



# "RAISE YOUR VOICE"

Level 2



REVIEWED & RECOMMENDED  
National 4-H Curriculum

Service Learning  
Activities for High School Youth

Name \_\_\_\_\_ Group \_\_\_\_\_

# NOTE TO HELPER

**Y**ou have a key role in helping youth learn about service learning and themselves. Youth can't do it without you! You can help young people get the most out of this project through your enthusiasm and ability to ask thought-provoking questions. You can help youth determine goals, identify resources, create presentations, think about their choices and evaluate their own progress.

## Service Learning Project Activity Guides

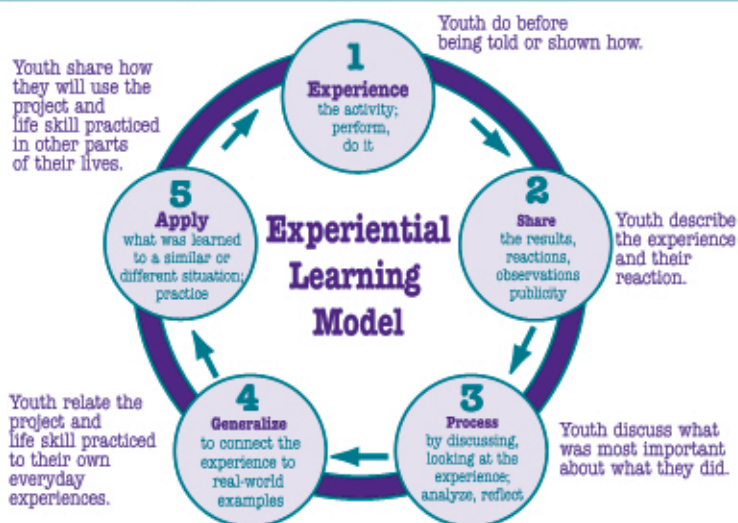
This is the second in a series of two service learning project activity guides for youth. The Level 1 guide takes middle school aged youth through the process of researching, planning and carrying out a service learning project. Level 2 is designed for high school aged youth. Each guide has an achievement program to encourage youth to learn and develop life skills. Your assistance in completing the achievement programs is very important.

In each activity, you'll find a description of the project and the life skill to be emphasized, questions to follow each activity, suggestions for additional activities and helpful information. The activities are designed for youth to learn by doing.

With your help, youth reflect on what they did and what it means to them.

Your challenge is to allow youth to explore the activity and learn from the experience, even if it doesn't work the way he or she expects. In the "Debrief" sections for each activity, the best way for you to help a young person learn is to listen as they consider each question and draws their conclusions. You may also need to help youth find additional resources.

The **Service Learning Project Helper's Guide** provides additional learning by doing activities that can be adapted to the family, 4-H project groups, clubs, classrooms or other groups. You'll also find hints about life skill development, characteristics of youth at different ages and tips for activities in the youth guides.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc.  
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**The experiential learning model helps distinguish 4-H youth development education from many other education methods.**

## Acknowledgments

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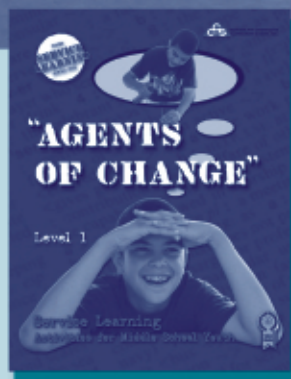
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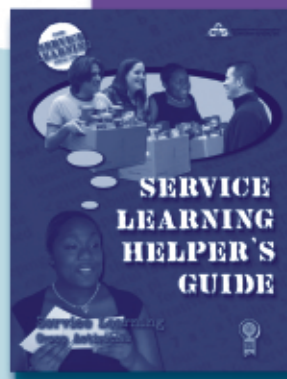
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BU-00102

Level 1 helps youth plan their own service learning project. Activities include: public speaking, newsletter design, journaling and recognition.



BU-00104

The **Helper's Guide** supports youth working through Levels 1 or 2. Interactive group activities teaching communication skills, group process and journaling.

## Your Mission

In the first part of this guide, you will research a problem. After selecting a problem to focus on, you will design an action plan to address it. After accepting your mission assignment, you will go into the field as a special agent to do your service learning project. At the end of the project, you will celebrate contributions and your success.

## About Service Learning

Service learning helps you apply your skills and knowledge to a real community problem. It means checking out a problem and preparing, rolling up your sleeves and doing, and figuring out what it all means. Progress often comes in small steps. Journaling can help you chart progress toward your goal. It can also remind you how your actions today impact a larger community problem or issue.

