

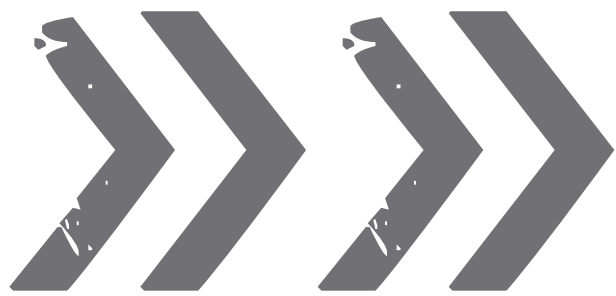


# Leaders 4 Life

## Youth Leadership Program

> Use Your Hands . . . For service

Leaders 4 Life  
Texas 4-H 



# Use Your Hands . . . For service!

## Lesson Preparation

- Copy the following handouts for the workshop:
  - Eight Steps of Service Learning
  - Steps for Developing the Action Wheel
  - Sample Action Wheel: Community Tree Project
  - Sample Action Plan: Community Tree Project
  - Checklist for Planning an Activity
  - Action Plan Worksheet

## Workshop Supplies

- Several skeins of yarn (1 skein per group)
- Flip chart paper
- Markers
- Pencils
- One ball, Koosh Ball, or other object that can be tossed
- Pop-Ice frozen treat or miniature candy bar per participant

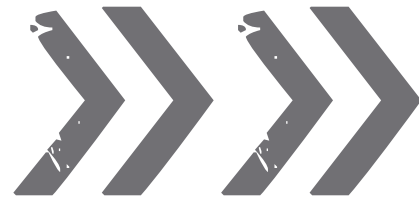
## Lesson Plan Outline

- I. Discussion Activity: Spinning Webs
- II. What's the Difference? Community Service vs. Service Learning
- III. Steps of Service Learning: Introduce the Eight Steps of Service Learning
- IV. Action Wheel for Service Learning Project Planning
- V. Creating an Action Wheel Activity
- VI. Closing Activity and Celebration/Reflection

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## I. Discussion Activity: Spinning Webs

*Time: 10 minutes*

*Supplies needed: skein of yarn for each group*

**Instructions:** Form a circle. Group leader begins by asking, "What is a service project in which you were involved?" The skein of yarn is tossed to a member of the group. This member must introduce himself/herself and answer the question. The skein is then passed to another member of the group, who introduces himself/herself and answers the same question. Repeat this two or three tosses.

Then the group leader presents a new question: "How can I get my peers involved in community service?" Toss the yarn and have two or three participants answer. Continue with other questions until all group members have had an opportunity to answer. Other questions that could be asked are provided below:

- How will I benefit from providing the service?
- What talents can I contribute to a service project or activity?
- How can service activities help you learn about a particular 4-H project or activity?
- What was your favorite service project conducted through 4-H?

**Processing:** At the completion of the activity, the group should have a very large, intertwined web of string. Discuss how service activities should involve many people, the persons for whom the service is done, the persons doing the service, and the greater human cause that all benefit from the service. Also point out that each person in a group brings different talents to the group, and if we use the talents of each person wisely, we will have great success in completing service projects as a team.

## II. What's the Difference? Community Service vs. Service Learning

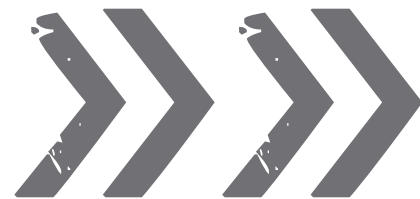
*Time: 5 minutes*

*Supplies needed: flip chart paper, markers*

**Instructions:** Lead the group to discuss why service itself is important. What is their definition of community service and service learning? Brainstorm ideas; write definitions/descriptions for all to see. Decide on a definition for the group to use. Did the group have different definitions for community service and service learning?

