

# Service Learning Action Guide



Go GREEN...ONE project at a time.

## Life Skills Development:

**Service-Learning:** helping youth connect meaningful community service experiences with learning about a subject/social situation, personal growth and civic responsibility.

**Critical Thinking:** asks questions before, during and after acquiring information.

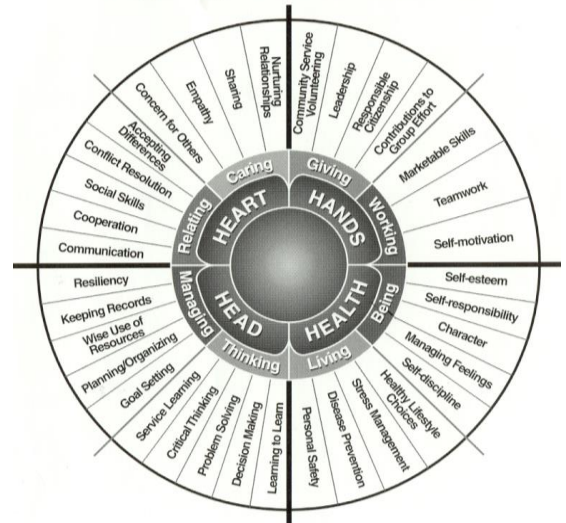
**Decision Making:** identify and choose between alternatives.

**Self Responsibility, Self Discipline:** managing one's time in an effort to follow-through with commitments and personal responsibilities.

**Contributing to Group Efforts:** learning and putting into practice the skills necessary to be a contributing member of a committee/club.

**Concern for Others and Empathy:** putting the needs of others before one's self, gaining an understanding and respect of another's situation.

## Targeting Life Skills Model



## Guide to a Successful Experience

- **Simple Strategies** – Be sure that youth and adult club members have a clear image or feeling of what they are attempting to accomplish. The task should be developmentally appropriate, provide a challenge for growth and have meaning.
- **Keep it Fun** – The quickest way to a person's mind and heart is to make learning fun! Academic integrity can be maintained through games and activities.
- **Be Positive and Hopeful** – Youth and adults define themselves and their abilities based upon what they see in the mirror we hold up to them. Remind the club to think and act in ways they have agreed will help them accomplish their personal goals.
- **Concrete Strategies** - Take advantage of everyday opportunities. Help club members recognize what is within their potential control and what is not. Provide for youth ownership.
- **Individualized Approach** - Get to know each individual and their capabilities. Give each individual all that they can handle while providing adequate supervision.
- **Positive Role Models** - Youth need people who they can admire and respect, and who project positive values or skills.

## Preparation

### Before getting started review the following materials:

- 4H•VOL•304 4-H Leadership Guide
- 4H•VOL•119 Service Learning
- 4H•VOL•117 Youth-Adult Partnerships
- 4H•VOL•114 Youth Development
- 4H•VOL•118 Experiential Learning

The National Service-Learning Cooperative/Clearinghouse provides information and referrals through its toll-free information number, 1-800-808-SERVE and an e-mail address: [serve@maroon.tc.umn.edu](mailto:serve@maroon.tc.umn.edu).

The Clearinghouse has established a national database of programs and resources, a materials library, and an electronic bulletin board.

### Related 4-H Project Areas:

Health, Safety, Energy, Conservation of Natural Resources, Woodworking, Arts and Hobbies, Environmental Awareness - any project area can be a source for developing knowledge and skills for serving others.

**SERVICE-LEARNING** IS MORE THAN VOLUNTEERISM. It is the blending of both service and learning in such a way that both occur and are enriched by each other. *Service-learning* projects emphasize the process of learning and planning, as well as the actual service itself.

# Framework for Service-Learning Action Plan

## I. Preparation

- A. Selecting a Project (Have choices based on identified needs.)
- B. Defining the Situation (What needs to be done? What are we capable of doing? How can others be involved to accomplish what we are not skilled of capable of doing?)
- C. Preparing a Plan (What are we going to do? What do we need to learn to accomplish the plan? Who will help us learn the skills and information to be successful? What partners do we need to contact so the plan can be accomplished?)
- D. Training and Orientation (Learning more about the “social” situation, as well as information and skills needed to conduct the plan.)
  - 1. Guest Speakers
  - 2. Project Work
  - 3. Field Trips
  - 4. Programs
  - 5. Workshops

## II. Action - Youth and adults apply knowledge, information and skills to the plan.

- A. Doing - Displays, poster, handouts, window painting, renovations, building equipment, workday, etc.

## III. Reflection

- A. Recording what was learned through discussion, debriefing, photos/pictures, reading, writing/poetry/stories, diaries/logs, art, displays, etc.)

## IV. Celebration

- A. All involved partners and participants come together to celebrate their achievement.

