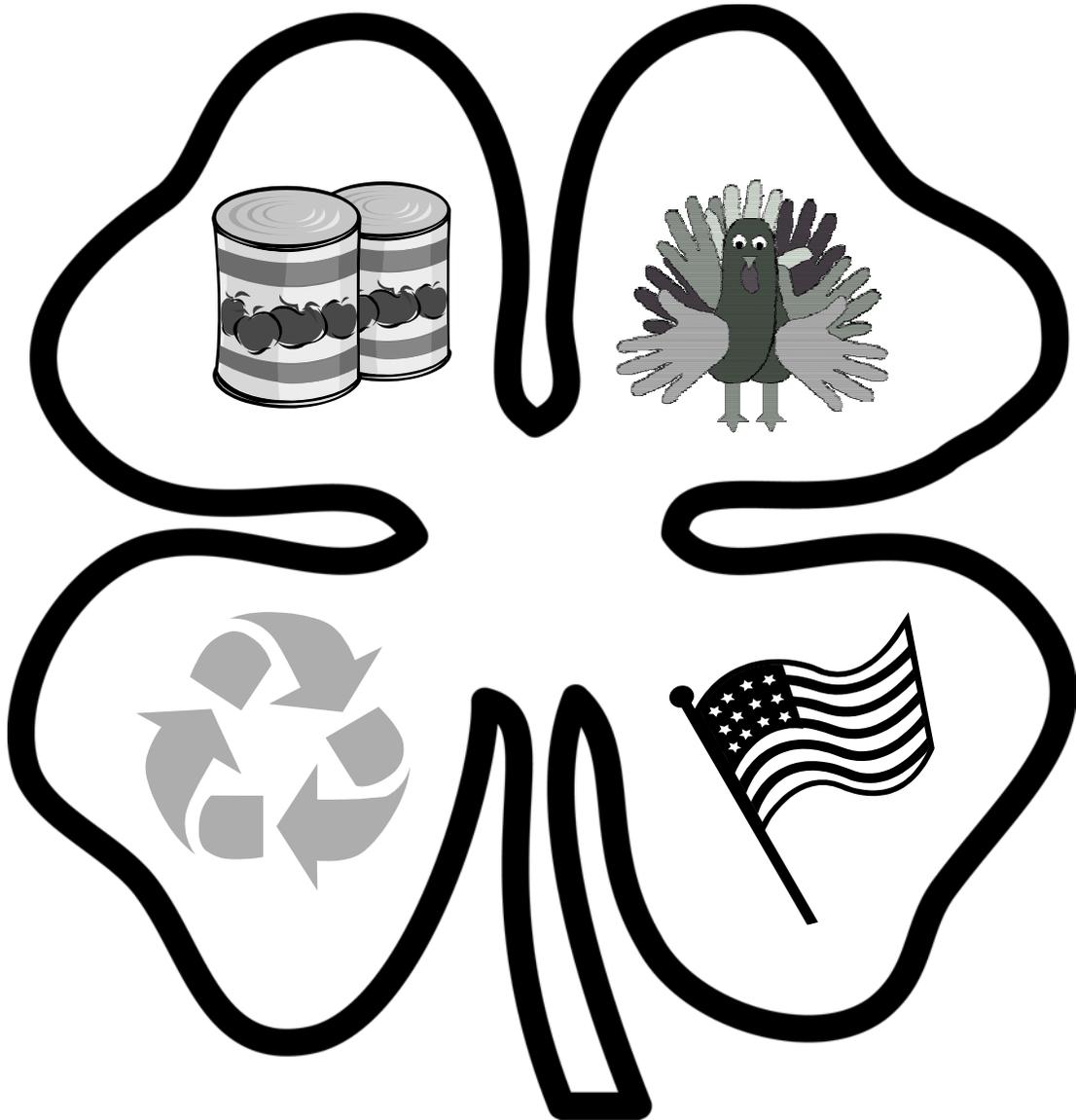


Ready, Set, Serve!