**Background Information for Facilitator – 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;
- enhance what is taught in the school and/or 4-H project work by extending student learning beyond the classroom; and
- help foster the development of a sense of caring for others.



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.

One description of many of our 4-H community service projects could be referred to as “make it–take it” type activities. For example, the club manager announces to the group, without input from the officers or club members, that every member is to bring a dozen cookies to next month’s meeting to provide to the stock show concession stand.

### III. Steps of Service Learning: Introduce the Eight Steps of Service Learning

*Time: 5 minutes*

*Supplies needed: Using the handout, cut each step apart to make eight steps. Place each step in a numbered envelope.*

**Instructions:** Ask for eight volunteers, and give one envelope to each individual, lining them up 1–8. Introduce the concept that service learning projects or programs have eight steps that should be considered in the planning phase. Have each person read their step as it appears in the envelope. Allow discussion as it is presented.

1. Community Need/Voice
2. Learning Objectives
3. Youth Voice and Planning
4. Orientation and Training
5. Meaningful Action
6. Reflection
7. Evaluation
8. Celebration and Recognition

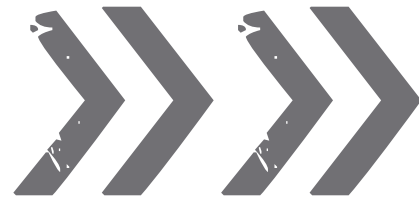
### IV. Action Wheel for Service Learning Project Planning

*Time: 10 minutes*

*Supplies needed:*

- o Steps for Developing the Action Wheel
- o Sample Action Wheel: Community Tree Project
- o Sample Action Plan: Community Tree Project
- o Checklist for Planning an Activity
- o Action Plan Worksheet
- o Pencils

**Instructions:** This activity relates directly to step 5 of the Eight Steps of Service Learning. In this activity, 4-H’ers will learn how to conduct detailed planning for a specific service learning project. The Action Wheel is a visual way for them to see all the details that must be coordinated when a service learning project is conducted. Below are the steps to explaining how to develop an Action Wheel and Action Plan for a service learning project. Provide each participant with a copy of the handouts Steps for Developing



the Action Wheel, Sample Action Wheel: Community Tree Project, Sample Action Plan: Community Tree Project, Checklist for Planning an Activity, and the Action Plan Worksheet.

**Step 1: Write the name of the project in the “Project Goal” circle.** Be specific about the desired end result of the project to help focus the group’s planning activities. Use the Checklist for Planning an Activity to define steps toward the project goal. Identify the project in measurable terms so participants can actually complete the project and reach their goal. For example, “having a front-page newspaper article about youth volunteering in the community” is more specific and measurable than “changing the community’s image of youth.”

**Step 2: Write the actions needed to complete the project in the “Action Step” circles.** Add more circles as needed. If someone identifies a task along with a resource (in the sample, asking the greenhouse to donate the tree), write the task (obtain a tree) with a follow-up circle stating the resource connected to that circle (ask the greenhouse to donate a tree). This approach will clearly identify the action needed from the resources so that other potential resources can be identified if needed.

**Step 3: Identify potential resources to assist in completing the action steps.**

- People – skills, expertise, person power, influence
- Physical – facilities, supplies, equipment
- Finances – donations, fundraisers
- Information – references, restrictions, rules, laws
- Publicity – newspaper, public service announcements on radio or TV, flyers, posters, Internet
- Transportation – private, public
- Insurance – liability, health
- Long-term maintenance of the project
- Permits/approval by any group needed to do the project

**Step 4: Put the action steps and task in the time sequence necessary to complete the project.** Place a number outside each circle. Once you have a sequence of activities, divide the tasks into task forces. Then allow group members to choose the task force they wish to work on. The committee chairman may need to move people around if a task force doesn’t have enough members.

