

INTRODUCTION

THE ABC'S OF A YEA PROJECT

Now that you've fully explored your community, it's time to continue identifying its needs. By doing so, you'll be able to come up with a number of community-service learning project ideas that can benefit the various parts of the community in which you live.

This section is aimed at helping you decide on a community-service learning project. Once that's done, you'll take the project from the planning stages to completion. As a final step, you'll be able to reflect on all you've learned.

It's important for each YEA team to complete at least one of the activities from all of the activity groups that follow in order to have a well-rounded experience.

Activities

Now What? Project Planning Activities

- Learn How to Interview
- YEA People Bingo
- Instant Project
- Changing the World Around Me
- Idea Charting
- Mapping a Community Project

What? Project Implementation Activities

- Choosing a Project
- Charting Your Course
- Putting Your Plan Into Action

THE ABC'S OF A YEA PROJECT

So WHAT? Project Reflection Activities

- Thinking Ahead to a Project's Completion
- Getting Project Feedback
- Looking Back at the Roads You've Traveled
- Participant Certificate

At the end of this module you'll also find methods for recruiting volunteers, ideas for projects, a Volunteer Code of Conduct, risk-management considerations and sample permission slips.

MINI-LECTURE

CONNECTING YOUR CREATIVITY WITH YOUR COMMUNITY

The ABC's of a YEA Project

Tackling a community service-learning project is a creative process, similar to painting.

An artist can't create without an idea and the necessary tools. Planning a community-service learning project is the same. First, you need to look at the resources you already have and then at what you may still need in order to reach your goal.

Now What?

It helps to ask "Whom do I want to help?" And, "What do I want to do for them?" Then finally, "What is the best way to go about it?"

Once you've got those answers, you're ready to start your project.

What?

Before we go further, suppose that an artist is working on a canvas. He decides that his picture needs a particular shade of green. But he can't find the one he wants. It's unlikely he'll throw his painting out and start over. Instead, he'll either choose a new color or mix paints, to create the color he needs.

A plan is a vital component of any project, but it has to be adaptable. Remember, the ability to be flexible is key to working on a community-service learning project.

So What?

When a project is over, it's important to evaluate its outcome. What exactly was accomplished? Was the project well-planned? Should it have been done differently? Answering these questions will help when you begin working on a new project.

By completing all three steps – "Now What?" (planning), "What?" (doing) and "So What?" (reflecting) – you're on your way to carrying out a project in the best possible way. *It's important to complete the entire process.* Refer to the "Plan, Do, Reflect" handout for a more in-depth discussion of the steps to community action.

NOW WHAT? PROJECT PLANNING ACTIVITY

LEARN HOW TO INTERVIEW*

The ABC's of a YEA Project

Procedure:

- 1.** Hand out an index card and pencil to each participant. Ask each to interview two or three others in the group. They should ask each of the people they interview:
 - Where they are from.
 - To name one thing they really like about themselves.
 - What community service means to them.
 - To describe a community service activity they've done in the past year (it can be anything done to help someone else).
 - What was the most fun about that activity.
- 2.** Once the participants have finished, get them back together and ask them to report to the whole group. Interviewers should introduce the person they interviewed by name, tell where the subject is from and what else the interviewers learned about the person from doing the interviews.

Talking It Over

Take a few minutes to discuss the feelings participants had during the interviewing process. Ask them:

- 1.** What does community service mean to you?
- 2.** What are some of the community service projects you've done?
- 3.** What was the most fun or satisfying, part of those projects for you?

PURPOSE

- To help participants learn about each other and the community service experiences they've had
- To learn how to acquire significant information through an interview

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), gather necessary materials and review the activity.

SETTING

A large room

MATERIALS

- 3-inch by 5-inch or 5-inch by 7-inch index cards
- Pencils

TIME

15 to 20 minutes

* Adapted with permission from the *Group Dynamite Notebook* (4-H 1068), 4-H Youth Programs, Michigan State University Extension, 1978.

NOW WHAT?
PROJECT PLANNING ACTIVITY

YEA PEOPLE BINGO

The ABC's of a YEA Project

Procedure

1. Give each person a "YEA People Bingo Card" and a pen or pencil. Tell the participants to write their names on the form.
2. Tell them that they'll be playing a form of bingo. They will have 10 minutes to talk with other group members to find people who match the squares on the "YEA People Bingo Card." When they find a match the person should sign his or her name in the appropriate square. Each person may sign a card only once.
3. The first person who "covers" a straight (horizontal or vertical) or diagonal line or a four-corner square wins. However, the winner must also be able to identify the person who signed each item.

Talking It Over

Have the participants discuss some of the community-service learning projects the group has done.

PURPOSE

- To aid group interaction
- To find out what kinds of community-service learning activities participants have done in the past

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), gather necessary materials and review the activity.

SETTING

A large room or outdoor area

MATERIALS

- "YEA People Bingo Card" (one per person)
- Pencils or pens (one per person)

TIME

20 minutes

HANDOUT

YEA PEOPLE BINGO CARD

The ABC's of a YEA Project

My Name Is: _____

Really get to know your YEA group. Find someone who fits the descriptions below. Each person can sign the same card only once. Complete as many items as you can!

Has traveled out of the country. _____	Has done a community-service learning project this year. (What was it?) _____	Helped clean up a roadside. _____	Made a poster to promote something our club did. (Please share the poster topic.) _____	Baked treats for a club bake sale. _____
Knows someone who likes helping others. _____	Helped kids learn more about a favorite sport. _____	Collected food for a local food bank. _____	Knows about the 4-H "Are You Into It?" national ad campaign. _____	Volunteered at a local animal shelter or walked a neighbor's pet. _____
Helped clean up a local park or playground. _____	Likes meeting new people from lots of backgrounds. _____	Volunteered at a local library. _____	Collected toys, coats or mittens for a community drive. _____	Has done several community service projects. _____
Keeps his or her things very neat and orderly. _____	Considers herself or himself a good listener. _____	Painted trash cans at a park or fair-ground. _____	Created cards or tray gifts for a local hospital or senior center. _____	Planted flowers along a road or in a park. _____
Remembers an adult who really influenced his or her life. _____	Did a Make a Difference Day service project. _____	Knows what VISTA stands for. _____	Gave money to help with hunger or disaster relief. _____	Has been on a service project in another country. _____

NOW WHAT? PROJECT PLANNING ACTIVITY

INSTANT PROJECT*

Procedure

- 1.** Split the participants into groups of two (or three, if necessary). Give each group one envelope with task strips in it and one "Plan, Do, Reflect" handout.
- 2.** Ask the participants to work as a group, placing the strips in the proper order under the headings on the outline. They have 15 minutes to complete this step.
- 3.** When the groups have finished, ask one person in each group to record the group's answers on the newsprint. Have each group discuss its answers and decide on an outline that everyone agrees is right.
- 4.** Once the group has reached consensus, share the "expert" answers from an intact copy of the "Task List" handout. Make any necessary changes to the group's outline and hang it on a wall.
- 5.** Now, ask each group to decide on a "community" project that can be done on the spot, in the group's meeting room. This might mean straightening bookshelves, cleaning chalkboards or writing the 4-H Pledge for everyone to see. Don't encourage the groups to discuss their projects with one another before starting them. If they do so on their own, that's fine.
- 6.** Some groups may begin work that conflicts with what other groups are doing. This should illuminate the importance of planning and knowing ahead of time what others are trying to accomplish. If problems arise, let the participants try to resolve them on their own.
- 7.** All groups must try and complete their projects, despite any conflicts. This should encourage cooperation and negotiation skills.

PURPOSE

- To help participants learn to apply what they learned from the "Plan, Do, Reflect" handout
- To learn cooperation skills through group projects
- To discover the importance of planning

BEFORE THE MEETING

- Decide if you need helpers (and if you do, how to use them).
- Make copies of both the "Task List" and "Plan, Do, Reflect" handouts for every group of two participants you expect at the meeting.
- Cut the "Task List" copies into strips, with one task on each strip.
- Fill envelopes with one set of strips, so each envelope has a full set of steps in it. Or, put all the steps from one section (Plan, Do or Reflect) in an envelope and have groups work to put them in order.