## Examples of Service Learning projects

### Education

- Blue Thumb – community awareness about storm drain and runoff pollution
- Energy Audit – individual and family awareness about simple energy conservation practices
- Water Quality – educating the public about this precious natural resource and conservation practices
- Recycling Electronics
- Xeriscaping - landscapes are defined as “quality landscaping that conserves water and protects the environment.
- Solar and Wind Energy

### Environment

- Improving parks or public grounds

- Cleaning up dumpsites along the road
- Sampling, monitoring and mapping natural resources
- Recycling - home, school, community
- Weather proofing a home or business
- Clean air - second hand smoke, air pollution, etc.
- Home Grounds - lawn care, composting, low water plants, proper use and disposal of chemicals
- Urban and Rural Wildlife Habitat
- Agronomy – low and no till, draught tolerant varieties
- Animal Science – animal waste, disposal, housing, water
- Vermiculture

### Human Needs

- Weather proofing a home for low-income housing/elderly
- Planting trees for shade and windbreaks
- Clothing-Staying warm or cool with less energy, repurposing, recycling
- Food- Community Gardens, composting
- Green Space – parks and recreation areas

### Public Safety

- Illegal dump sites
- Water conservation/pollution
- Carbon Footprint
- Hunting and Fishing

### Green Schools -

[http://www.kidsconsortium.org/grn\\_ward.php](http://www.kidsconsortium.org/grn_ward.php)

## S.L.A.P. Guide

This guide will assist the club/committee, youth and adults in developing life skills in planning and conducting leadership and citizenship projects.

**Project is:** New \_\_\_ Revised \_\_\_ Repeat \_\_\_ Date \_\_\_\_\_

Club: \_\_\_\_\_ Club Participants – note below actual number of 4-H members, parents/volunteers who participate in the project.  
 Community \_\_\_\_\_ Total \_\_\_ Youth (9-19)      Total \_\_\_ Adults (over 19)  
 County \_\_\_\_\_

**Youth Coordinator Name:** \_\_\_\_\_

Email \_\_\_\_\_ Full Address \_\_\_\_\_

Phone \_\_\_\_\_ City \_\_\_\_\_ Oklahoma Zip \_\_\_\_\_

Cell Phone \_\_\_\_\_

*I am willing to plan, conduct and report our clubs service project. I understand it is my responsibility to involve others through delegation and keep people informed through good communications. I further understand that I am to maintain good communications with my mentor and make decisions as a club.*

Youth Contact Signature

\_\_\_\_\_

**Adult Mentor Name:** \_\_\_\_\_

Email \_\_\_\_\_ Full Address \_\_\_\_\_

Phone \_\_\_\_\_ City \_\_\_\_\_ Oklahoma Zip \_\_\_\_\_

Cell Phone \_\_\_\_\_

*The youth/club understand they are responsible for coordinating the Service project. I am willing to serve as their mentor and educator. Providing encouragement and support without doing the work for them.*

Adult Mentor Signature

\_\_\_\_\_

In the table below list the names of club members participating in the project – planning, conducting and reporting activities.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.

## Preparation

### Step A-1 – Identifying Community Needs/Concerns and Club Interests

Develop a list of 3-5 concerns that the committee/club members feel they would like to work on to help improve their community.

- 1.
- 2.
- 3.
- 4.
- 5.

### Step A-2 – Exploring the Identified Community Needs

From the list of “Identified Needs/Concerns” have the committee/club members do the following:

- Divide the list between club members. determine if the club’s perceptions of these community concerns are on target.
- Have each small group gather information by interviewing community members/officials/agencies/families to
  - Have small groups report their findings to the club.
  - Select a project based on the committee’s findings and discussion with club members.

*Community Need to be addressed by our Club* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Step B – Defining the Situation

Once the community need has been selected, do the following:

- Have experts and other outside resource people present information about the social situation/problem/need and the learn skills that will help the club’s membership address the community need stated in Step A-2.
- Do further research and reflect on what club can actually accomplish with their time, talents and resources. Assign individual members to collect more information about the project.
- Think through possible solutions and have small groups present a case for what it considers to be the best alternative and choices.
- By democratic vote or consensus select the best possible solution/action for the club to undertake.
- Review the community need, as stated in Step A2. Restate the community need the club will address based on steps undertaken in Step B.

*Revised Community Need to be addressed by our Club* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step C – Preparing a Plan** – Use additional space as necessary.

List specific objectives and goals for the Service Learning Action Plan:

List individuals and organizations that will be involved in the “action” and note their specific responsibility(s).

How is your group going to get others to help the club carry out the plan?

Outline the plan of action by including why, what, when, who and how.

List skills, materials and facilities needed or available for the plan.

Skill(s), knowledge, materials and/or facilities	Needed ✓	Available ✓

**Step D – Training and Orientation**

Note the individuals/organizations that will provide education, training and skill development for accomplishing the plan.

Date	Time	Location	Individual/Organization	Skill/knowledge to be learned in support of objectives and goals

**Step 2 - Action**

Put the plan into ACTION! Youth and adults put information learned into action. *Be flexible and make adjustments to the plan as the situation demands.*

Be sure to document actions through video, pictures or interviews.

**TIP** - In the planning process be sure there is training time scheduled for conducting meaningful interviews, on how to take good action shots, film video, develop a story board, and effective PowerPoint presentation.

**Step 3 - Reflection**

Reflection allows the club to critically think about their experience. When individuals reflect on their experiences, they think about them, write about them, share them with others and learn from the experience. Reflection time is a structured opportunity for club members to learn from their experiences. Reflection can occur through discussion/debriefing, photos, writing/poetry/stories, diaries/logs, art, display, etc.

Submit to the District 4-H Program Specialist an electronic copy of your SLAP guide, an electronic video recording or an animated and narrated PowerPoint of the service project. Video must include action (stages of project) and reflection of the clubs experience.

**Step 4 - Celebration**

The Celebration phase recognizes club members for their contributions. It also provides closure to the Action Plan and lets club members know that their contributions are valued. Plan an activity where all involved partners and participants come together to celebrate their achievement.

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