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.

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.

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 or 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

<table>
<thead>
<tr>
<th>Education</th>
<th>Environment</th>
<th>Human Needs</th>
<th>Public Safety</th>
<th>Green Schools</th>
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<tbody>
<tr>
<td>- Blue Thumb – community awareness about storm drain and runoff pollution</td>
<td>- Improving parks or public grounds</td>
<td>- Weather proofing a home for low-income housing/elderly</td>
<td>- Illegal dump sites</td>
<td>- <a href="http://www.kidsconsortium.org/gmn_ward.php">http://www.kidsconsortium.org/gmn_ward.php</a></td>
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<td>- Energy Audit – individual and family awareness about simple energy conservation practices</td>
<td>- Solar and Wind Energy</td>
<td>- Planting trees for shade and windbreaks</td>
<td>- Water conservation/pollution</td>
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<td>- Water Quality – educating the public about this precious natural resource and conservation practices</td>
<td>- Xeriscaping - landscapes are defined as “quality landscaping that conserves water and protects the environment.”</td>
<td>- Clothing-Staying warm or cool with less energy, repurposing, recycling</td>
<td>- Carbon Footprint</td>
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<td>- Recycling Electronics</td>
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<td>- Food- Community Gardens, composting</td>
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<td>- Agronomy – low and no till, draught tolerant varieties</td>
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<td>- Green Space – parks and recreation areas</td>
<td>- Hunting and Fishing</td>
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<td>- Animal Science – animal waste, disposal, housing, water</td>
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<td>- Agriculture</td>
<td>- Hunting and Fishing</td>
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<td>- Vermiculture</td>
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<td>- Agronomy</td>
<td>- Hunting and Fishing</td>
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<td>- Urban and Rural Wildlife Habitat</td>
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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 club's 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.

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Revised June 2014
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.
- Have each small group gather information by interviewing community members/officials/agencies/families to determine if the club’s perceptions of these community concerns are on target.
- 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.

<table>
<thead>
<tr>
<th>Skill(s), knowledge, materials and/or facilities</th>
<th>Needed ✓</th>
<th>Available ✓</th>
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**Step D – Training and Orientation**

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

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Individual/Organization</th>
<th>Skill/knowledge to be learned in support of objectives and goals</th>
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**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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