SETTING

A large room

MATERIALS

- "Plan, Do, Reflect" handout (one for every two participants)
- "Task List" handout (one for every two participants)
- Envelopes
- Newsprint or other large paper
- Markers
- Tape

TIME

1 to 1½ hours

* Adapted with permission from an activity developed by Dyle Henning, County Michigan State University Extension Director, Lapeer County, Michigan.



INSTANT PROJECT*

Talking It Over

When the small groups have completed their tasks, have them rejoin the larger group and ask the whole group the following questions:

- 1.** How did it feel to sort the different tasks into an order? Do you agree with what the experts said? Why or why not?
- 2.** How did your group decide which project to do?
- 3.** What roles did each person play?
- 4.** How did the other groups' plans affect yours? What did you do if their goals conflicted with your own?
- 5.** Would you do anything differently?

* Adapted with permission from an activity developed by Dyle Henning, County Michigan State University Extension Director, Lapeer County, Michigan.

HANDOUT

TASK LIST

The ABC's of a YEA Project

1. Plan: Now What?

- Identify the situation, problem or need.
- Set goals and explore alternate solutions.
- Check out resources.
- Select best solutions and develop an action plan.
- Contact proper authorities for permission and support.

2. Do: What?

- Gather resources together (materials and support).
- Publicize the process and inform the community.
- Carry out your action plan.
- Make adjustments when necessary.

3. Reflect: So What?

- Give recognition where due (via the media or thank-you notes).
- Talk about what was accomplished, its impact and how you feel about it.
- Plan follow-up.
- Celebrate!

NoW WHAT? The Plan

Good planning is crucial to any community-service learning project. It's what determines the success of your project. The team has to assess community needs in order to plan and prepare a meaningful project.

These are some questions to consider when developing a plan: What are the ultimate goals of your project? Who will be helped? Is permission required to do the project? Is the project needed? Are other groups already meeting the need? How will you evaluate this project?

The entire YEA team should be included in the planning process. Each member has valuable input that should be listened to. And never be afraid to ask for help if you get stuck on any part of the process.

WHAT? Doing Meaningful Service

This is the exciting part of the project. It's where all the hard work that preceded it starts to pay off. Once you've begun, inform others about what you are doing. Be mediawise!

Points to remember:

- This is a *team* effort – everyone in the group should know his or her roles and responsibilities for the project.
- Finalize arrangements before heading off to the project site. This means that, if someone needs to know you're coming, you should ask a team member to contact the person in advance.
- Put your plan into action.
- Do your best – and have fun!

So WHAT? The Importance of Reflection

An equally important part of any community-service learning project is reflection. It helps to learn more about your experience – what worked well and what didn't. That's done by analyzing and generalizing.

There are three basic types of reflection:

- 1. Thinking (or Cognitive):** What's learned from an experience – information, data, alternative ways of knowing or perceiving and transferring what's already known into a new setting.
- 2. Inspiring (or Affective):** What's felt as a result of the experience – emotions, attitudes, changes in self-concept.
- 3. Process:** What's learned from experiencing a process– how to plan, results of making decisions one way versus another, refinement of skills by working within a group.

Ideas for reflection can be found at the end of this section. Be sure and use all of the above steps as a springboard for this project and the next!

NOW WHAT? PROJECT PLANNING ACTIVITY

CHANGING THE WORLD AROUND ME

The ABC's of a YEA Project

Procedure

1. Pass out balloons and markers to each participant. Ask them to inflate and tie off the balloons.
2. Read aloud or paraphrase the following information:

"With your marker, carefully draw the Earth's continents on the balloon. When you've finished, place a dot where you live. Now gently hold the balloon between your hands. Imagine your balloon is floating in the black darkness of space and you literally hold the world in your hands – it's your responsibility."

"What's your dream for the planet Earth? What single thing would you do to make it a better place?"

"Next, think about one thing that teenagers or adults could do right now in your community to help your dream become a reality. Imagine what you could do."

3. Ask the participants to share their dreams and ideas with the person sitting next to them.
4. If there are similar ideas for the community, develop a list on the easel or newsprint.
5. Together, choose one of the ideas and work completely through the three steps to community action outlined in the "Plan, Do, Reflect" handout. The result should be a plan of action for turning the idea into reality.
6. Share the action plans with the entire group.

Talking It Over

Ask the group the following questions:

1. How did it feel to share your ideas with others? Did you find that others had ideas similar to yours?
2. Was it difficult to map out an action plan for your ideas? If you encountered problems, what were they?
3. What can you do to ensure that your project will be successful?

PURPOSE

To help participants think about what's possible in community action and to discover project ideas

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), gather necessary materials and review the activity.

SETTING

A large room

MATERIALS

- Balloons (one per person)
- Markers (one per person)
- World map or globe
- Pencils or pens
- Easel and large sheet of paper such as newsprint
- "Plan, Do, Reflect" handout (one per person)

TIME

45 minutes

iDEA CHARTiNG*

The ABC's of a YEA Project

Procedure

1. Have the participants split up into small groups. Pass out an index card and marker to each group.
2. Read aloud or paraphrase the following information:

"When we brainstorm, we can come up with more ideas than if we work alone. And by making a list, we can choose from all the ideas when we start to think about what our community may need. Take a few minutes and really think about projects that can be done in our community. Here are the ground rules we'll use for brainstorming:

 - a. *No criticism during brainstorming.*
 - b. *Far-out ideas are encouraged since they can trigger other ideas.*
 - c. *The more ideas, the better.*

3. Present a sample brainstorming problem such as, "What issues or problems do we have in our community?"
4. Designate one person in each group to write down every idea that comes up in that group. Allow the group about 15 minutes to generate ideas.
5. When the time is up, have the groups evaluate their ideas and suggest the best five. Then have them suggest ways in which any of these five ideas could be used together.
6. Ask the group to form pairs. Each pair should review the five ideas, then pick one and do the three steps to community action outlined in the "Plan, Do, Reflect" handout. Have each pair create an action plan for their idea on a clean sheet of paper. When completed, ask for volunteers to share their plans with the whole group.

PURPOSE

To brainstorm community-service learning project ideas

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), gather necessary supplies and review the activity.

SETTING

A large room

MATERIALS

- 3-inch by 5-inch index cards (one per small group)
- Colored markers
- Tape
- Lined paper
- Pencils or pens
- "Plan, Do, Reflect" handout (one per person)
- "How Can YEA Teams Generate Community-Service Learning Projects?" handout (one per person)

TIME

1 hour



iDEA CHARTiNG*

Talking it Over

Ask the group the following questions:

- 1.** How did it feel to create your own action plan?
- 2.** Did you encounter any problems in the planning process?
- 3.** What steps can you take to make sure your project will be a success?

Try These, Too

- 1.** Save the cards for future idea sharing after this activity is completed. Add new cards after each brainstorming session.
- 2.** Once your YEA team is comfortable with the brainstorming process, review some of the ideas in the "How Can YEA Teams Generate Community-Service Learning Projects?" handout.

* Adapted with permission from *Idea Charting*, Leader Life Skills, Southern Region 4-H Literature Educational Materials Committee; and from the *Group Dynamite Notebook* (4-H 1068), 4-H Youth Programs, Michigan State University Extension, 1978.



HANDOUT

HOW CAN YEA TEAMS GENERATE COMMUNITY- SERVICE LEARNING PROJECTS?*

- **Conduct a survey:** Document the existence of a need through a formal survey or investigation.
- **Read local newspapers:** Newspapers are full of reporting about unmet community needs. The best sources are local papers that focus on neighborhood concerns. Have teens keep their eyes open.
- **Invite community visitors:** You can gather valuable information quickly by inviting in expert speakers who deal with particular problems on a daily basis. Teens can do the inviting and questioning.
- **Conduct a teen community search:** Teens can be organized to systematically explore their neighborhoods and search for unmet needs near their schools. Provides a great opportunity for learning the skills of observation, map reading and documentation.
- **Elicit personal visions:** How would teens like the world to be different?
- **Discuss important values:** What is important to teens? What values do they really care about? How might these be expressed through a community-service learning project?
- **Create personal world visions:** Dr. Martin Luther King Jr. put forth his vision in his famous "I Have A Dream" speech. Likewise, teens can write their own dreams for a better world and then develop community-service learning projects to help make them a reality.
- **Create a community or school vision:** A variation of the above approach is to have teens develop a very focused dream (and subsequent project) for their own neighborhood or school.