Service Learning Lesson Plans for 4-H Meetings



Lori Jean Mantooth
Extension Assistant, 4-H

Introduction

Ready, Set, Serve! is a set of easy-to-follow lesson plans that are designed to help 4-H leaders incorporate service learning into 4-H meetings. They are aimed primarily at 4th, 5th, and 6th grade 4-H'ers, but they can easily be adapted for other audiences: Honor Club, project groups, and more!

As you know, 4-H'ers have always been committed to helping their community. Service learning is a way for the youth to benefit from the service, too! They can learn valuable life skills—such as teamwork, communication, problem solving, and concern for others—or increase their 4-H project knowledge as they meet genuine community needs. Plus, they are developing a habit of service that will continue for a lifetime.

So what is **service learning**? It is a method in which young people learn and develop as they participate in service that meets community needs, fosters civic responsibility, and provides time for structured reflection.

There are four lesson plans in **Ready, Set, Serve!** In November, you can make “Hands and Feet Turkeys” for a nursing home or celebrate Veterans Day by writing letters of appreciation to former or current military personnel. In January and February, sponsor a canned food drive to replenish the food bank after the holiday rush. In March and April, help save the earth by recycling greeting cards to make “Love Boxes.”

Although these projects have suggested months for completion, they can be effective at almost any time of the year. It's the format that's important: **planning, service, and reflection**. And don't forget to **celebrate!** Celebration isn't written into each lesson plan, but it's important for the youth to realize they've done something good for the community, and they should celebrate their accomplishments. Page 13 of this manual offers ideas for ways to celebrate the service project, as well as other options for reflection.

The final step on each lesson plan is to report the project to 4-H Seeds of Service. The report form is included at the end of **Ready, Set, Serve!** and can also be downloaded from the forms page of the 4-H website (www.utextension.utk.edu/4h/4hforms). Simply mail or fax a report to the address below or enter it on-line through the “Tell us!” page of the 4-H S.O.S. website (www.utextension.utk.edu/4h/sos).

Now, are you **ready**?

Get **set**.

Serve!

For more information

4-H Seeds of Service
2621 Morgan Circle
205 Morgan Hall
Knoxville, TN 37996-4510
865-974-7322
(fax) 865-974-1628
LMantoo1@utk.edu
www.utextension.utk.edu/4h/sos



November

Thanksgiving Service Learning Project

Objectives: Youth will learn a new craft idea.
Youth will explore ways to reach out to people living in nursing homes.

Materials: Construction paper
Scissors
Glue

Preparation: None

Step 1: Introduce

Ask questions such as the following:

- Have you ever visited a nursing home? What was it like?
- What does your family do on Thanksgiving?
- Imagine if you couldn't celebrate Thanksgiving with your family. How would you feel?

Explain, "Many times, people in nursing homes can't spend special holidays with their families. But we can brighten their day and let them know we're thinking about them."

Step 2: Serve

Have 4-H'ers make "Hands and Feet Turkeys" using the following steps:

- Trace both your feet (with shoes on) onto construction paper.
- Trace your hand several times onto construction paper.
- Cut out all the tracings.
- Cut out shapes for feet, a beak, and a wattle.
- Glue the two feet tracings together, matching the heels and spreading the bottoms slightly apart to make the body.
- Glue hands on the back of the turkey as feathers.
- Glue on feet, beak, and wattle.
- Draw or glue on eyes.



Step 3: Reflect

Have 4-H'ers share in **one word** how they feel after doing the service learning project or what they learned from it. This should move very quickly.

Step 4: Report

Work with the Service Learning Leader or other 4-H'er to complete and submit the 4-H S.O.S. **Service Activity Report Form.**



November

Veterans Day Service Learning Project

Objectives: Youth will explore how veterans have helped to protect freedom in America.
Youth will write letters of appreciation to veterans or active military personnel.

