

4-H 373

# Ky Hands to Larger Service

**TEEN LEADERS BUILDING OUR COMMUNITIES** 

| Name |
|------|
|------|

Age (as of January 1 of the current year)

County \_\_\_\_\_

Club or group name \_\_\_\_\_

Project helper \_\_\_\_\_

THE OHIO STATE UNIVERSITY



EXTENSION

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## **NOTE TO THE PROJECT HELPER**

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge.

#### Your Role as Project Helper

Your contribution is critical to delivery of the 4-H program, which is committed to positive youth development (PYD). The 4-H Thriving Model, the theory of change for positive youth development, connects high-quality program settings to the promotion of youth thriving. That's where you come in.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. These components, along with strong relationships with caring adults and supportive peers, help ensure that 4-H programs provide a nourishing **developmental context**—a place where youth feel a sense of belonging and can grow.

#### LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

#### **DEVELOPMENTAL OUTCOMES**

#### (Positive Youth Development)

- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

#### YOUTH THRIVING

(Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

#### DEVELOPMENTAL CONTEXT

#### (4-H Programs)

- Sparks
- Belonging
- Relationships
- Engagement

High-quality 4-H programs contribute to PYD through the intentional promotion of social, emotional, and cognitive learning. This process is described by seven indicators of **youth thriving** (see model).

Youth who experience program settings with these intentional social, emotional, and cognitive indicators achieve key positive youth **developmental outcomes**. They are then also more likely to achieve **long-term outcomes** marked by academic or vocational success, civic engagement, employability and economic stability, and happiness and well-being.

For more information on the 4-H Thriving Model of Positive Youth Development, please go to **helping-youth-thrive. extension.org**.

#### What You Should Know About Experiential Learning

The activities in this book are arranged in a unique, experiential fashion. A youth is introduced to a particular practice, idea, or piece of information through an



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opening **experience** (1). The learner **shares** (2) with the project helper what was done and **processes** (3) the experience through a series of questions that allow for **generalizing** (4) and **applying** (5) the new knowledge and skill.

#### What You Can Do

On a practical level, your role as a project helper means you will strive to do the following:

- Review the Learning Outcomes for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity, including the background information. Stay ahead of the learner by trying out activities beforehand.
- Help the learner establish a plan by reviewing the Project Guide. As a resource person, limit your involvement to providing support.
- As activities are completed, conduct debriefing sessions that allow the learner to share results and answer questions. This important step improves understanding. In the Project Guide, date and initial completed activities.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work. Encourage exploration of the topic beyond the scope of this project book.



## **Project Guide**

Welcome to *My Hands to Larger Service: Teen Leaders Building Our Communities*! You are about to learn how to identify, plan, and deliver a service project in your community.

*My Hands to Larger Service: Teen Leaders Building Our Communities* is designed for advanced-level youth who are capable of leading a service project.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

The amount of time for each activity varies, but the project is easily completed within one year.



Want to continue learning about service? Consider doing a self-determined project. Visit **ohio4h.org** to learn more.

## **Project Guidelines**

**Step 1:** Complete all nine activities and all the Talking It Over questions.

Step 2: Take part in at least two learning experiences.

Step 3: Become involved in at least two leadership/citizenship activities.

Step 4: Complete a project review.

## Step 1: Project Activities

Complete **all nine** activities and **all** the Talking it Over questions. The More Challenges activities are optional. When you finish an activity, review your work with your project helper. Then ask your project helper to initial and date your accomplishment in the chart on the next page.



| Activity                             | Date<br>Completed | Project<br>Helper<br>Initials |
|--------------------------------------|-------------------|-------------------------------|
| PROJECT AREA: THE BLUEPRINT          |                   |                               |
| 1. Service Know-How                  |                   |                               |
| 2. What's in Your Toolbox?           |                   |                               |
| 3. Sketching Out Your Plan           |                   |                               |
| Talking It Over                      | .0                |                               |
| PROJECT AREA: CREATING A COOPERATIVE |                   |                               |
| 4. "Hiring" Your Crew                | ).0.              |                               |
| 5. A Web of Support                  |                   |                               |
| Talking It Over                      |                   |                               |
| PROJECT AREA: HARDHAT AREA           |                   |                               |
| 6. ICE                               |                   |                               |
| 7. Youth at Work                     |                   |                               |
| Talking It Over                      |                   |                               |
| PROJECT AREA: EVALUATING AND SHARING |                   |                               |
| 8. Passing Inspection                |                   |                               |
| 9. Ribbon Cutting                    |                   |                               |
| Talking It Over                      |                   |                               |



## Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to leadership or service.
- Help organize a club or group meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

| Plan to Do   | What I Did   | Date<br>Completed | Project<br>Helper<br>Initials |
|--------------|--|-------------------|-------------------------------|
| Go on a tour | Toured local Volunteers of<br>America office to learn about the<br>organization. | 5/5/YR            | J. S.                         |
|              |  |                   |                               |
|              | 5  |                   |                               |
|              |  |                   |                               |
|              |  |                   |                               |



### **Step 3:** Leadership/Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/ citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about leadership or service.
- Help someone else prepare for project judging.
- Help organize a club field trip to a local community service group.
- Host a workshop to share tips about service opportunities in 4-H or in your community.
- Host a workshop to share tips about leadership opportunities in 4-H or in your community.
- Encourage someone to enroll in a leadership project.
- Arrange for a leadership or service speaker to visit your club or other group.
- Plan your own leadership/citizenship activity.

| Leadership/Citizenship Activity                                  | Date<br>Completed | Project<br>Helper<br>Initials |
|--|-------------------|-------------------------------|
| Arranged for speaker from the Rotary Club to talk about service. | 5/12/YR           | J. S.                         |
|  |                   |                               |
| 5  |                   |                               |
|  |                   |                               |
|  |                   |                               |



## **Step 4:** Project Review

All finished? Congratulations! After you've completed the activities in this book, you are ready for a project review. This process helps assess your personal growth and evaluate what you have learned.

\_\_\_\_\_\_

Use this space to write a summary of your project experience. Be sure to include a statement about the skills you have learned and how they might be valuable to you in the future.

| G  |
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Now, set up a project evaluation. You can do this with your project helper or another knowledgeable adult. If you are a 4-H member, it can be part of a club evaluation or part of your county's project judging.



## ACTIVITY 1 Service Know-How

This project explores the different types of **community service**. Once you understand your options, you can select an activity that will make a difference in your community.

Words in **bold** throughout this book are defined in the glossary.

## What to Do

Look up these terms, write their definitions, and give at least one example for each in your community.

|                   | Definition Example |
|-------------------|--------------------|
| Community service |                    |
| Service learning  |                    |
| Philanthropy      |                    |

Choose one of the agencies or organizations you identified above. Attend a meeting or schedule a visit with one of the members of the agency you chose. Provide your observations below.

| Organization name | :_` |
|-------------------|-----|
|-------------------|-----|

| Services | thev | nrovide <sup>.</sup> |  |
|----------|------|----------------------|--|
| Scivices | uncy | provide.             |  |

Membership (kind and number): \_\_\_\_\_

Describe your visit: \_

LEARNING OUTCOMES

• **Project skill:** Identifying local service agencies • Life skill: Thinking critically • Educational standard: NASET 3.3.2 Youth learn the history, values, and beliefs of their communities. • **Success indicator**: Identifies at least three local service agencies





## MORE CHALLENGES

Communities often have umbrella organizations that help agencies find volunteers and vice versa. Is such an organization in your area? Find out if there is and pass it along to your club advisor. It might be useful for identifying service projects in the future.

## Background

Community service is an activity designed to address a problem or solve a need in a community. It involves volunteering resources such as time, money, and supplies. As a volunteer activity, service providers do not receive any monetary payment for performing the tasks. However, many people choose to do community service because all community members can gain some benefit from it.

Youth who participate in community service gain access to a range of opportunities. In addition to helping improve your community, you can increase your leadership skills in problem-solving, working with teams, and planning or organizing events.

There are many kinds of community service type organizations. They may include Social Service and non-profit associations, community-based youth development organizations, after-school programs, and faith-based organizations. The organizations and agencies listed below typically welcome volunteers. This list may help you develop ideas for the service you would like to lead.

- Chambers of Commerce
- Charities
- City governments
- Civic organizations
- Convalescent homes
- County agencies
- Cultural centers

- Day care centers
- Food pantries
- Hospices
- Hospitals
- Libraries
- Museums
- Parks

- Political organizations
- Public and private schools
- Recreation centers
- Religious organizations
- Shelters
- United Way

The kinds of members in an organization vary depending on philosophy, tradition, or purpose. For example, members may be young or old, male or female, or profession specific.



## **Did You Know?**

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The first 4-H clubs, organized by A.B. Graham, were involved in service projects like planting trees at their schools. "I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something that I can do."

-Helen Keller