The ABC's of a YEA Project

* Adapted with permission from
*Community Needs Assessment: Who
Needs Help in Our Community?* by the
National Youth Leadership Council, 1991
West County Road B, St. Paul, MN
55113, phone 651-631-3672; 1991.

HOW CAN YEA TEAMS GENERATE COMMUNITY- SERVICE LEARNING PROJECTS?*

- **Build on teen expertise:** What skills or knowledge do your teens have to offer others? Identify what individual teens have to offer, then brainstorm ways to use their skills and interests in helping others. Although they may not be able to identify their own “skills,” discussions about their “hobbies” will open up a world of experience and expertise.
- **Focus on key public issues:** What are the important issues on the public agenda? Key public issues are those that have come to the forefront of the national agenda because of their seriousness and timeliness (such as concerns about the homeless, race relations or starvation in a developing country). These can be the focus for community-service learning projects.
- **Collaborate with existing programs:** Who shares similar values, is already involved in service projects and can help us serve? Look for partners with whom you can work. Others may have the organization, resources and contacts to help your group participate in some very exciting and effective community-service learning projects (for example, doing environmental work with an existing conservation corps).

For more ideas on generating ideas or deciding what to do, refer to the “County Program” section of the *Careers Unlimited Notebook* (4-H 1261), 4-H Youth Programs, Michigan State University Extension, 1993.

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55113, phone 651-631-3672; 1991.

NOW WHAT? PROJECT PLANNING ACTIVITY

MAPPING A COMMUNITY PROJECT

Procedure

1. Read aloud or paraphrase the following information:

"Take a few minutes to think about your community. Maybe it's the neighborhoods, the people or the places you see. Now, think about some of the issues your community may be dealing with. Is there one that stands out in your mind? If so, remember it as we continue with our activity."

2. If you've decided to divide the group, let them know whose team they're on. Explain that each team will choose a community issue to address, then "map out" possible projects.
3. Draw a circle in the center of the newsprint that's taped to the wall. Inside the circle, write the name of a community issue (such as substance abuse or homelessness).
4. Ask teams to suggest ideas for projects that deal with that particular issue. Draw a spoke off the circle for each suggestion, describing it in a few words. If there are enough ideas, the spokes and circle will begin to resemble a rising sun. This is an example of an idea map.
5. Once that's completed, have each group repeat the process and create its own idea map by identifying an issue and brainstorming for project ideas that could help with the issue. Ask each group to pick three projects that interest them most.
6. Tape each group's idea maps to the wall.
7. After 15 minutes, ask your helpers to pass out three copies of the "Making a Difference" handout. Participants can then work with their group to fill in a sheet for each of their project choices.
8. Once that's done, ask them to pick one project they'd like to work on first.

PURPOSE

To help participants identify a project to do in their community

BEFORE THE MEETING

- Decide if you need helpers (and if you do, how to use them) and review the activity.
- Determine whether or how the group will be divided (by community, club or other category).
- Tape newsprint together to create a 36-inch by 48-inch sheet for each team.
- Tape one sheet on the wall for demonstration purposes.

SETTING

A room with chairs arranged in a large circle

MATERIALS

- Newsprint or other large paper
- Tape
- Colored markers
- Pencils
- "Making a Difference" handout (one per person)
- Optional: "More on Assessing Needs in Your Community" supplement (one per person)

TIME

45 minutes



MAPPING A COMMUNITY PROJECT

Talking It Over

Bring the group back into a large circle. Ask the participants to look at the maps the other groups created. Talk over the following questions:

- 1.** What are some of the issues you want to address in your community?
- 2.** How did you decide which project idea you'd start with?
- 3.** What changes could be made because of your help?
- 4.** What are some of the first steps needed to get your project underway?

Try These, Too

- 1.** Invite an expert from your community to meet with your group to discuss the issue and your group's ideas for a community-service learning project.
- 2.** Share your idea for a community-service learning project with other service clubs.
- 3.** For more ideas on examining community needs, use the "More on Assessing Needs in Your Community" supplement.

HANDOUT

MAKING A DIFFERENCE

The ABC's of a YEA Project

The project we'd like to do is: _____

1. Why it is needed: _____

2. Who might be helped by this project: _____

3. Who might be harmed by this project: _____

4. How things would be different if this project is done: _____

5. Some beginning steps to take are: _____

When examining what your community may need, ask yourselves:

- 1.** Have we thought of every community need? How can we make our list more complete?
- 2.** Should we have friends, neighbors and parents look at our list to see if they have additions?
- 3.** Are there other groups in the community who have created lists of needs?
- 4.** If so, how can we find them? What would be our sources and how would we know if it's good information once we find it?
- 5.** Should we organize our list into categories? These could include:
 - Direct services, such as tutoring and mentoring.
 - Indirect services, such as fund-raising and collections.
 - Advocacy, such as letter writing or public relations campaigns to influence behavior.
 - Issue-oriented, such as environmental, educational, social or other needs.
- 6.** How can we make a difference on these issues?

Who Could Be Potential Partners?

- Agency representatives
- Business leaders
- Civic clubs
- Community residents
- Concerned citizens
- Elected officials

* Adapted with permission from the USDA Cooperative State Research, Education and Extension Service and land-grant university Cooperative Extension Services; *Heart and Hands In Action: Planning and Implementing Community Service Learning Projects*, 4-H Cooperative Extension System; and the "Youth Volunteers" program, by Steve Hamilton and Steve Goggin, Cornell Cooperative Extension, Ithaca, New York.

Who Could Be Potential Partners? cont'd

- Foundations
- Media
- Other youth organizations
- Parents
- Religious leaders
- Schools
- Social service organizations
- United Way

Tips on Planning

Describe the situation that now exists.

- What is the issue, problem or challenge?
- What are the reasons for taking action?

Describe the situation you want to exist.

- If we solved the problem, what would the situation look like?
- How would the new situation be different?
- How would it be the same?

Decide how to get from A (existing situation) to B (desired situation).

- Brainstorm solutions.
- Discuss and gather more information.
- Determine one approach.
- Divide the job into smaller tasks.
- Decide who should do each task and set deadlines.

* Adapted with permission from the USDA Cooperative State Research, Education and Extension Service and land-grant university Cooperative Extension Services; *Heart and Hands In Action: Planning and Implementing Community Service Learning Projects*, 4-H Cooperative Extension System; and the "Youth Volunteers" program, by Steve Hamilton and Steve Goggin, Cornell Cooperative Extension, Ithaca, New York.

WHAT?
PROJECT IMPLEMENTATION ACTIVITY

CHOOSING A PROJECT

Procedure

- 1.** Read aloud or paraphrase the following information:

"Choosing a particular project is one of the most important steps in the community-service learning process. As a group, you're at the point where you eliminate all the options that don't capture your interest, so that you can devote yourselves wholeheartedly to one that does. By choosing a project, you're making a commitment of time and effort. What you'll get in return is satisfaction."
- 2.** Divide the group into smaller groups of three or four people. Tape the brainstorming sheets from the previous planning activities to the walls. These will serve as reminders of the ideas they've already come up with.
- 3.** Have each group choose one project idea from the previous meetings, then create an ad for the project. Using markers and newsprint, each group should design a print ad to convince the entire group that their project is the one to pursue.
- 4.** When all the groups are finished, each small group should present its ad and try to "sell" it to the entire team.
- 5.** Then, read aloud or paraphrase the following information:

"By now, you probably have a favorite among the project ideas. So it's time to vote on one particular project. Once that's done, we'll come together as a group to do our best on that project. It's important not to have hard feelings if your idea isn't picked – maybe it will be later on, when we do other projects together."
- 6.** Give each participant three sticky dots to vote with. Participants should then vote for the project they like most by putting the dots on the newsprint. Each person can put one dot on three ideas or all three dots on one idea. Then announce the community-service learning project the group likes most.

PURPOSE

To help participants decide on a community project to undertake

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), review the activity and gather necessary materials.

