the group members should begin to complete the 4-H S.O.S. **Service-Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. A sample report form and helpful hints are located on page 22 of this guide. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the "Tell us!" page, and click on "Your Story."* Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.



SESSION 7 — CELEBRATION



OBJECTIVES:

- 4-H'ers and community beneficiaries will celebrate the service project.
- 4-H'ers will begin to plan the next service-learning project(s).

MATERIALS NEEDED:

- Materials needed for the selected celebration activities
- “Thank You” notes, pens, markers, stickers, etc.
- Certificates, awards, or other tokens of recognition for the youth and adult volunteers
- Index cards and pens or pencils

PREPARATION:

- Work with group members/leaders to ensure that everything is ready for the celebration.
- Plan and create ways to recognize youth and adult volunteers.

CELEBRATE!!!

Celebration is an important part of a service-learning project. It's a great time to look back over the project and talk about what they group learned from their experiences and the impact their project had. What was new, different, interesting, fun? You could also call this session a “Reflection Party.” Include the beneficiaries of your project(s), so they can help celebrate, too. It will give them a chance to thank the group leaders and the entire group, and also to see that they helped the youth to learn something in return.

RECOGNITION

Have the group write “thank you” notes to anyone who helped them plan or conduct the service-learning project(s). They might want to include photographs or other reflection pieces that show what the service meant to them.

The volunteers (both youth and adult) deserve to be recognized, too. You don't have to buy plaques or t-shirts or something expensive; a simple certificate will do. You might consider creating mock awards to recognize things such as “the best encourager,” “the happiest,” “the most creative,” etc. Make them silly and fun and meaningful to the service experience.

REFLECTION AND CLOSING ACTIVITY

Hopefully, this “Reflection Party” isn't the end of the group's service efforts. Use the closing reflection activity as a chance to begin planning your next project(s). Have a group discussion about the project(s) you just completed. What worked? What should you have done differently? Did you meet your learning objectives? Did you accomplish what you wanted to at the service site? Give everyone a chance to share thoughts and ideas. After the discussion, give everyone an index card and have them write down three ideas for service-learning projects or for community issues they want to address. Use these as the beginning of the planning session for your next project(s).

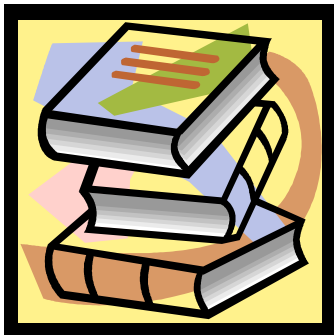
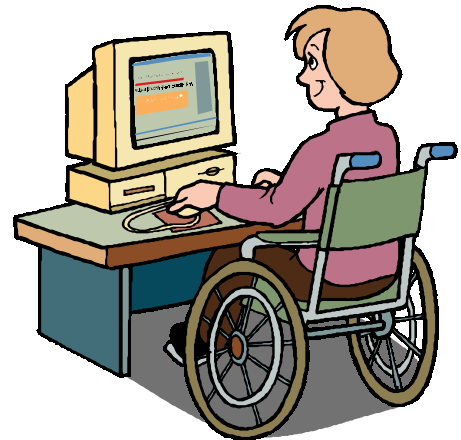


ADDITIONAL RESOURCES



For additional information on service-learning, contact the following sources:

- **4-H Seeds of Service (S.O.S.)**
865-974-7322
www.utextension.utk.edu/4h/sos
4-H S.O.S. is the service-learning program of The University of Tennessee Agricultural Extension Service and is funded through a Learn and Serve grant under an agreement with the Tennessee Commission on National and Community Service. The goal of 4-H S.O.S. is to help 4-H'ers across the Volunteer State learn while they are serving their communities.
- **Tennessee Commission on National and Community Service**
615-532-9250
www.volunteertennessee.org
The Tennessee Commission on National and Community Service is the twenty-five member bipartisan citizen board appointed by the Governor to oversee Americorps and Learn and Serve America programs and to advance volunteerism and citizen service to solve community problems in the Volunteer State.
- **Points of Light Foundation**
www.pointsoflight.org
The Foundation promotes volunteerism as a means to address serious social problems. This includes programs, products and services related to youth, youth service, service-learning and youth leadership.
- **Corporation for National and Community Service**
202-606-5000
www.cns.gov
The Corporation for National and Community Service engages Americans of all ages and backgrounds in service to help strengthen communities through Americorps, Senior Corps, and Learn and Serve America.