## Your Journal

Journaling is very important in service learning. It helps you learn from what you did. More than just recording your activities for the day, journaling helps you think about what it all means. A journal should help you answer the question – **“So What?”**

When you want to make big improvements in the world around you, progress often comes in small steps. Journaling can help you chart progress toward your goal. It can also remind you how your actions today impact a larger community issue.

Write one journal page after completing each activity in this guide or after a session at your service learning project site.

If you want to write your journal by hand, make copies of page 36\* and keep them in a folder. If you want to keep your journal electronically on a computer, use the Service Learning CD to open the journal page on your computer. Some people like to journal through pictures and sketches. You may want to add pages to your written or electronic journal to hold photos.

## Service Learning 2 Project Guidelines

- Do a minimum of seven Level 2 activities each year.
- Complete Level 2 within three years.
- Keep the Planning Guide current by setting project goals and recording the project highlights you experience. Use extra paper if needed.

## Types of Service Projects

- Direct Service - works directly with community members or those being served.
- Indirect Service - uses a “behind the scenes” approach to work on an issue or resolve a problem.
- Advocacy - advocates for a solution to a problem.

## Journaling Tips

- Sit in a quiet place where you can concentrate.
- Think through your day and service learning activities.
- Use all of your senses as you recall how things looked, tasted, smelled, sounded and felt.
- Be honest. Write down your real feelings – not just the best-sounding answers.

# PLANNING GUIDE

**H**ere is a great way to see if you learn something new and develop important skills in this project. Before you start doing the activities in this guide indicate what you know **now**. Then when you complete the "Service Learning Achievement Program" write down here what you know **after**. You may be surprised to see what you learn! Share the results with your helper.

## I know how to ...

Identify needs in my community

Set priorities between competing needs

Conduct survey research or an opinion poll

Create a map of community assets and needs

Organize a public forum for differing perspectives

Select a solution to a problem

Make decisions to manage risk

Carry out a service project

Create poetry

Resolve an ethical dilemma

Design a presentation

Deliver a speech

Write a news release

Organize a resume

## Before

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## After

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1 2 3

1 2 3

Circle 1 (to a great extent), 2 (somewhat) or 3 (not at all).

Goal #1

Goal #2

Goal #3

# ACHIEVEMENT PROGRAM

## Requirements

- Within a three year period, complete all of the “Mission Possible” activities in Level 2.
- For each activity complete one of its “Bonus Assignments.” With your helper's approval, you may create your own “Bonus Assignments.”
- Have your project helper date and initial the activities as you complete them.

Page	#	Date Completed	Helper's Initials

Write your own activity here:

Date: \_\_\_\_\_ Helper's Initials: \_\_\_\_\_

Write your own activity here:

Date: \_\_\_\_\_ Helper's Initials: \_\_\_\_\_

Write your own activity here:

Date: \_\_\_\_\_ Helper's Initials: \_\_\_\_\_

Activities	Date Completed	Helper's Initials
<b>Chapter 1 – Preparation</b>		
Walk About		
Tunnel Vision		
All Ears		
<b>Chapter 2 – Action</b>		
The Real Deal		
Speak Out		
Bull's Eye		
Avoiding a Can of Worms		
Pedal to the Metal		
<b>Chapter 3 – Reflection</b>		
Mirror Mirror		
Win-Win or Lose-Lose		
Telling My Story		
<b>Chapter 4 – Celebration</b>		
Voice for Change		
Hear Ye, Hear Ye		
Now What?		
Out in the World		



# WALK ABOUT

**W**hat will you do for your service learning project? How will you know what to do and will it really matter? You might think that you should wait for someone to tell you what to do for your service learning experience. Actually you will learn more if you identify a need you would like to do something about and devise your own action plan to address it.