Materials: Paper and pens/pencils for writing notes
Notecards, markers, stickers to decorate cards (*optional*)

Preparation: None

Step 1: Introduce

Lead the 4-H'ers in a discussion of freedom and veterans, using questions such as the following:

- What does *freedom* mean?
- What are some freedoms that we have in America?
- What is a veteran?
- When is Veterans Day and why do we celebrate it?

Explain, "Our freedom has been protected for hundreds of years by men and women in the Army, Navy, Air Force, Marines, and Coast Guard. Veterans Day (November 11) is a holiday when we honor those people who fought to protect us."

Step 2: Serve

Have the youth write a letter to a veteran or someone in active military duty, thanking them for their service to America.



Step 3: Reflect

Read the short essay about "Old Glory" (*next page*).

Say, "William Driver had to protect the American flag by sewing it inside a comforter during the Civil War. Thousands of other veterans have also gone to great lengths to protect America and freedom. Besides writing letters, how else can you thank them for what they did?" Ask other questions about the project as time allows.

Step 4: Report

Work with the Service Learning Leader or other 4-H'er to complete and submit the 4-H S.O.S. Service Activity Report Form.



November

Veterans Day Service Learning Project

“Old Glory”

The name “Old Glory” was first applied to the U.S. flag by a young sea captain who lived in Salem, Massachusetts. On his twenty-first birthday (March 17, 1824), Capt. William Driver was presented a beautiful flag by his mother and a group of Salem girls. Driver was delighted with the gift. He exclaimed, “I name her ‘Old Glory.’” Then Old Glory accompanied the captain on his many voyages.

Captain Driver quit the sea in 1837. He settled in Nashville, Tennessee. On patriotic days he displayed Old Glory proudly from a rope extending from his house to a tree across the street. After Tennessee seceded from the Union in 1861, Capt. Driver hid Old Glory. He sewed the flag inside a comforter. When Union soldiers entered Nashville on February 25, 1862, Driver removed Old Glory from its hiding place. He carried the flag to the state capitol building and raised it.

Shortly before his death, the old sea captain placed a small bundle into the arms of his daughter. He said to her, “Mary Jane, this is my ship flag, Old Glory. It has been my constant companion. I love it as a mother loves her child. Cherish it as I have cherished it.”

The flag remained as a precious heirloom in the Driver family until 1922. Then it was sent to the Smithsonian Institute in Washington, D.C., where it is carefully preserved under glass today.

Source: www.va.gov/pubaff/celebam/oldglory

Other Facts About Veterans

- There are 25 million living veterans.
- 48 million Americans have served since 1776.
- Nearly 1 million Americans have died in combat or combat-related events.

Source: www.va.gov/veteranedu

Tips for Teaching this Service Lesson

- Send the letters to a home or hospital for veterans. The two Tennessee State Veterans’ Homes are located in Murfreesboro and Humboldt. Their addresses are as follows:

2865 E Main Street
Humboldt, TN 38343

345 Compton Road
Murfreesboro, TN 37130

- You may also choose to send letters to active military personnel. Forward letters (addressed to “Dear Military Member” and without envelopes) to Project U.S.

Randy Harmon
9325 Atherton Drive
Brentwood, TN 37027



January-February

Food Drive Service Learning Project

Objectives: Youth will learn about hunger in America.
Youth will learn about teamwork and marketing as they organize a food drive.

Materials: Materials for publicizing food drive (posters, markers, etc.)

Preparation: None

First Month

Step 1: Introduce

Guide 4-H'ers to talk about being hungry, using questions such as the following:

- What's your favorite food?
- What did you eat yesterday?
- Imagine that you didn't have anything to eat. Or maybe you only had one bowl of oatmeal for the entire day. How would you feel?

Say, "Did you know that **8 million** kids in America don't have enough to eat? Some of them live right here in Tennessee. How can we help?"

