IT'S MORE THAN JUST PICKING UP TRASH: HOW TO CREATE IMPACTFUL SERVICE LEARNING PROJECTS

Justin Crowe
Extension Specialist
4-H Development
UT Extension

Matt Devereaux
Extension Specialist
Family & Consumer Sciences
UT Extension

Crystal Robertson
County Agent
FCS & 4-H
UT Extension

BOOST Conference
April 2011
Let’s break the ice........
Definition of service learning

“…a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”
Definition of service learning

What is your definition of service?
Tell me and I forget
Teach me and I may remember
Involve me and I learn

- Ben Franklin
Types of service

- Direct Service
- Indirect Service
- Advocacy
Objectives of service learning

- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides opportunities to use skills and knowledge in real-life situations
- Extends learning beyond the classroom
- Fosters a sense of caring for others
What’s in a name?

- Volunteerism
- Service-Learning
- Youth Service
- Community Service
- Peer Helping
- Experiential Education
- Community-Based Learning
If students remove trash from a streambed: they are providing a service to the community as volunteers.
When students remove trash from a streambed, analyze what they found, share the results and offer suggestions for the neighborhood to reduce pollution, and then reflect on their experience.

THAT is service-learning!
Service-learning is not:

- An episodic volunteer program
- Completing minimum service hours in order to graduate
- Service assigned as a form of punishment
- Only for high school or college students
- One-sided: benefiting only students or only the community
Common characteristics of authentic service-learning

- positive, meaningful and real to the participants
- cooperative rather than competitive experiences; promotes teamwork and citizenship
- addresses complex problems in complex settings rather than simplified problems in isolation
- engages problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a textbook
Common characteristics of authentic service-learning

- Students are able to identify the most important issues within a real-world situation through critical thinking.
- Promotes deeper learning; there are no "right answers" in the back of the book.
- Generates emotional consequences, which challenge values and ideas.
- Supports social, emotional and cognitive learning and development.
Added benefits of service-learning

National studies suggest that students in effective service-learning programs:

- improve academic grades
- increase attendance in school
- develop personal and social responsibility
Elements of service learning

- Youth Voice and Planning
- Community Need and Voice
- Learning Objectives
- Orientation and Training
- Meaningful Service
- Reflection
- Evaluation
- Celebration and Recognition
Elements of service learning

- Youth Voice and Planning
- Community Need and Voice
- Learning Objectives
- Orientation and Training
- Meaningful Service
- Reflection
- Evaluation
- Celebration and Recognition
Resources

- 4-H Civic Engagement Resource Guide
  - Plan of Action handout
- 4-H Military Service Learning Guide
  - Analysis and Evaluation form
- Thinking beyond community service guide
  - The Debrief Wheel
Resources

Civic Engagement

After-School Activities for Citizenship, Leadership and Service

MetLife Foundation
**Chapter 5**

**HANDOUT: Plan of Action**

- **Project name:**
- **Description:**

- **Our goal for the community:**
- **Our goal for our own learning:**

- **Number of youth to be involved:**
- **Knowledge and skills needed:**

- **Resources needed:**
- **Who does what:**

- **When:**
- **Who supervises:**

- **How we know our project is a success:**
Resources

Enhance Your Youth Program with Service-Learning

A Guide for Army Child & Youth Services Staff
Resources

section two
The Five Steps to Implementing a Service-Learning Project

Sample Participant Questionnaire

1. What are two or three things that made this project worth the time and effort?

2. Name one way you used your skills and knowledge learned at school, youth center, or youth organization.

3. Name one thing you learned about an issue in the community.

4. Name one thing you learned about yourself.

5. Are you more likely to want to do another Service-Learning project because of this experience?

6. What was your favorite part of this experience?

7. To what extent did you gain the following? 

<table>
<thead>
<tr>
<th>New skills or new ways to use old ones</th>
<th>Quite A Bit</th>
<th>Somewhat</th>
<th>Not Too Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special relationships with team members</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Greater responsibility and leadership roles</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>A sense that I was making a difference</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Greater understanding of community needs</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Knowledge about myself</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Goal to find more ways to serve my community</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

8. What should have been done differently?

9. What do you want future planners to know?
Resources

Service-learning: Thinking Beyond Community Service

Lori Jean Muntouched
Extension Assistant
4-H Youth Development
225 Morgan Hall
2631 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-2125
Fax: 865-974-1528
LMuntouch@utk.edu

http://4H.tennessee.edu/sos
Resources

The Debrief Wheel

Allow everyone 15 minutes to complete the questions. Then, take 20 minutes to discuss individual answers and how those answers may apply to the rest of the group. Make sure to have a recorder for the larger group discussion and a timekeeper.

- What was something challenging that you were faced with during the project? How did you address it?
- What did you gain from the project?
- What was your greatest accomplishment during the project?
- How will you connect what you gained to the next project?

Source: AmeriCorps NCCC, "Reflection: The Key to Service-learning," 2003 National Service-learning Conference
Further Implications

Service Learning

4-H Seeds of Service

- Upcoming Dates
- New This Week
- Quick Links
- Contact Information

4-H S.O.S. is the service learning program of 4-H Youth Development and UT Extension. The initiative began in October 2000 through a Learn and Serve grant under an agreement with the Tennessee Commission on National and Community Service.

Our goal is to help 4-H'ers across the Volunteer State to learn while they are serving their communities.
Elements of service learning

- Youth Voice and Planning
- **Community Need and Voice**
- Learning Objectives
- Orientation and Training
- Meaningful Service
- Reflection
- Evaluation
- Celebration and Recognition
Elements of service learning

- Youth Voice and Planning
- Community Need and Voice
- Learning Objectives
- Orientation and Training
- Meaningful Service
- Reflection
- Evaluation
- Celebration and Recognition
Community based service learning

Where do YOU fit in?
Community based service learning

Putting the Pieces Together
There is no one cookie cutter approach that will work!
QUESTIONS?

Jcrowe3@utk.edu