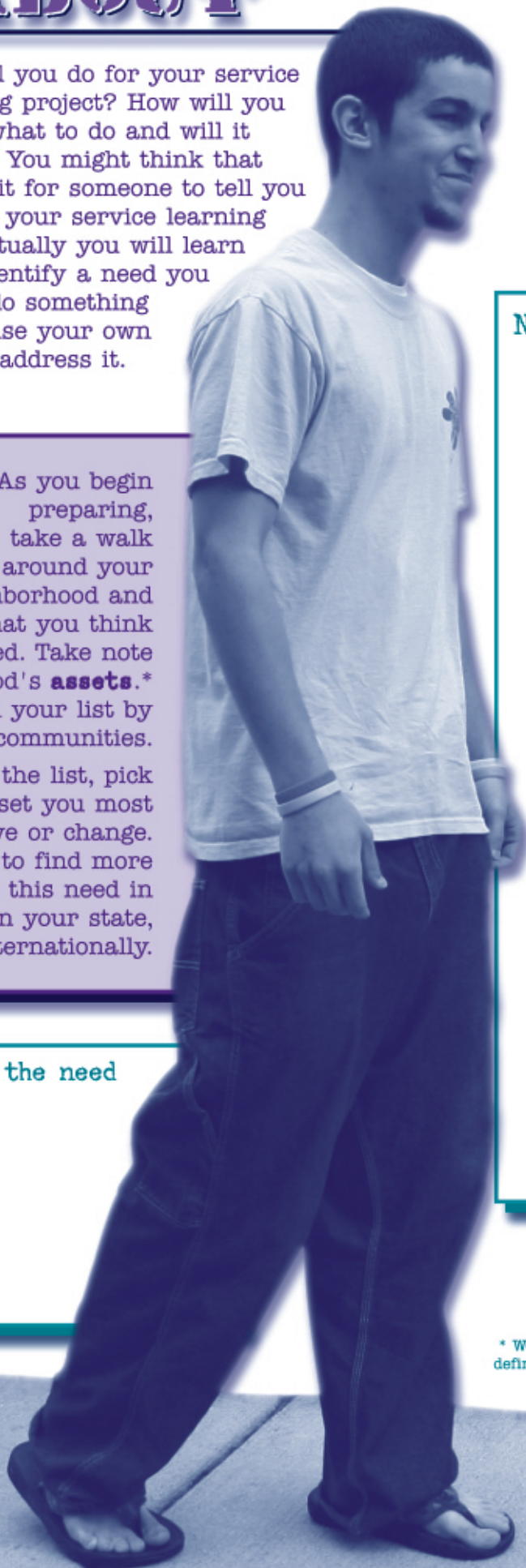


As you begin preparing, take a walk around your neighborhood and note anything that you think needs to be improved. Take note of the neighborhood's **assets**.<sup>\*</sup> If you can, expand your list by visiting nearby communities. After you complete the list, pick the **one** need or asset you most want to improve or change. Search online to find more information about this need in your community, in your state, nationally and internationally.

## Needs and Assets

What I learned about the need on the internet:

<sup>\*</sup> Words that look **like** this are defined in context in the Glossary.



## [Debrief]

### Reporting Out (Share what you did)

What was the first thing you wanted to change as you walked around your neighborhood? What feelings did you experience? What triggered these feelings?

### Investigate (Process what is important)

What kinds of actions do you think will improve the need? Who should be involved in making the changes?

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### Trace the Links (Generalize to your life)

How do the needs affect your family and neighborhood? How could your community be different if it changes?

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### Follow the Lead (Apply what you learned)

What influences how people feel about the need? If you were the governor or mayor, what would you do to resolve the need?

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Explore more at

[www.4-hcurriculum.org](http://www.4-hcurriculum.org)

National 4-H Curriculum

## [Bonus Assignments]

1. Contact a government official and ask for information about the need you chose. Interview the official about how government is trying to address the need. Share what you learn with your helper.
2. Draw a map of your neighborhood and use symbols to show where you saw needs and assets. Draw the situation as it currently is and then draw it like you want it to be.
3. Find a book about the need you observed in your community and read it. Write down what the author observed about the need and your ideas for addressing it.

Written by Patrick Nestor and Carol Weatherford

## INTELLIGENCE



### Identifying Needs and Assets

Experts identify needs in different ways. Think of a need as the gap between what is and what should be.

An asset is something that helps make things better or can be relied on as a positive influence. People, laws and resources can be assets.

Picture this example. A group of six-years-old children playing in an empty lot. There is broken glass, no fence and no one watching them. They are playing with a crumpled aluminum can and a stick.

What things could be changed in the example? Six-year-old children need to be supervised. To keep them safer, they need visible barriers to limit their movement and an area free of hazards.

What can you build on from the example? The children play well together. They display imagination and an ability to adapt. Land is available nearby.

If you were recreating this scene, you might add a fence and caring adults watching the children. You might also add **age-appropriate\*** outdoor toys and remove the broken glass.

# TUNNEL VISION

**D**uring your “Walk About,” you identified many opportunities and needs for action. In this activity you will take a closer look at the needs you identified and prioritize them.



Establishing a criteria can help you select a need. Criteria can be based on funding, transportation, availability of resources, ability to impact the need significantly or personal interest. Determine at least three criteria to guide your decision-making. List them in the chart along with at least three needs from your “Walk About.”