SETTING

A large room

MATERIALS

- Newsprint or other large paper
- Brainstorming sheets from the "Mapping a Community Project" activity
- Tape
- Colored markers
- Small slips of paper
- "Nominal Group Technique" handout (optional)
- Colored sticky dots or stickers

TIME

30 minutes

CHOOSING A PROJECT

Talking It Over

Ask the group the following questions:

- 1.** Do you feel like you can work as a team to complete the project?
- 2.** How can we ensure that everyone feels he or she has a stake in completing the project?

Try This, Too

Use the "Nominal Group Technique" handout to structure the voting process more formally.

HANDOUT

NOMINAL GROUP TECHNIQUE*

The Challenge

To reach a group decision on a specific problem or question and to determine top-priority problems within a larger issue area.

An Overview

Nominal Group Technique (NGT) is a process that uses discussion guidelines to help people generate ideas. It helps ensure that all members of a group have a chance to offer ideas and allows a group to decide which of those ideas are most important. This process can take place over the course of a single meeting.

The NGT process involves three phases with a total of five steps:

Phase 1 – This “nominal phase” includes:

- Having each person silently list his or her ideas on paper.
- Sharing and recording in round-robin fashion everyone’s ideas until all members of the group have shared all their ideas. List each idea on newsprint.

Phase 2 – This “discussion phase” includes:

- Giving each idea attention. The person suggesting an idea should be given the chance to explain it. Others can add their support or nonsupport in turn. The round-robin discussion of ideas ensures input by all group members without domination by any member.
- Grouping like ideas together on the newsprint.

Phase 3 – The “voting phase” includes:

- Having each person rank or rate the ideas by putting a dot on the idea he or she likes the best. Depending on the number of people, give each person three to five colored dots or stickers.

* Adapted with permission from the *Group Dynamite Notebook* (4-H 1068), 4-H Youth Programs. Michigan State University Extension, 1978.

NOMINAL GROUP TECHNIQUE*

Phase 3 – The “voting phase” includes:

- Having people vote for several ideas or put any number of their dots by one idea.
- Making a group decision based on the outcome of the ranking or rating. This form of voting ensures that each member has an equal voice in the group’s decision-making process.

If the group has more than a dozen people, you can split it into two or three working groups. Have each smaller group go through the three phases. After the smaller groups vote, have each share its top five ideas with the whole group. Then have each person in the whole group – privately and in writing – rank or rate the ideas numerically. The overall group decision on the top five ideas is then based on the outcome of the individual votes.

* Adapted with permission from the *Group Dynamite Notebook* (4-H 1068), 4-H Youth Programs. Michigan State University Extension, 1978.

CHARTING YOUR COURSE

The ABC's of a YEA Project

Procedure

1. Read aloud or paraphrase the following information:

"It's important to chart a course when planning a community project. A well-developed plan makes everything run more smoothly and decreases the chance of missing a vital element. So, we're going to design an action plan or outline, of what's needed to make the project successful."
2. Pass out the "Plan of Action" handout to each group. Ask them to look it over and ask any questions they may have about it.
3. Remind the groups that all decisions are to be made democratically – by vote or by reaching a consensus. Use the Nominal Group Technique if the need arises.
4. Have each group fill out the "Plan of Action" handout. Make certain everyone's voice is heard.

Talking It Over

Ask the group the following questions:

1. How did you feel about the decision-making process you used? Can it be improved?
2. How can you make sure everything is carried out according to the action plan?
3. What will you do if plans have to change? What if the plan just doesn't work?

Try This, Too

If your groups plan to partner with another community service agency the "Choosing A Community Service Group, Agency or Organization" supplement provides important questions to ask.

PURPOSE

- To help team members develop a plan to complete a community project
- To help team members learn to divide the tasks that are involved in completing a community project

BEFORE THE MEETING

- Decide on a community project before doing this activity.
- If a group is working on several projects or if the group is large, break it down into teams corresponding with their projects.
- Review the activity's instructions with one or two helpers who can work with each team.

SETTING

A large room with breakout spaces

MATERIALS

- Pencils or pens
- "Plan of Action" worksheet (one per team)
- *Optional:* "Nominal Group Technique" handout (one per team)
- *Optional:* "Choosing a Community Group, Agency or Organization" supplement (one per team)

TIME

40 minutes

WORKSHEET

PLAN OF ACTION*

The ABC's of a YEA Project

Project name: _____

Description: _____

Desired outcome of service to community: _____

Desired outcome of project to youth: _____

Number of youth to be involved: _____

Knowledge and skills needed: _____

Action Plan for Service

Who does what? _____

When? _____

Who supervises? _____

Evaluation or criteria for success: _____

Recognition and celebration: _____

* Adapted from *Hearts and Hands in Action: Planning and Implementing Community Service Learning Projects*, 4-H Cooperative Extension System.



WORKSHEET, CONTINUED

PLAN OF ACTION*

The ABC's of a YEA Project

Parental support and involvement: _____

Risk management and liability issues: _____

Resources needed (specify all that apply):

- Facilities _____
- Equipment _____
- Materials and supplies _____
- Transportation _____
- Printing or duplication _____
- Publicity _____
- Awards _____
- Funding _____

Collaborators and their contributions: _____

Agreements: _____

Recognition given to collaborators: _____

* Adapted from *Hearts and Hands in Action: Planning and Implementing Community Service Learning Projects*, 4-H Cooperative Extension System.

SUPPLEMENT

CHOOSING A COMMUNITY GROUP, AGENCY OR ORGANIZATION

Here are some things to research if you're thinking about working on a community-service learning project with a community group, agency or organization.

- 1.** Are the group's mission, goals and objectives clearly stated?
- 2.** Are those whom the service is intended to help included in the decision-making process?
- 3.** Does the group or agency view young people as a valuable resource, appreciating new ideas and involving them in decision-making roles?
- 4.** Does the group or agency have well-defined "job descriptions" for youth volunteers and are the tasks and facilities age- and skill-appropriate?
- 5.** Will staff or adult volunteers work with you in all phases of the project and help supervise youth?

If you've settled on a project that may involve an organization, community group or agency, talk to officials there before moving ahead.

- 1.** Find out whether the project is a viable one for them.
- 2.** Share your interest in helping them accomplish their goals.
- 3.** Discuss how important it is to provide significant and challenging tasks for young people.
- 4.** Give an estimate of the number of volunteers and when they're available. (**Note:** Activities for recruiting and orienting volunteers are located at the back of this module.)

WHAT?
PROJECT IMPLEMENTATION
ACTIVITY

PUTTING YOUR PLAN INTO ACTION

The ABC's of a YEA Project

Procedure

Do your community-service learning project and have fun!

Talking It Over

When you get back together, ask the group:

- 1.** How did the project go?
- 2.** Was the planning stage effective?
- 3.** Why or why not?

PURPOSE

To bring together all the work the participants have done so far and roll it into a successful project

BEFORE STARTING

1. Review all the project plans from previous meetings so that everything will run smoothly.
2. Make certain you have all the necessary permission slips completed and returned (refer to the end of this section for samples).
3. Inform all participants of the meeting time and place, as well as their individual roles in the project. Send a reminder note, if necessary.

SETTING

Community project location

TIME

Varies

SO WHAT? PROJECT REFLECTION ACTIVITY

THINKING AHEAD TO A PROJECT'S COMPLETION*

Procedure

1. Divide the group into smaller groups and assign each small group to a table.
2. Read aloud or paraphrase the following information:

"Your table is now a committee. The charge is to report on the effectiveness of your community project. This is your very first meeting. However, you need to decide what you will include in your report to the city council when your project is completed. It will be 6 months before you offer that report to the city council. In the next 15 minutes, list as many items as possible that you will want to know about your project and the evaluation process you will use, so you can develop a meaningful report."

Talking It Over

Have each group talk about two items they've identified. Go around to each group until all items have been discussed.

PURPOSE

To help participants gain awareness of the importance of evaluating projects

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), review the activity and gather necessary materials.

SETTING

A large room with one table for every five to eight participants

MATERIALS

- Newsprint or other large paper
- Tape
- Colored markers

TIME

30 minutes

* Adapted with permission from an activity developed by Dyle Henning, County Michigan State University Extension Director, Lapeer County, Michigan.