- **National Youth Leadership Council**
651-631-3672
www.nylc.org
The National Youth Leadership Council's mission is to build vital, just communities with young people through service-learning. As one of America's most prominent advocates of service-learning and national service, NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy.



4-H PROJECTS & SERVICE-LEARNING IDEAS



There are 48 4-H project areas that are full of service-learning opportunities. Listed below are just a few 4-H projects and service-learning project ideas!

WILDLIFE

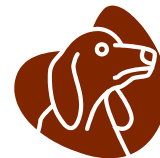
- Teach a hunter safety course to youth
- Organize a river clean-up day for the community
- Build and place bird boxes or feeders at a nursing home and teach the residents what each box is for

ART AND CRAFTS

- Make holiday decorations for a homeless shelter or hospital, being sure to involve the residents and patients
- Help Head Start students make Father's Day cards
- Collect crayons and other supplies for hospitals, day cares, etc.

HORSE

- Teach pre-school youth about the historic use of horses
- Clean the stables and help with other odd jobs at a therapeutic riding stable
- Repair or build new bleachers and stalls at the local arena



DOG CARE

- Sponsor a day of free dog grooming for the community
- Sponsor a dog food collection for the local animal shelter
- Help clean and/or paint the local dog shelter

CLOTHING

- Sew a quilt for a crisis pregnancy center
- Make caps for cancer patients
- Sponsor a clothing drive for a homeless shelter or other local agency

PETROLEUM POWER/ TRACTOR/ AUTOMOTIVE

- Plow a community garden plot at a nursing home or group home
- Have a rubber and battery pick-up drive
- Volunteer for "Meals on Wheels"

BREAD

- Bake bread for a meal at a homeless shelter
- Have a bake sale to raise money for a local charity
- Create a bread recipe booklet for residents of a low-income neighborhood

**CONSUMER
EDUCATION /
MANAGEMENT**

- Help Kindergarteners learn to count money
- Assist elderly relatives or neighbors in writing checks, paying bills, etc.
- Sponsor “Reality Check” or another financial management program

ELECTRIC

- Help neighbors check for dangerous cords and outlets
- Sponsor a day to make free repairs of neighbors’ small appliances
- Make posters about electric safety

**FOOD-
NUTRITION**

- Teach workshops on healthy snacking
- Sort and box donations at the local food pantry
- Cook and serve meals at a shelter

DAIRY FOODS

- Work with county Extension office on June Dairy Month activities
- Donate milk or dairy products to the food bank
- Host an ice cream party at the nursing home

SAFETY

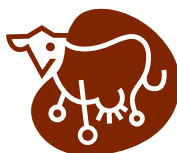
- Host a Bicycle Safety Fair
- Sponsor a Safe Halloween project
- Distribute safety information to neighborhood youth

**LIVESTOCK
PROJECTS**

- Build a water and wash rack system in the show barn at the arena
- Take animals to a day care to teach children about agriculture
- Have a livestock show at a nursing home

**COMMUNICA-
TION**

- Make a video history of the town, as told by older residents
- Create posters, banners, and other promotional items for a charity event
- Build a website for your club or other community group





4-H SERVICE-LEARNING INDIRECT BENEFICIARY SURVEY DIRECTIONS FOR USE

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.

This survey should be given approximately one week after the service project was completed. Please try to collect at least **10** surveys. There are two surveys on the following page. Cut apart and hand out copies of them to beneficiaries.

There is a line near the top of the survey labeled "Project." Before giving out the surveys, fill in a name for the project. Make it something that makes your project easily identifiable, such as "Library butterfly garden" or "Clover County Greenway clean-up."