Using the scale (or one you develop yourself), assign points to each need.

Criteria	Need A	Need B	Need C
1			
2			
3			
4			
5			
6			

## Scale

- 5 = Fully meets all of the criteria
- 4 = Meets most of the criteria
- 3 = Meets some of the criteria
- 2 = Meets a little bit of the criteria
- 1 = Doesn't meet any part of the criteria

## [Debrief]

### Reporting Out

What kinds of issues did you identify? What criteria did you use to narrow your focus? What did you learn about prioritizing?

### Investigate

What was hard about trying to prioritize your list? Why is prioritizing important? How does it help you make decisions?

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### Trace the Links

How will learning to prioritize help you in your life every day? Why is it important to have plenty of information and input from others before making decisions?

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### Follow the Lead

What did you learn from this activity to help you in the future? What are future situations when you will need to prioritize?

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Explore more at

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## INTELLIGENCE

### Prioritizing

Prioritizing is a valuable life skill to learn and practice. You will use it throughout your life. It can be very easy to come up with a long list of ways to make things better. It can be difficult though to make all of those ideas happen at one time. That's where prioritizing comes in to help you narrow your focus.

One way to begin prioritizing is by using a technique known as brainstorming. Working independently at first, write down every thought that comes to mind on a given topic. After you have completed your list share it with your helper. If you are working in a group it is a good idea to have everyone share their list to see what others are thinking.

If you are working with a group, begin by identifying a person to be a recorder. Go around the room and have each member share one idea and have it recorded. One important aspect of brainstorming is to remember that there is no wrong response. An idea that doesn't sound realistic to you may have real value when combined with another. Continue until all responses have been recorded.

Once all ideas are shared compare the list for similarities. Are there common themes? Is there an idea that if combined with another will work even better? How realistic are the ideas? Continue to refine and narrow your list until the group has reached **consensus** with one or two ideas they are willing to put energy behind and move forward.

## [Bonus Assignments]

1. Identify another successful project that changed your community. Talk to people involved in the project to learn how they went about prioritizing and deciding their project focus. Share what you find out with your helper or group.
2. Volunteer to lead a school or club group through a prioritizing activity for a project that the group hopes to complete.

# ALL EARS

**H**earing opinions in your community about the need you selected is important. The "Gallup Poll" is experienced at surveying people about many issues. Use this survey to gather information from 100 community members and hear their opinions loud and clear.



Your first step is to write an opinion survey about the need you selected from your prioritized list. To get good information, you have to write good questions. Think about your research in earlier activities. Write questions to fill information gaps. Ask who, what, when, where, why and how questions.

Ask your helper to read your survey and suggest changes. Revise the questions. Ask five people to complete and critique the survey. Based on this new feedback, make revisions.

Make at least 100 copies of the survey. Have 100 people who represent your community take the survey.

When you collect all the surveys, **tabulate** the results. Determine the real opinions of your community about the need.

## My Survey Questions

Written by Rhea Galati and  
Carol Weatherford

## [Debrief]

### Reporting Out

What is required to address the need? How did you decide who should answer the survey? What opinions did you find in your community?

### Investigate

Which groups expressed the strongest opinions? What kinds of actions did people suggest to resolve the issue? Which questions provided the most helpful information? Which questions provided the least helpful information?

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### Trace the Links

How were groups affected differently by this issue? Who should be involved in taking action to resolve the issue?

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### Follow the Lead

How do you think people in other communities or countries feel about this issue? What experiences influenced opinions about this issue?

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## INTELLIGENCE

### Conducting a Survey

You will get the most useful results if the people you survey actually have an opinion about the need that you hope to address. You might ask people outside a store to complete your survey, or draw names from a list and ask people to return to you a written or email survey.

When you invite a person to complete a survey, be courteous. If a person refuses, accept their decision gracefully and move on to another person. When a person completes a survey, their response should be anonymous. You should keep all individual surveys confidential, sharing only the final results.

Selecting the people who will answer the survey is important. The **sample** for your survey might be a simple random sample, a stratified random sample, or a proportional stratified sample. If you are interested in doing something more complicated than a random sample, visit the project website for more information.

## [Bonus Assignments]

1. Create a set of charts or graphs that explain your survey results. Share with your helper or group.
2. Issue a news release about your survey results. In the news release, talk about what you found through your survey and what you hope to accomplish in your service project.
3. Contact the research department at the government agency that deals with your need. Share the results of your survey with a researcher there. Find out what types of research they are doing and how their findings might help you.