GETTING PROJECT FEEDBACK

Procedure

1. To effectively evaluate your project, be sure to gather information from both the people you served *and* members of the YEA team. Read aloud or paraphrase the following information:

"It's important to examine the effectiveness of your project. Do you think you've done what you set out to do? Were you surprised by the results? By reflecting on something, you can look over the entire experience and make any necessary changes for the next time. It's a way of learning from your experience.

"People are always evaluating things. If you're asked what your favorite store is, you think about all kinds of things you like and dislike about the places you shop, before choosing one particular store.

"When you evaluate your project, think about these questions:

- Why was the project needed?
 - Who was helped?
 - Did this project make a difference?
 - How do you know if you were successful?
 - If you were going to do this again, is there anything you would do differently?
 - What have you learned from this?
 - How do you feel about what you've accomplished?
 - Will any of your attitudes or behaviors change as a result of this project?"
2. In groups of two or three, complete the "YEA Project Reflection Form."

PURPOSE

- To gather feedback from the project site
- To help participants make decisions about the success of their project

SETTING

The community project site

MATERIALS

- "YEA Project Reflection Form" handout
- Optional: "More Ideas for Reflection" supplement

TIME

Varies

GETTING PROJECT FEEDBACK

Talking It Over

- 1.** Discuss the completed evaluations with the entire YEA team.
- 2.** Ask if there is a way the team can modify its approach to fit suggestions from the YEA team reflection.

Try These, Too

- 1.** Come up with your own YEA team reflection questions, using the issues and plans you made in the prior sessions.
- 2.** Adapt the questions and give these to the individuals, group or agency that benefitted from your project.
- 3.** Compare what your group thought with what those who benefitted from the project said. What are the similarities or differences?
- 4.** Use the "More Ideas for Reflection" supplement for additional ways to help young people put their accomplishments into perspective.

HANDOUT

YEA PROJECT REFLECTION FORM

The ABC's of a YEA Project

Club name: _____

Project date(s): _____

County: _____

Number of participants: _____

Project name: _____

Person filling out report: _____

- 1.** What were the project's objectives?
- 2.** If you changed the objectives, what were the new ones?
- 3.** Did you accomplish the objectives? If so, what information do you have to show this (the number of people who participated, test scores, before-and-after photographs, etc.)?
- 4.** What issues existed in your community that made this project necessary?
- 5.** Who benefitted from this project and how?
- 6.** What has your group learned from this project?
- 7.** Is that what the group wanted to learn? Why or why not?
- 8.** What was the action plan for this project? Did you have any problems with the original plans?
- 9.** What (if any) problems or changes did you have?
- 10.** What resources did you need? How did you obtain them?
- 11.** If you did this project again, what would you do differently?
- 12.** How did the project fit into the development of your community?

SAMPLE

YEA PROJECT REFLECTION FORM

The ABC's of a YEA Project

Club name: 4-H Starclimbers Club

Project date(s): July 1, 2003 to June 30, 2004

County: Fairfolk

Number of participants: 11

Project name: Adopt-A-Grandparent

Person filling out report: Caitlin Midkid

1. What were the project's objectives?

- To provide old and wise friends for the young people in the community.
- To link senior citizens with young people for better understanding between generations.

2. If you changed the objectives, what were the new ones?

We added, "To have fun."

3. Did you accomplish the objectives? If so, what information do you have to show this (the number of people who participated, test scores, before-and-after photographs, etc.)?
Yes, we have a scrapbook full of pictures and stories about the event.

4. What issues existed in your community that made this project necessary?

There were many lonely senior citizens who had almost no contact with young people. Many young people also had parents who had little time for them.

5. Who benefitted from this project and how?

The senior citizens benefitted by becoming active with young people and each other. The young people benefitted by learning how to get along with older people and by learning knowledge and skills from older people.

6. What has your group learned from this project?

The group learned the best way to meet senior citizens and also discovered how to organize activities for both generations – and enjoyed doing it!

7. Is that what the group wanted to learn? Why or why not?

Yes. They also learned ways of matching people with similar interests.

8. What was the action plan for this project? Did you have any problems with the original plans?
See the attached sheets outlining our plans.

9. What (if any) problems or changes did you have?

The older people were only contacted through a church for a start. Other older people heard of the plan and wanted to join. They were included, too.

10. What resources did you need? How did you obtain them?

We needed a telephone, writing paper, postage stamps, a meeting place and an adult contact with older people (we asked the church pastor).

11. If you did this project again, what would you do differently?

We would learn more about the interests and hobbies of the senior citizens and the young people before we matched them up.

12. How did the project fit into the development of your community?

The community is trying to serve senior citizens, help young people and bridge the gap between generations.



SUPPLEMENT

MORE IDEAS FOR REFLECTION

The ABC's of a YEA Project

It's vital to make reflection a part of everything a YEA team does. That's what makes community-service learning a powerful experience. By examining everything that goes into planning and carrying out a project, we learn from our successes and mistakes. Discovering that our efforts can improve the lives of others makes all the hard work worthwhile.

Choose one or more of the following ideas to help team members put their accomplishments into perspective:

- Team members may keep a journal of their thoughts, feelings, problems and successes throughout the project. Determine how often entries will be made and allocate time at each meeting to work on journals. At the end of each project, ask for volunteers to share their journals as part of the final celebration.
- Demonstrations or oral reports can be given about the experience. These can include public speeches to parents or community groups, talks before policy-making bodies, small group discussions, debates or media interviews.
- Have the participants interview the people involved in their project before they get started, then again afterwards. This will help them learn how the project affected the community.
- Videotape or photograph (or both!) the project site before, during and after the project. Put together a scrapbook of the experience and present it to friends and family at the final celebration.
- Use other forms of expression to depict the experience, such as music, drama, painting, drawing, collage, scrapbook or Web page design.

For more ideas on ways to communicate or publicize what you've done, see the *Communications Toolkit: Fun Skill-Building Activities to Do With Kids* (4-H 1560, 4-H Youth Development, Michigan State University Extension, 2000) available through your Michigan county Extension office.

SO WHAT? PROJECT REFLECTION ACTIVITY

LOOKING BACK AT THE ROADS YOU'VE TRAVELED

The ABC's of a YEA Project

Procedure

1. Read aloud or paraphrase the following information:

"We've worked together as a team to plan and finish a project. And each of us has provided something unique to accomplishing this. Let's take some time to recognize each other for our special contributions. We're not going to talk about anything negative, because this is a celebration."
2. Hand out a piece of newsprint and marker to each participant and to each helper and volunteer. Have the team members put their names on their papers.
3. Ask the participants to write on each person's piece of paper a positive comment about that person's contribution to the project. (Be sure to write your comments, too.) Play music in the background to make it a more festive atmosphere.
4. When everyone is done, display the papers for all to see. Serve refreshments. Pass out the "YEA Recognition Certificates."

Try This, Too

Using the "YEA Recognition Certificate" for each participant, stage a "graduation" ceremony. Invite parents, friends and those who may have benefitted from the project.

PURPOSE

- To help participants reflect on their experiences
- To raise participants' level of understanding to prepare them for their next project

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), review the activity and gather necessary materials.

SETTING

A large room

MATERIALS

- Newsprint or other large paper (one per person)
- Tape
- Colored markers
- Tape player
- Background music
- Food or other items for a celebration
- YEA Recognition Certificate (one per participant)

TIME

1 hour (Plus time to celebrate afterward!)



YEA RECOGNITION CERTIFICATE

IN RECOGNITION OF AND
APPRECIATION FOR
YOUR PARTICIPATION IN THE
4-H YOUTH EXPERIENCING ACTION
(YEA) PROGRAM

County 4-H Staff

4-H Volunteer

APPENDICES

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- Appendix **B:** Code of Conduct
- Appendix **C:** Community-Service Learning Projects
- Appendix **D:** Coordinating YEA Programs With National Service Days
- Appendix **E:** Organizing a Community-Service Learning Skillathon
- Appendix **F:** Risk Management
- Appendix **G:** Medical Treatment Authorization Form
- Appendix **H:** Media Release Form
- Appendix **I:** Steps for Recruiting Volunteers
- Appendix **J:** Volunteer Talent Search
- Appendix **K:** Ways to Orient New Volunteers

APPENDIX A

YEA TRAINING PROGRAM FORMATS

The ABC's of a YEA Project

Need some ideas on how to design and carry out a YEA training program? This idea sheet can help.