Other Hunger Facts

- 841 million people around the world are hungry, including 30 million in America.
- 1 out of 8 children under 12 in the US goes to bed hungry every night.
- Over 9 million households in the US experience hunger.
- Over 10% of households in Tennessee don't have enough to eat.

Sources: www.bread.org, www.kids.maine.org, www.secondharvestnashville.org, www.secondharvestknox.org.

Step 2: Get Ready to Serve

Have the group begin planning their food drive. How and to whom will they publicize it? They may want to form committees to work on different areas.

As time permits, allow youth to begin making posters, fliers, etc. to tell others about their service learning project. Be sure they have plans for where they will display or distribute the information.

End the session by asking 4-H'ers to pledge to fulfill their responsibilities before the next meeting.



January-February

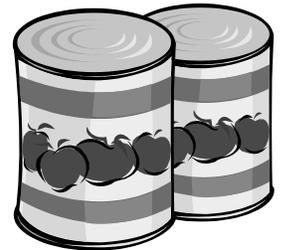
Food Drive Service Learning Project

Second Month

Step 3: Serve

Hopefully, the 4-H'ers publicized their food drive as planned and have been collecting items all month. Ask them to share their experiences in asking for and collecting donations. Did something funny happen? Did the donors say why they wanted to help?

Note: If necessary, spend a few minutes sorting and boxing food so it is ready to be picked up and delivered to the local food bank.



Step 4: Reflect

Play "Group Juggle" as a reflection exercise.

Have participants form a circle with each person about an arm's length from the next. Give the ball to someone and ask him/her to call a person's name while gently tossing the ball to him/her. When that person catches the ball, he/she must say "Thanks" and the name of the person who threw it. Ask youth to remember the order in which they pass the ball, as they will have to repeat it later. After everyone has had the ball, ask them to repeat the order again to be sure they remember. After they complete the task, do it again; but this time, introduce more balls into the circle (usually 4 to 6, depending on the size of the group). This always results in chaos! Have the group see how fast they can pass just one ball through the circle. Encourage them to "think outside the box." When they think they are as fast as possible, process the activity.

Process: What just happened? What worked? What didn't work? Could you hear one another's ideas? Why or why not? What happened when just one person dropped a ball or looked away for a second? How does it feel to accomplish what you set out to do? How was this game like your food drive?

we had to work together to reach a goal, we had to listen to each other, etc.

Step 5: Report

Work with the Service Learning Leader or other 4-H'er to complete and submit the 4-H S.O.S. **Service Activity Report Form.**

Note: This project can be done at any time of the year, but consider doing it when food bank supplies may be low, such as after the holidays.



March-April

Earth Day Service Learning Project

Objectives: Youth will learn about recycling through art.

Materials: Old greeting cards
Pencils
Scissors
Tape
Rulers
Ribbon, stickers, markers, or other decorations

Preparation: Photocopy the “Love Box” poem on page 11.
Practice making a “Love Box” so you know how to teach the craft!

First Month

Step 1: Introduce

Explain the origin of Earth Day (April 22). It was started in 1970 and is a day that encourages us all to think of ways we can help protect the earth and its resources. One way to do this is by recycling.

Lead the 4-H’ers in a discussion about recycling, using questions such as the following:

- What do you know about recycling?
- What sorts of things can be recycled?
- Why is recycling important?
- Do you recycle at home?



Ask 4-H’ers to collect old greeting cards until your next meeting. Then, they will learn how to make “Love Boxes” for people in the nursing home, hospital, or other appropriate location.

Second Month

Step 2: Serve

Teach 4-H’ers to make “Love Boxes” from old greeting cards. (*Instructions on next page*)

As they work, revisit earlier discussions (or begin a new one) about the importance of doing things for residents of nursing homes, patients in a hospital, or other citizens in need.

Note: Many art projects fit the environmental theme. The “Earth Stewardship” curriculum for 4-H junior camp has several ideas for nature-related and recycled art. Also, check out several great websites, such as kinderart.com and www.kid-at-art.com.