You may add questions that you require for your own programming needs. However, be sure not to alter the questions already on the survey, as they will enable the 4-H service-learning evaluators to uniformly evaluate service efforts across Tennessee.

The staff at The Evaluation Team will use the surveys in the impact study of 4-H service-learning. Send your surveys to the state 4-H office, so that they may be forwarded to the program evaluators.

4-H Seeds of Service
2621 Morgan Circle, 205 Morgan Hall
Knoxville, TN 37996-4510

Before sending the surveys, you can average the survey responses to answer question #9 on the **Service-Learning Activity Report Form**.

Direct questions to Lori Jean Mantooth at Lmantoo1@utk.edu or 865-974-7322.

*For projects giving direct service to beneficiaries, please use the **Direct Beneficiary Survey**. Projects with direct beneficiaries would include things such as tutoring, helping the elderly, or anything that brings 4-H'ers into direct contact with those being served.*

**4-H SERVICE PROJECT
Indirect Beneficiary Survey**

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.

	NE	SE	E	VE	HE
1. Does the project meet a need in your community?	1	2	3	4	5
2. Was this project useful for youth to do as service?	1	2	3	4	5

Please put additional comments on the back.

THANK YOU!

**4-H SERVICE PROJECT
Indirect Beneficiary Survey**

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.

	NE	SE	E	VE	HE
1. Does the project meet a need in your community?	1	2	3	4	5
2. Was this project useful for youth to do as service?	1	2	3	4	5

Please put additional comments on the back.

THANK YOU!



4-H SERVICE-LEARNING DIRECT BENEFICIARY SURVEY DIRECTIONS FOR USE

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 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.

This survey should be given immediately after the service project is completed. Please try to collect at least **10** surveys.

There is a line near the top of the form labeled "Project." Before giving out the surveys, fill in a name for your project, such as "Senior Center computer classes" or "Clover County Jr. Master Gardeners."

You may add questions that you require for your own programming needs. However, be sure not to alter the questions already on the survey, as they will enable the 4-H service-learning evaluators to uniformly evaluate service efforts across Tennessee.

The evaluation team will use the surveys in the impact study of 4-H service-learning. Send your surveys to the state 4-H office, so that they may be forwarded to the program evaluators.

4-H Seeds of Service
2621 Morgan Circle, 205 Morgan Hall
Knoxville, TN 37996-4510

Before sending the surveys, you can average together the responses to #7 and #8 to answer the **Service-Learning Activity Report Form** question #9.

Direct questions to Lori Jean Mantooth at Lmantoo1@utk.edu or 865-974-7322.

*For projects giving indirect service to beneficiaries, please use the **Indirect Beneficiary Survey**. These beneficiaries would include such people as visitors to parks, museums, libraries, or other public places in which you do service.*

4-H SERVICE PROJECT

Direct Beneficiary Survey

Project _____

Today's Date _____
 County _____

Are you a 4-H agent? Yes No
 A 4-H adult leader? Yes No
 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 . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The youth seemed very engaged in working on the project.				
2. The youth were easy to talk to and listened to me.				
3. The youth were able to solve problems as they gave help to others.				
4. My positive behavior served as a role model to a few youth.				
5. I saw students showing concern for others as they participated in the project.				
6. The youth were working on a project that would help my community.				

On the following questions, please rate the effectiveness of the project, where 1 = not effective, 2 = somewhat effective, 3 = effective, 4 = very effective, and 5 = highly effective.

	NE	SE	E	VE	HE
7. Does the project meet a need in your community?	1	2	3	4	5
8. Was this project useful for youth to do as service?	1	2	3	4	5

Please put additional comments on the back.

THANK YOU!



SERVICE-LEARNING ACTIVITY REPORT FORM

Complete this form after every service learning project.