First, please note that there is no right or wrong sequence of activities. You can pick and choose activities that you think will be helpful to your group. YEA activities and materials are designed to be facilitated by either adults or teens. Teen (and adult) facilitators will learn communication, decision-making, problem-solving and other life skills. In addition, the training can be the teens' community-service learning project.

Training Formats

Several training formats work well with a YEA program. Brief descriptions of several training formats that work well with YEA programs follow.

- **County Training Workshops** – Many YEA teams organize workshops to train community members about community-service learning. Target groups could be youth service clubs, youth advisory councils, local schools, church school groups and other organizations that have community-service learning requirements.
- **Introductory Sessions at Other County or State Workshops** – Design a 1½-hour introductory session on “Experiencing YEA.” Focus on icebreakers, getting to know the skills and experiences of others and planning a community-service learning activity. Or take another approach and help the participants learn more about themselves and others with the help of some of the activities found in the second section of this publication.
- **YEA Team-Building and Facilitator Training** – Design a workshop for people who have already participated in YEA training and activities and are interested in strengthening their county teams. Focus on group dynamics and the facilitation skill activities found in the *Peer Plus II Notebook* (4-H 1009) or the *Group Dynamite Notebook* (4-H 1068). (Both of these resources are available from your Michigan county Extension office.) Spend time having participants reteach a YEA activity to the rest of the group.
- **YEA Skillathon** – Have your YEA team use the “Skillathon Idea Sheet” to work with 4-H clubs or groups or other youth groups to do this fun community-service learning activity. Planning and facilitating a skillathon gives YEA team members a chance to use the skills they've learned and to work with younger kids at the same time.
- **YEA Special Topics Seminars** – Think of other topics that complement the community-service learning area (such as fund-raising, evaluation, group decision-making, leadership, problem-solving and local issues affecting teens) and invite outside speakers to work with your YEA team. Other fun activities can be found in the *Communications Toolkit: Fun Skill-Building Activities to Do With Kids* (4-H 1560, 4-H Youth Development, Michigan State University Extension, 2000). The toolkit is available through your Michigan county Extension office.
- **YEA Weekend Workshop** – Immerse your group in YEA topics at a two-day workshop. Use the activities in the curriculum to help the group identify, learn about and carry out a community-service learning activity related to one or two community issues that affect teens. Combine those issues with YEA program planning and design a publicity campaign. It's a great way to pull everything together in one weekend, use other 4-H project materials and have fun!



APPENDIX B

CODE OF CONDUCT*

The program prides itself on providing quality educational programs for young people. The primary purpose of this code of conduct is to ensure the safety and well-being of all participants.

Volunteers will:

- Accept their responsibility to represent _____ County and Michigan State University Extension youth programs with dignity and pride by being positive role models for young people.
- Conduct themselves in a courteous and respectful manner, exhibit good sportsmanship and provide positive roles models for young people.
- Respect, adhere to and enforce the rules, policies and guidelines established by _____ County and MSU Extension youth programs.
- Abstain from and not tolerate physical or verbal abuse.
- Comply with equal opportunity and anti-discrimination laws.
- Avoid criminal activities.
- Under no circumstances possess, sell or consume alcohol or possess, sell or use controlled substances at an Extension youth activity or event.
- Under no circumstances attend or participate in an Extension youth activity or event while under the influence of alcohol or controlled substances.
- Accept the responsibility to promote and support MSU Extension to develop an effective county, state and national program.
- Operate machinery, vehicles and other equipment in a responsible manner.

It is important that all MSU Extension volunteers comply with the code of conduct. Failure to comply with any component of the code or participation in other inappropriate conduct as determined by MSU Extension representatives, may lead to dismissal as a volunteer from the MSU Extension youth program.

* Adapted from the *Child Well-Being Volunteer Selection Process Notebook*. 4-H Youth Programs, Michigan State University Extension, 1994.



APPENDIX C

COMMUNITY-SERVICE LEARNING PROJECTS

A variety of community-service learning projects follow. Your YEA team can think of many more.

The ABC's of a YEA Project

Environmental Science, Wildlife and Forestry

- Test drinking water for lead.
- Plant wildlife food plots.
- Examine issues affecting groundwater and promote measures to correct them.
- Conduct an energy audit in school and promote energy-efficient measures.
- Start a recycling project.
- Kick off an anti-littering campaign.

Foods, Nutrition, Health and Safety

- Build an obstacle or fitness course for a preschool.
- Volunteer weekly at a soup kitchen.
- Organize a bike safety clinic and a bike hike.
- Help with organized sports for children with disabilities.
- Organize a school wellness fair.
- Sponsor an alcohol and drug abuse prevention campaign.
- Plan a series of food and fitness classes for children in after-school care.
- Start a Food Guide Pyramid drive for a food bank and help regularly with inventory.

Plants and Animals

- Create a kids' community garden in a vacant lot.
- Restore a neglected cemetery.
- Hold a farm day for nursing homes or preschools.
- Help out regularly at an animal shelter.

Citizenship, Personal Development and Leadership

- Tutor young children in reading, math and science.
- Build playground equipment for special-needs children.
- Start a buddy system with students with disabilities at school.
- Collect food and supplies for an emergency shelter.
- Learn to sign, then plan workshops and activities with hearing-impaired youth.
- Set up a children's books, toys and games exchange in a community center; schedule regular times to read and play with children.



APPENDIX D

COORDINATING YEA PROGRAMS WITH NATIONAL SERVICE DAYS

The ABC's of a YEA Project

Coordinate national service days with your 4-H or other youth program. Planning community service ideas throughout the year is wonderful. You may also wish to plan events in conjunction with days set aside for local, state or national community service activities. This "piggybacking" may help you attract more effective media coverage and provide broader recognition of the work of your YEA team members. A selection of community service learning events organized by month, follows.

Dr. Martin Luther King Jr.

Day (January) – The Corporation for National Service sponsors Dr. Martin Luther King Jr. Day and provides mini-grants to support service projects that reflect Dr. King's life and teachings . . . breaking down the social and economic barriers that divide us as a nation in order to bring people together around the common focus of service to others. For more information contact: Corporation for National Service, Office of Public Liaison, 1201 New York Avenue, Washington, DC 20005, phone 202-600-5000, Internet <<http://www.nationalservice.org>>.

National Youth Service Day (first day of National Volunteer Week in April)

This day kicks off National Volunteer Week. Organized in 1988 by Youth Service America and the Campus Outreach Opportunity League, NYSA helps educate the American public about youth volunteerism and the benefits of community service. Each year on NYSA, more than 2 million young people participate in community-building service

projects. For more information contact National Youth Service Day, Youth Service America, phone 202-296-2992, Internet <<http://www.serenet.org>>; email <nysd@ysa.org>.

National Volunteer Week (third week of April)

Millions of dedicated volunteers devote their time and efforts to their communities during National Volunteer Week, which began in 1974 to celebrate volunteerism. This celebration is supported by a presidential proclamation and sponsored in part by the Points of Light Foundation. For more information contact the Points of Light Foundation, 1400 I Street, NW, Washington, DC 20005, phone 202-729-8000, Internet <<http://www.pointsoflight.org>>.

Big Help Week (third week of April) – This campaign is designed to encourage and empower children and young people to volunteer in their communities. Sponsored by the Nickelodeon television network, Big Help Week coincides with National Volunteer Week.

Safe Night USA (June) – Your county can be part of this highly visible national violence and drug abuse prevention effort. Safe Night USA uses the power of television through national live broadcasts on public television and Black Entertainment Television (BET). Family-based fun events such as dances, plays and sports nights for young people aged 11 to 17 are planned by young people and adults across the country. Some of the events are designed to help participants learn new ways to resolve conflict and avoid violence. 4-H and Wisconsin public television successfully piloted the program in 100 urban, suburban and rural neighborhoods and communities in 1997. Many communities continue to offer regular Safe Night events and the eventual goal is to involve 4 million youth and 10,000 sites in Safe Night USA. Find out more or sign up your community by contacting Safe Night USA, phone 608-265-9678, Internet <<http://www.safenight@wpt.org>> or <<http://www.pbs.org/safenight>>.