**Step 5: Write the tasks in order on the Action Plan Worksheet handout and identify a due date, lead person, and helper for each task.** If it works better to list all task force members or the name of the task force under the “Who” column, that is okay. The group can complete this form and keep track of progress by checking off items as they are accomplished.

**Step 6: Identify a volunteer as the helper to list on the Action Plan Worksheet.** This volunteer will be responsible for checking in with the task force members and reminding them of deadlines. This role is important to keep the task force focused and on task.





## V. Creating an Action Wheel Activity

*Time: 25 minutes*

*Supplies needed: Flip chart paper, markers, Action Plan Worksheet, pencils*

**Instructions:** Divide the group into teams of five to eight. Provide each team with a sheet of flip chart paper, markers, a copy of the Action Plan Worksheet, and pencils. Teams are to work together to create an Action Wheel on their flip chart paper for a specific service learning project. You may wish to assign a service learning project or, if time permits, allow teams to identify their own project. A list of projects is provided below. Once they finish the Action Wheel, the team members should create task forces and then complete the Action Plan Worksheet to prioritize their tasks and set deadlines for the project. Allow 15 minutes for planning and completion of the Action Wheel and Action Plan Worksheet and 10 minutes for teams to present their information to the group. Depending on the number of teams, divide the 10 minutes for reporting by the number of teams, and time each team!

### *Sample Service Learning Projects:*

- Thanksgiving dinner for a specific fire station
- Christmas party for local orphanage or group home
- Memorial Day program and recognition for veterans
- Blood drive
- Child identification records promotional booth at a local festival
- Rabies vaccination clinic

## VI. Closing Activity and Celebration/Reflection

*Time: 5 minutes*

*Supplies needed: one ball, Pop-Ice frozen treat or miniature candy bar per participant*

**Instructions:** Form a circle. Toss the ball gently around the circle. Each person, on catching the ball, must tell something that they learned during workshop. The information may not be repeated once it has been shared. After each participant answers a question, reward her or him with a Pop-Ice or candy.

Another critical difference between service learning and community service is that service learning participants celebrate success and reflect on the process. With this closing activity, celebrate the things the group learned by planning and completing the project. Probe with the question, "What did you learn during the process, and how have your ideas, opinions, and/or attitudes about service learning and community service changed?"



## Use Your Hands . . . For service!

### Eight 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 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 and Planning** – Listening to and encouraging young people in the planning process provides more ownership and learning opportunities for young people.

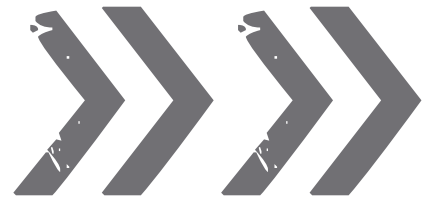
**4. Orientation and Training** – Young people must understand the organization, issues, and skills required to provide effective service and maximize learning.

**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 the process (what we did well, what we could have done better) and impact (how young people and the community have changed).

**8. Celebration and 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.



## Steps for Developing the Action Wheel

- Step 1.** Write the name of the project in the middle “Project Goal” circle.
- Step 2.** Write the actions needed to complete the project in the “Action Step” circles. Add circles as needed.
- Step 3.** Identify potential resources to assist in completing the action steps. Place these resources in circles attached to the action steps. Add circles as needed.
- Step 4.** Put the action steps and tasks in the time sequence necessary to complete the project by placing a number outside each circle.
- Step 5.** Write the tasks in order on the Action Plan Worksheet. Identify a due date for each task.
- Step 6.** Identify a volunteer and a helper from the group to complete each task on the Action Plan Worksheet.