March-April

Earth Day Service Learning Project

Directions for “Love Boxes”

Diagrams on next page!

1. Rip the card in half at the fold.
2. Fold one corner over so that the bottom of the card is flush with one side. This makes a square. Cut off the excess paper. *(Diagram 1)*
3. Unfold the square and fold the other way. Unfold. The creases should form an “X.” *(Diagram 2)*
4. Take one corner and fold it to the center of the “X and then fold the folded straight edge to the center. Unfold.
5. Repeat step 4 with the other 3 corners.
6. Mark lines that need to be cut. This includes all the darker lines on the diagram (the middle 2 triangles on all sides and one short line on either side of two opposite corners). *(Diagram 3)*
7. Cut. *(Diagram 4)*
8. Assemble, folding sides with flaps first. *(Points fold into bottom.)* Secure with tape if needed.
9. Make the box bottom following the same directions except cut off 1/4” from two sides of the square before beginning to fold corners.
10. Put together box top and bottom and decorate as desired.
11. Attach poem. *(See page 11.)*

Note: Make the box top from the front of the card. Work with the picture side down so that it will show on the outside of the box.

These boxes are not intended to be opened. However, if you think the recipients may open them and be disappointed by an empty box, include a Hershey’s Kiss and Hug, a note, or some other special surprise.

Note: National Nursing Home Week begins on Mother’s Day. It would be a great time to deliver the boxes!

Step 4: Reflect

Lead a group discussion on the project using questions such as the following:

- Why does the poem say the box is filled with love?
- What are other ways you can show love?
- Will you make these boxes at home? Why? To whom will you give them?
- How can this project help save the earth’s resources?

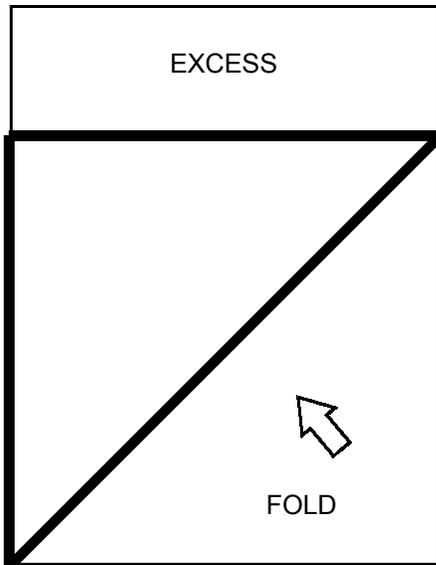
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March-April

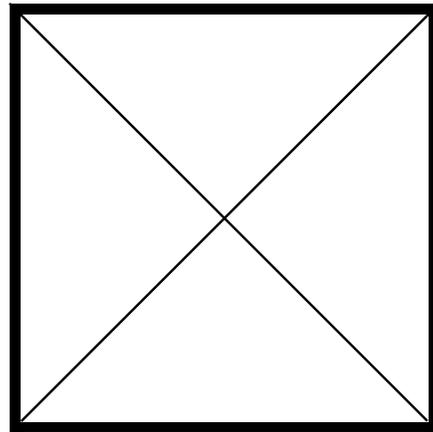
Earth Day Service Learning Project

Diagram 1



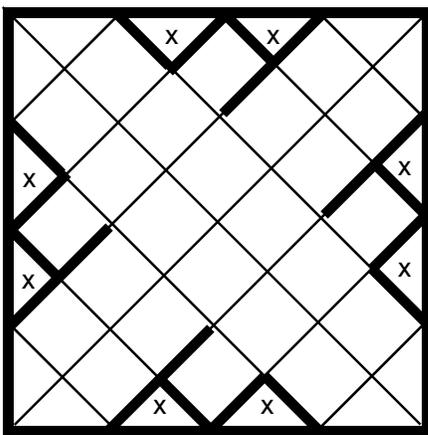
Fold to make a square.