APPENDIX D, CONT'D

COORDINATING YEA PROGRAMS WITH NATIONAL SERVICE DAYS

The ABC's of a YEA Project

National 4-H Week (*first full week in October*) – The event is a weeklong celebration of 4-H across the country. The 4-H youth development program reaches more than 6 million children in various aspects of “learning by doing.” 4-H serves young people through a variety of methods, including community service activities organized clubs, school enrichment programs and instructional television. During National 4-H Week, 4-H'ers promote the program through activities in their communities. Contact your county 4-H staff for ideas and materials.

Child Health Day (*October*) – Families and schools play important roles in making sure that children know how to take care of themselves. Healthy habits children develop create the foundation for their lives as healthy adults. Child Health Day, sponsored by the American Health Foundation (AHF), is a nationwide outreach program to encourage hundreds of

schools and communities to learn healthy habits. The Healthy Practice Pledge points include have a healthy breakfast; engage in physical activities; live and play safely; take care of your teeth; and do not smoke. For more information contact the American Health Foundation, phone 212-687-2339, Internet <<http://www.ahf.org>>.

Make a Difference Day (*fourth Saturday of October*) – Created in 1992 by USA Weekend in partnership with the Points of Light Foundation, Make a Difference Day challenges everyone to spend one Saturday “making a difference” in their communities and in the lives of others by volunteering in a service project. More than 1 million people volunteer their time and talents to help others on Make a Difference Day. For more information contact Make a Difference Day, USA Weekend, 1000 Wilson Boulevard, Arlington, VA, 22229, phone 800-416-3824, Internet <<http://www.usaweekend.com>>.

Nickelodeon Big Help-A-Thon (*October*) – This campaign is designed to encourage and empower children to volunteer in their communities. In part 1 of the two-part event, the Big Help-A-Thon on Nickelodeon, kids call or send in postcards to pledge volunteer hours. In part 2 of the event, kids fulfill their pledges. The focus in 1998 was on parks – cleaning, helping in parks, animals in parks, collecting things in parks to help people, environmental projects and more. For more information contact The Big Help, Nickelodeon, P.O. Box 929, New York, NY 10108, Internet <<http://www.nick.com>>.



APPENDIX E

ORGANIZING A COMMUNITY-SERVICE LEARNING SKILLATHON

The ABC's of a YEA Project

Community-service learning skillathons feature a series of stations that small groups of participants of all ages rotate through, learning skills and completing small service activities at each stop. Skillathons can work well as community-service learning activities if older teens run the stations, mentoring and passing on their knowledge to younger participants.

Skillathon Goals

- To help participants understand the concept of “community-service learning”
- To help participants learn teamwork skills
- To help participants develop a greater awareness of some of the challenges facing their community
- To help participants develop a greater awareness of how they can make a difference in meeting the needs of their community

Ten Steps for Organizing a 4-H Community-Service Learning Skillathon

1. Recruit a group of older teens who are interested in working with younger participants to facilitate the activities at the skillathon stations. Explain the concept of a community-service learning skillathon to the teen facilitators.
2. Brainstorm with the facilitators ideas for the small service projects that will be at the stations. Allow independent teens to plan their own stations and generate their own ideas, giving them only a rough plan of how to shape their project stations.
3. Meet with the teens individually and discuss the materials they need for their stations. Have each teen create his or her own plan of action.
4. Find a place to hold the skillathon. A large room, such as a school gymnasium or several smaller rooms close together work well. Set the date and time for the event. Decide with the teens how long groups should stay at each station and how long the entire event should be.
5. Discuss with the facilitators what sorts of reflection questions should be asked of the skillathon participants.
6. On the day of the event, start off by dividing the participants into small teams and have the teens lead discussions on what they know about service.
7. Begin the skillathon. Use a time clock or blow a whistle to signal that it's time for groups to rotate to the next skillathon station.
8. After the groups have visited as many of the skillathon stations as you've scheduled, have the facilitators process what happened during the skillathon with the teams.
9. After the skillathon, meet with the teens to process what happened during the skillathon and find out what some of their reactions were.
10. Distribute the products of the skillathon stations to the agencies that were chosen to receive them.



APPENDIX E, CONT'D

ORGANIZING A COMMUNITY-SERVICE LEARNING SKILLATHON

Hints

- Adapt the activity to the participants' ages and other characteristics (such as grade in school, reading level, experience with community-service learning, project or subject matter skill level, physical abilities).
- Provide small rewards (such as bookmarks, hard candies, small puzzles) for participants at each skillathon station.
- Prepare handouts to help the teen facilitators lead the discussion before and after groups visit the skillathon stations.
- Promote teamwork and teen autonomy (if a teen has a seemingly unworkable idea, help the group brainstorm ideas to make it workable).
- Have the skillathon stations coincide with 4-H project areas that teens have been involved with. (For example, if a teen has a knitting project, he or she could demonstrate how to and help participants knit dishcloths that could be donated to a local shelter.)
- Stress to the teens that younger participants will enjoy experiential, hands-on activities.
- Have the teens make colorful, illustrated signs describing the project participants will be working on at each skillathon station.
- Make sure that some skillathon stations involve projects that require participants to perform as part of a team to help them develop teamwork skills.

- Discuss with participants how they can perform tasks and serve people they know, for example, by reading to their own grandparents.
- Give participants time to process the skills they've learned and the community-service learning activities they've performed with other members of their small group.

Possible Reflections Questions

- What did you learn from doing the projects today?
- Were there any projects that the group needed to work on together?
- Were there any projects that you needed to work on alone?
- What effect will the projects you worked on during the skillathon have on the community?
- What do you think contributed to this project?
- What did you learn today that might help you plan and carry out community-service learning projects in the future?
- After participating in the skillathon, do you have any new ideas about what community-service learning means?



Possible Community-Service Learning Skillathon Stations

Several ideas for community-service learning skillathon stations follow. Your YEA group can brainstorm many more. Identify organizations to donate the completed projects to ahead of time so that participants will know what good cause they're working for when they start a skillathon station.

- **Agriculture** – Create a horticulture, gardening and landscaping station that helps participants learn why horticulture, gardening and landscaping are important to a community. Participants could:
 - Plant flowers or tree seedlings outside the building where the skillathon is being held. (The flowers or seedlings could be provided by the building owners or could be supplied by your group.)
 - Decorate flower pots with paints or stickers and plant flowers in them that could be donated to a senior citizen's center. (Participants could either decorate the pots at the flower-planting station or at a separate arts and crafts station.)
- **Arts and Crafts** – Create a station at which participants decorate flower pots to be used at the agriculture station. Participants could also make seasonal decorations or gifts to deliver to families in need.
- **Food and Nutrition** – Create a booth at which participants prepare healthy snacks while they learn about eating healthy. Serve the snack to the rest of the participants and the adult chaperons during breaks. Participants could make charts about healthy snacks to extend their learning.
- **Natural Resources and Environmental Education** – Create a station that helps participants learn how to build birdhouses and feeders. Encourage the participants to visit the site where the birdhouses are put up so they can see their projects in use. If time allows, present a small lesson on how birds fit into the ecosystem.
- **Personal Appearance** – Create a station that helps participants learn how to knit or sew dishcloths. Explain where the dishcloths will go and talk about how they might be used and why such a use is important. (For example, if the dishcloths will be donated to a shelter for victims of domestic violence, discuss how women and their families sometimes have to start their lives over again and need things like dishcloths in their new homes.)
- **Public Relations** – Create a station in which participants make an informative display about your group for a local school or other agency. Possible display topics include a listing of clubs and their meeting times, dates and places; local environmental issues; community issues; subject matter-related.
- **Sewing** – Create a station at which participants tie off a quilt. You'll need a quilt that is all done but the tying off. Your group could sew such a quilt before the skillathon or you could ask another club or group to sew one. Donate the quilt to a homeless shelter or halfway house. Talk with the participants about why it would be important for someone to have a quilt.



APPENDIX F

RISK MANAGEMENT

The ABC's of a YEA Project

There is always the potential for injury or damage in doing service projects. Risk management involves assessing the risk, reducing or controlling it and making sure adequate insurance is in place to cover any liability issues. Check to see if your state government has a risk-management policy and guidelines. Some of the common issues that must be addressed follow.