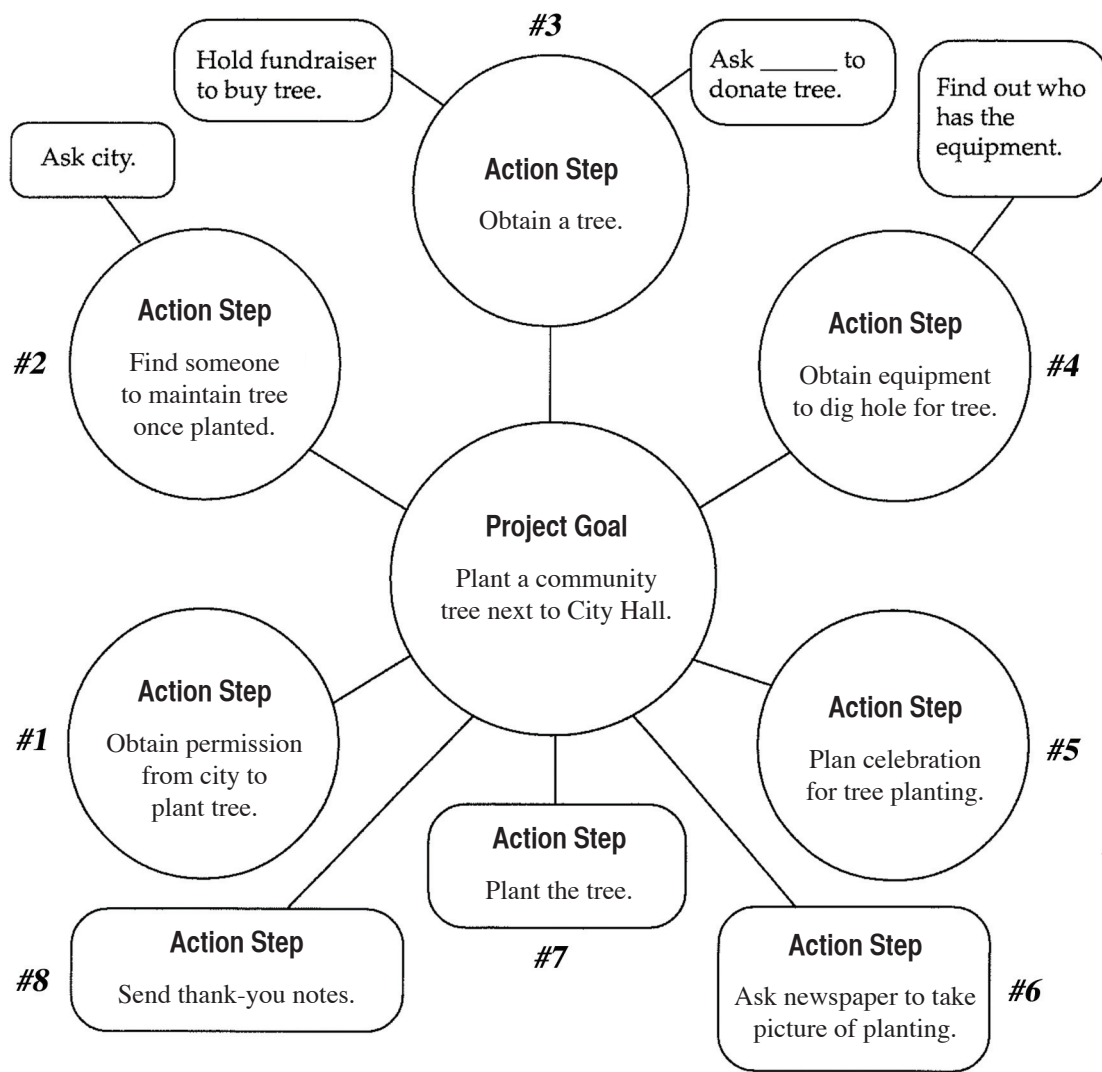
*Source: Brown, Kathleen, et al. (1999). Leadership Development Through Community Action. College of Agricultural, Consumer and Environmental Sciences, University of Illinois Extension. Used with permission.*