Diagram 2



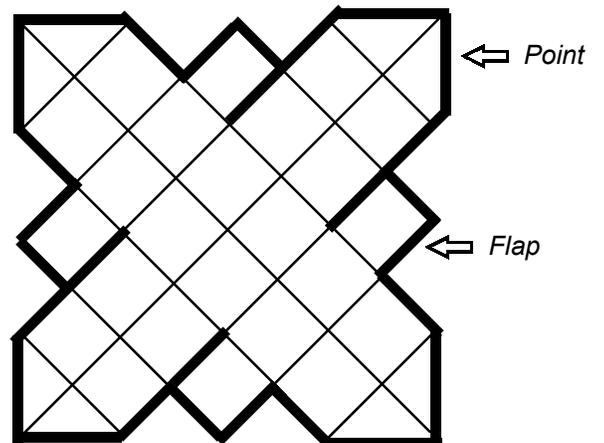
Fold so that creases form an "X."

Diagram 3



Mark dark lines for cutting.

Diagram 4



Your box is ready to fold!



March-April

Earth Day Service Learning Project

This is a very special gift
That you can never see.
The reason it's so special
Is it's just for you from me.

Whenever you are lonely
Or ever feeling blue,
You only have to hold this gift
To know I think of you.

You never can unwrap it.
Please leave the ribbon tied.
Just hold the box
Close to your heart.
It's filled with love inside.

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Close to your heart.
It's filled with love inside.



Celebrate the Service!

Celebration is an important step in the service learning cycle. It helps youth to realize they can make a valuable contribution to the community, and it brings closure to the project. Celebration activities should be fun and exciting, but they should also reinforce the other aspects of the project. It's a great time to revisit the community need (social issue) that the project addressed, showcase reflection activities, and highlight learning objectives.

The projects in **Ready, Set, Serve!** are designed to fit into one or two 4-H meetings. Youth should celebrate their service after every project, but time may be a limiting factor. Therefore, consider having a large service celebration after the last project.

Celebration can take many forms. Here are some ideas:

- Certificates, ribbons, plaques, etc.
- Pizza party
- Articles in the newspaper
- Reward field trips or other off-site activities (swimming party, bowling party, etc.)
- Party at the nursing home, veterans home, etc. that benefitted from the service (It's great to include the beneficiaries, so they can thank the volunteers, too!)
- Anything that is personal to the group and celebrates their service

Remember, the service celebration is also a great time to start planning the next project!

Some other ideas for reflection

Reflection activities are included with each lesson plan because it is the key ingredient that makes a project true service learning instead of community service. Don't feel limited to only these activities, though. There are countless ways for youth to reflect on the service. Reflection can include any activity that helps them look at a project to see what they did, what they learned from it, and what they can do with what they learned. It should help them look at the service on a personal level.

Here are some ideas for reflection activities:

- | | | |
|----------------------|----------------|----------------------------|
| • Group discussions | • Portfolios | • Collages |
| • Painting | • Scrapbooks | • Essays |
| • Poems | • Art projects | • Sculptures |
| • Newspaper articles | • Murals | • Drawings |
| • Video tapes | • Role playing | • Slide shows |
| • Photographs | • Journals | • Jingles |
| • Bulletin boards | • Puppet shows | • Guide for new volunteers |

Check out the 4-H S.O.S. website (www.utextension.utk.edu/4h/sos) for other great ideas!



SERVICE-LEARNING ACTIVITY REPORT FORM

Complete this form after every service learning project.

4-H GROUP _____
 COUNTY _____
 PROJECT _____
 DATE _____
 LOCATION _____

** For additional information on answering these questions, please see the helpful hints on the back.

PARTICIPANTS Youth _____ Adults _____

White	Black	Hispanic	Am. Indian	Asian	Female	Male	TOTAL

- 1. **Hours** (total # of volunteers x # of hours) _____
- 2. **Number of people benefitting from service** _____
- 3. **Estimated monetary value of service**** _____
- 4. **Duration of the project** (start and end date of service) _____

5. **Briefly describe service.****

6. **How did participants reflect on the service?***

7. **How many participants learned from the service?*** _____
What did they learn?