Transportation

Whenever possible, use bonded drivers. If staff, volunteers or parents drive, make sure they have a current driver's license and are aware that their car insurance must cover any liability. Set up clear policies about seatbelt use and rowdiness. If the collaborating partners are to provide transportation, make certain they have adequate insurance.

Insurance

Determine if your organization's insurance and that of your collaborating partners already covers or can be modified to cover, community-service learning activities – transportation, volunteers and sites. If not, you may need to purchase additional insurance.

Parental or Guardian Permission

Obtain a signed parental or guardian permission form before allowing a youth to become involved in any community-service learning activity. However, be aware

that this will not absolve you from any responsibility for negligence. Nevertheless, if parents and guardians are made aware of exactly what their children will be doing in the project and give their written consent, then you have some proof that they have assumed the risks involved. (See sample in this module).

Medical Treatment Authorization or Health Form

Volunteers or project supervisors should keep up-to-date medical treatment authorization or health forms within reach. These forms permit medical attention in an emergency and inform the medical provider of the young person's health insurance coverage. The health form also alerts volunteers, supervisors and medical personnel to existing health conditions or current medication (see the sample medical treatment authorization form).

Supervision and Preparation

Take every precaution to ensure reasonable safety and also to document the steps you take. These include:

- Screening the site and volunteers.
- Providing adequate adult supervision.
- Providing emergency training for responsible adult and teen leaders.

Media Release Forms

Members of the community for which the community-service learning project is being provided may not wish their names or pictures to be included in any publicity about the activity. Always get written permission from participants and community members (or from their parents or guardians if the people are under 18) to use their images (see sample Media Release form).



APPENDIX G

MEDICAL TREATMENT AUTHORIZATION FORM

NOTE: A copy of the Medical Treatment Authorization Form must accompany each youth participant attending the workshop.

County: _____

This section must be completed and signed by a parent or guardian for all youth participants before they can participate in MSU Extension 4-H activities. If this form is not completed, youth participants will not be allowed to participate. This section is optional but encouraged for adult participants.

Please complete this form to give a medical facility permission to treat the participant for minor injuries or medical problems. In the event of serious injury or illness, the parent or person designated will be contacted. Treatment will proceed before contacting the parent or person designated only if the situation is urgent and does not permit delay.

Participant's name: _____

Birthdate: _____ Phone (_____) _____

Address: _____

Social security number: _____

Primary care physician's name: _____

Physician's address: _____

Physician's phone number: (_____) _____

HEALTH INSURANCE INFORMATION

Policy holder's name and relationship to participant: _____

Policy holder's address: _____

Insurance company's name and address: _____

If you have HMO or PHP insurance, please list emergency treatment authorization phone number:

(_____) _____

Employer's name and address: _____

Business phone: (_____) _____

Subscriber's social security number: _____

All policy numbers (please identify): _____



APPENDIX G, CONT'D

MEDICAL TREATMENT AUTHORIZATION FORM

INFORMATION NEEDED ABOUT PARTICIPANT

Please check yes or no. If yes, explain below or on another sheet if you need more room.

Yes No Does the participant have any chronic health problem or illness? _____

Yes No Does he or she have any acute illness now? _____

Yes No Has the person been treated recently for some medical problem? _____

List any medications he or she is now taking for treatment of any medical problem. _____

Yes No Does the participant have any allergies to medication or local anesthetics? _____

Yes No Does he or she have any allergies? _____

Date of his or her last tetanus shot: _____

OFFICIAL AUTHORIZATION FOLLOWS

I, _____ (parent or legal guardian) do hereby authorize the 4-H Youth Programs of Michigan State University to seek any medical or surgical treatment or both necessary for the care of my child. The above-designated organization is hereby authorized to incur medical costs necessary to provide treatment for said child, for which I shall be fully responsible. I also authorize the medical facility to release any and all information required to complete insurance claims and also authorize insurance payment directly to the medical facility.

Parent's/Guardian's signature: _____

Date: _____ Address: _____

Daytime phone: (_____) _____ Evening phone: (_____) _____

APPENDIX H

MEDIA RELEASE FORM

NOTE: A copy of the Media Release Form must accompany each youth participant attending the workshop.

Release for Audio, Video, Film and Photographs

All adult and youth participants attending MSU-sponsored events must complete this section of the form. Participants in MSU events are sometimes photographed and/or videotaped for use in MSU promotional and educational materials.

I authorize Michigan State University to record and photograph my image and/or voice or that of my child for use by Michigan State University or its assignees in research, educational and promotional programs. I understand and agree that these audio, video, film and/or print images may be edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees, in perpetuity.

Subject's name (adult or youth): _____
(please print)

Signature: _____ Date: _____
(Parent or guardian must sign here if subject is under age 18.)

APPENDIX i

STEPS FOR RECRUITING VOLUNTEERS*

The ABC's of a YEA Project

Procedure

- 1.** Have the participants form groups of three or four and use the "Volunteer Talent Search" form to brainstorm the types of volunteers you might need to ensure the success of your YEA project, and to expand community service opportunities in clubs or programs in your county. Some ideas include:
 - 4-H club administrator
 - Volunteer who coordinates the food drive
 - Volunteer who teaches the importance and reasons for carrying on a specific community-service learning activity (for example, the environmental reasons for cleaning up a river)
 - Volunteer who teaches the group how to develop and implement community-service learning activities
 - Volunteers who help determine direction and support for community-service learning activities
 - Volunteer who works with an adopt-a-grandparent program
 - Volunteers who could write up news releases on what is being done
- 2.** Using the information from step 1, identify possible groups where you could recruit volunteers who have those skills. Are there ways you could work with other agencies or counties to recruit new volunteers? (For example, AmeriCorps volunteers, Voluntary Action Center staff, 4-H councils, Councils on Aging.)
- 3.** For each potential target group, think of ways to communicate your recruitment message. One idea is to gather a few members of the target group and ask them the best ways to recruit and communicate your needs for volunteers.

Talking It Over

After the brainstorming session, come back together in a large group and share your ideas.

PURPOSE

To creatively think of ways to recruit volunteers to help ensure a project's success

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), review the activity and gather necessary materials.

SETTING

A large room

MATERIALS

- Newsprint or other large paper
- Markers
- Tape
- "Volunteer Talent Search" form (one per small group)

TIME

30 to 45 minutes

* Adapted from an activity developed by Christine Owen, Michigan State University Extension 4-H Youth Agent, Midland County, Michigan.



APPENDIX J

VOLUNTEER TALENT SEARCH*

List types of volunteers you may need in column 1 under area of responsibility. Complete columns 2 and 3 for at least two positions.

Area of Responsibility	Specific Volunteer Role	Qualifications of Needed Volunteers
Volunteer who coordinates a food drive		

* Adapted from an activity developed by Christine Owen, Michigan State University Extension 4-H Youth Agent, Midland County, Michigan.

APPENDIX K

WAYS TO ORIENT NEW VOLUNTEERS*

Procedure

- 1.** Have the group form teams of three or four and make a list of the ways you are currently doing volunteer orientation.
- 2.** Discuss the top five topics needed to effectively orient individuals working with YEA community-service learning projects.
- 3.** List several methods for delivering this orientation (for example, in small groups, having middle-management volunteers deliver information). Gather materials, agendas or other pieces that are available from county 4-H staff, or from other clubs or groups.
- 4.** Identify future training needs for staff and volunteers who are involved in YEA community-service learning projects. (For example, effective use of time, organizing a community-service learning project and developing a community-service calendar.)

PURPOSE

To help participants learn how to orient new volunteers for a project

BEFORE THE MEETING

Decide if you need helpers (and if you do, how to use them), review the activity and gather necessary materials.

AUDIENCE

4-H staff, adult and teen volunteers

SETTING

A large meeting room

MATERIALS

- Newsprint or other large paper
- Markers
- Tape
- One orientation item to share with the large group

TIME

30 to 45 minutes

* Adapted from the *Michigan Tool Kit for the National Advertising Campaign*. 4-H Youth Programs, Michigan State University Extension, 1997.



