My Hands to Larger Service

Teen Leaders Building Our Communities

Name ______________________________________
Age ________________________________________
(As of January 1 of the current program year)
County ____________________________________
Club name __________________________________
Advisor ____________________________________
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Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member’s life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member’s life skills and knowledge of the importance of community skills.

YOUR ROLE AS PROJECT HELPER

• Guide the youth and provide support in setting goals and completing this project.
• Encourage the youth to apply knowledge from this project book.
• Serve as a resource person.
• Encourage the youth to go beyond the scope of this 4-H project book to learn more about community service.

WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) share what they did with their project helper, (3) process the experience through a series of questions that allow the learner to (4) generalize and (5) apply the new knowledge and skill.

WHAT YOU CAN DO

• Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for a Summary of Learning Outcomes.
• Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
• Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Member Project Guide.
• After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
• Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
• In the Member Project Guide, date and initial the activities that have been completed.
Thank you for taking *My Hands to Larger Service: Teen Leaders Building Our Communities*! We hope this project supports your efforts as you 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.

**Project Guidelines**

**Step 1:** Complete all **nine** activities and 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 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.
**Member Project Guide (continued)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Area: The Blueprint</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Service Know-How</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What’s in Your Toolbox?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sketching Out Your Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
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<tr>
<td><strong>Project Area: Creating a Cooperative Crew</strong></td>
<td></td>
<td></td>
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<tr>
<td>4. “Hiring” Your Crew</td>
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<td></td>
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<tr>
<td>5. A Web of Support</td>
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<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
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<tr>
<td><strong>Project Area: Hardhat Area</strong></td>
<td></td>
<td></td>
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<tr>
<td>6. ICE</td>
<td></td>
<td></td>
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<tr>
<td>7. Youth at Work</td>
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<td></td>
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<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
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<tr>
<td><strong>Project Area: Evaluating and Sharing</strong></td>
<td></td>
<td></td>
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<tr>
<td>8. Passing Inspection</td>
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<tr>
<td>9. Ribbon Cutting</td>
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<tr>
<td>Talking It Over</td>
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</tbody>
</table>
**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 meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.

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.

<table>
<thead>
<tr>
<th>Plan to Do</th>
<th>What I Did</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go on a tour</td>
<td>Toured local Volunteers of America office to learn about the organization.</td>
<td>5/5/YR</td>
<td>J.S.</td>
</tr>
</tbody>
</table>

Sample Pages
STEP 3: Leadership/Citizenship Activities

Choose at least two leadership/citizenship activities from the list below (or create your own) and write them in the table below. 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 another member prepare for his or her 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 other 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.
- Plan your own leadership/citizenship activity.

<table>
<thead>
<tr>
<th>Leadership/Citizenship Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranged for speaker from the Rotary Club to talk about service.</td>
<td>5/12/YR</td>
<td>J.S.</td>
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</table>
**STEP 4: Project Review**

Completing a project review helps you assess your personal growth and evaluate what you have learned.

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county’s project judging.
Activity 1  Project Area: The Blueprint

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.

   **What to Do**

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

<table>
<thead>
<tr>
<th>Community service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service learning</td>
<td></td>
</tr>
<tr>
<td>Philanthropy</td>
<td></td>
</tr>
</tbody>
</table>

   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 they provide:** __________________________________________________________
   **Membership (kind and number):** _________________________________________________
   **Events known for:** ______________________________________________________________
   **Describe your visit:** _____________________________________________________________

   **Glossary**

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

   **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
Background

NUTS & BOLTS

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.

<table>
<thead>
<tr>
<th>Chambers of Commerce</th>
<th>Day care centers</th>
<th>Political organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charities</td>
<td>Food pantries</td>
<td>Public and private</td>
</tr>
<tr>
<td>City governments</td>
<td>Hospices</td>
<td>schools</td>
</tr>
<tr>
<td>Civic organizations</td>
<td>Hospitals</td>
<td>Recreation centers</td>
</tr>
<tr>
<td>Convalescent homes</td>
<td>Libraries</td>
<td>Religious organizations</td>
</tr>
<tr>
<td>County agencies</td>
<td>Museums</td>
<td>Shelters</td>
</tr>
<tr>
<td>Cultural centers</td>
<td>Parks</td>
<td>United Way</td>
</tr>
</tbody>
</table>

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.

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.
“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

The first 4-H clubs, organized by A.B. Graham, were involved in service projects like planting trees at their schools.

Sources