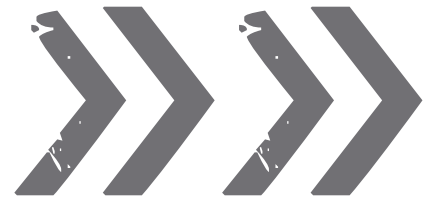


## Sample Action Wheel: Community Tree Project

### Action Wheel: Community Tree Project



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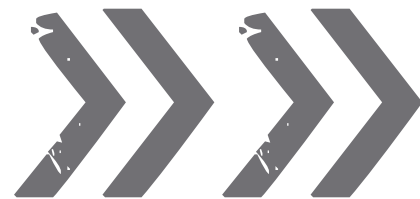


## Sample Action Plan: Community Tree Project

Project Goal: Plant a community tree next to City Hall.

Tasks	Due Date	Who?	Helper
1. Obtain permission from city to plant tree. Present proposal to city council.	2 weeks	Suzie	Mr. Adams
2. Find someone to maintain the tree once it is planted. Ask the city to do this.	4 weeks	Sam	Mr. Adams
3. Obtain a tree. Ask Ms. Smith from the Tree Farm to donate a tree.  If that does not work, find out prices for purchasing a tree. Plan a fundraiser to get the money (ask community groups for donations).	6 weeks  10 weeks	Jennifer  Shawn	Ms. Jonsen  Ms. Jonsen
4. Obtain equipment to dig hole for the tree. Ask Mr. Jones if he will do this with his equipment.	6 weeks	Erin	Mr. Brown
5. Plan a celebration ceremony for the tree planting. Select a person or group to dedicate the tree, and ask them if they will do this. Select music or reading for the tree planting.	3 weeks before planting	Brent	Ms. Robert
6. Invite the newspaper to take pictures of the group planting the tree.	2 weeks before planting	Becky	Ms. Robert
7. Plant the tree.	TBD	All	Extension agent
8. Send thank-you notes to everyone who helped make the tree planting possible, and give their names to the newspaper.	2 weeks after planting	All (Becky coordinates)	Ms. Robert

Source: Brown, Kathleen, et al. (1999). *Leadership Development Through Community Action*. College of Agricultural, Consumer and Environmental Sciences, University of Illinois Extension. Used with permission.



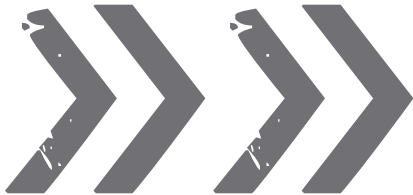
## Checklist for Planning an Activity

**Name of the activity** \_\_\_\_\_ **Date** \_\_\_\_\_

**Purpose or objectives** \_\_\_\_\_

Task	Who is to do it?	When?
Facilities		
Food/refreshments		
Equipment		
Resource people		
Registration		
Transportation		
Insurance		
Printing		
Publicity		
Awards and recognition		
Budget and finances		
Follow-up		
Evaluation		
Thank-yous		

Source: Brown, Kathleen, et al. (1999). *Leadership Development Through Community Action*. College of Agricultural, Consumer and Environmental Sciences, University of Illinois Extension. Used with permission. Originally adapted from Wayne Carlson, "Organizing a 4-H Activity," in *4-H Club Leader's Handbook*, pp. G4-5, Agricultural Extension Service, University of Minnesota, 1980.

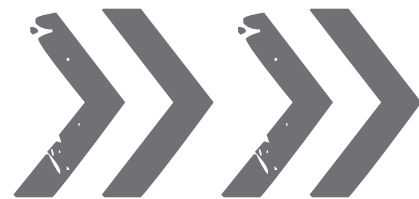


Action Plan Worksheet

Project Goal \_\_\_\_\_

Task	Due Date	Who?	Helper

Source: Brown, Kathleen, et al. (1999). *Leadership Development Through Community Action*. College of Agricultural, Consumer and Environmental Sciences, University of Illinois Extension. Used with permission.



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