8. **How many will use skills/knowledge gained through this service?*** _____
How will they use it?

9. **Discuss the project with the beneficiaries of the service. How do they rate the project?*** (circle one)
- 1. not effective
 - 2. somewhat effective
 - 3. effective
 - 4. very effective
 - 5. highly effective

10. **In which of these service priority areas does the project fit?** (select one)
- ___ environment
 - ___ health
 - ___ public safety
 - ___ other human needs
 - ___ other

Please return form **as projects are completed** to Lori Jean Mantoath, 4-H Seeds of Service Coordinator, at 2621 Morgan Circle, 205 Morgan Hall, Knoxville, TN 37996-4510; fax 865-974-1628; or e-mail Lmantoo1@utk.edu. 4-H groups may also submit this report on the "Tell us!" page of the 4-H S.O.S. website: <http://www.utextension.utk.edu/4h/sos>.

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HELPFUL HINTS FOR COMPLETING THE SERVICE-LEARNING ACTIVITY REPORT FORM

3. Estimated monetary value

What do you think your service was worth to the community? You can estimate what it would cost to hire someone to do what you did. You can also estimate the dollar value of the volunteers' time. For youth, value their time at minimum wage, \$5.15/hour. For adults, use \$16.05/hour. (*Adult figure provided by Independent Sector —www.indepsec.org—and Points of Light Foundation*)

5. Briefly describe the service.

What did you do? Where did you do it? How did you go about it? Whom did you serve? What did you accomplish? What were your goals and learning objectives?

example: Mrs. Smith's 4-H Explorers Club wanted to help feed the hungry during Christmas. We helped the Clover County Food Bank by collecting 10 boxes of canned food. We also wanted to learn to organize a food drive, so we had collection boxes in every 4th grade classroom and at two local businesses.

6. How did participants reflect on the service?

Reflection is one of the most important parts of Service-Learning. It's when the volunteers think about their service and what it meant to them. What did they learn? Why did it matter? What will they do with what they learned? Tell us how your group reflected on their project.

Here are some ideas for ways to reflect:

- Group discussions
- Painting
- Poems
- Newspaper articles
- Video tapes
- Photographs
- Bulletin boards
- Portfolios
- Scrapbooks
- Art projects
- Murals
- Role playing
- Journals
- Puppet shows
- Collages
- Essays
- Sculptures
- Drawings
- Slide shows
- Jingles
- Guide for new volunteers

7. How many participants learned from the service?

For this question, the easiest way to get an answer is to simply ask your group to raise their hands if they learned something while participating in the service.

What did they learn?

Did your group learn skills related to a 4-H project area? Did you learn "life skills" such as communication, problem solving, or concern for others? What else did you learn?

example: Our 4-H group learned to organize a food drive and about how the homeless need our help.

8. How many will use skills/knowledge gained through this service?

As with number 7, the easiest way to get an answer for this question is to simply ask your group to raise their hands if they will use what they learned.

How will they use it?

If they say they will use what they learned, ask them how. What will they do with what they learned? Will they plan another project? Will they be more aware of this issue? List their answers.

9. Discuss the project with the beneficiaries of the service. How do they rate the project?

It is important to know how the people you served felt about the project. Did they think it was effective in reaching a goal? Did you help others as you had planned? Use the **Direct Beneficiary Survey** or **Indirect Beneficiary Survey** from 4-H S.O.S. to evaluate the project. (Contact your 4-H agent if you need copies of the survey.)

For more information on service-learning and 4-H S.O.S. visit

WWW.UTEXTENSION.UTK.EDU/4H/SOS

or contact Lori Jean Mantooth in the state 4-H office at 865-974-7322 or LMantoo1@utk.edu.

Notes



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COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS.

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Agricultural Extension Service, Charles L. Norman, Dean