4-H GROUP _____
 COUNTY _____
 PROJECT _____
 DATE _____
 LOCATION _____

** For additional information on answering these questions, please see the helpful hints on the back.

PARTICIPANTS Youth _____ Adults _____

White	Black	Hispanic	Am. Indian	Asian	Female	Male	TOTAL

1. **Hours** (total # of volunteers x # of hours) _____
2. **Number of people benefitting from service** _____
3. **Estimated monetary value of service**** _____
4. **Duration of the project** (start and end date of service) _____

5. **Briefly describe service.****

6. **How did participants reflect on the service? ****

7. **How many participants learned from the service? **** _____
What did they learn?

8. **How many will use skills/knowledge gained through this service? **** _____
How will they use it?

9. **Discuss the project with the beneficiaries of the service. How do they rate the project? ****
 (circle one)

1. not effective
2. somewhat effective
3. effective
4. very effective
5. highly effective

10. **In which of these service priority areas does the project fit? (select one)**

- ___ environment
- ___ health
- ___ public safety
- ___ other human needs
- ___ other

Please return form **as projects are completed** to Lori Jean Mantooh, 4-H Seeds of Service Coordinator, at 2621 Morgan Circle, 205 Morgan Hall, Knoxville, TN 37996-4510; fax 865-974-1628; or e-mail Lmantooh1@utk.edu. 4-H groups may also submit this report on the "Tell us!" page of the 4-H S.O.S. website: <http://www.utextension.utk.edu/4h/sos>.

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HELPFUL HINTS FOR COMPLETING THE SERVICE-LEARNING ACTIVITY REPORT FORM

Estimated monetary value

What do you think your service was worth to the community? You can estimate what it would have cost to hire someone to do what you did. You can also estimate the dollar value of the volunteers' time. For youth, value their time at minimum wage, \$5.15/hour. For adults, use \$16.05/hour. (*Adult figure provided by Independent Sector and Points of Light Foundation*)

Briefly describe the service.

What did you do? Where did you do it? How did you go about it? Whom did you serve? What did you accomplish? What were your goals and learning objectives?

example: Mrs. Smith's 4-H Explorers Club wanted to help feed the hungry during Christmas. We helped the Clover County Food Bank by collecting 10 boxes of canned food. We also wanted to learn to organize a food drive, so we had collection boxes in every 4th grade classroom and at two local businesses.

How did participants reflect on the service?

Reflection is one of the most important parts of Service-Learning. It's when the volunteers think about their service and what it meant to them. What did they learn? Why did it matter? What will they do with what they learned? Tell us how your group reflected on their project.

Here are some ideas for ways to reflect:

- Group discussions
- Painting
- Poems
- Newspaper articles
- Video tapes
- Photographs
- Bulletin boards
- Portfolios
- Scrapbooks
- Art projects
- Murals
- Role playing
- Journals
- Puppet shows
- Collages
- Essays
- Sculptures
- Drawings
- Slide shows
- Jingles
- Guide for new volunteers

How many participants learned from the service?

For this question, the easiest way to get an answer is to simply ask your group to raise their hands if they learned something while participating in the service.

What did they learn?

Did your group learn skills related to a 4-H project area? Did you learn "life skills" such as communication, problem solving, or concern for others? What else did you learn?

example: Our 4-H group learned to organize a food drive and about how the homeless need our help.

How many will use skills/knowledge gained through this service?

As with number 7, the easiest way to get an answer for this question is to simply ask your group to raise their hands if they will use what they learned.

How will they use it?

If they say they will use what they learned, ask them how. What will they do with what they learned? Will they plan another project? Will they be more aware of this issue? List their answers.

Discuss the project with the beneficiaries of the service. How do they rate the project?

It is important to know how the people you served felt about the project. Did they think it was effective in reaching a goal? Did you help others as you had planned? Use the **Direct Beneficiary Survey** or **Indirect Beneficiary Survey** from 4-H S.O.S. to evaluate the project. (Contact your 4-H agent if you need copies of the survey.)

For more information on service-learning and 4-H S.O.S. visit

WWW.UTEXTENSION.UTK.EDU/4H/SOS

or contact Lori Jean Mantooth in the state 4-H office at 865-974-7322 or LMantoo1@utk.edu.

NOTES

NOTES



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COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS.

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Agricultural Extension Service, Charles L. Norman, Dean