



United States
Department of
Agriculture

BEYOND 4-H **COMMUNITY SERVICE...**

Cooperative State Research,
Education and Extension Service
and Land-Grant University
Cooperating Extension Service

TO COMMUNITY *SERVICE LEARNING*



Families, 4-H, and Nutrition
4-H Youth Development



CONTENTS

Introduction	3
Lack of Meaningful Role for Adolescents	4
Experiential Learning Cycle	4
Service Learning Cycle - <i>Figure</i>	5
1. Assess Needs	6
Reflection on Needs Assessment	7
Successful Collaboration	8
2. Plan and Prepare	8
Reflection on Planning and Preparation	9
3. Experience Meaningful Service	10
Reflection During Service	10
4. Analyze and Generalize	11
5. New Application	11
Service Learning Rubric for Project Evaluation	12
Standards of Quality in Community Service Learning	13
Project Ideas by 4-H Curriculum Category	14-17

RESOURCES

Websites	18-19
Publications	19-22
Service Project Ideas	22-23
Service and Community Organizations	23-27
References	27

The Cooperative Extension System, a nationwide education network established through legislation, is a partnership of the U.S. Department of Agriculture, state land-grant universities, and county governments.

The United States Department of Agriculture (USDA) prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs and marital or familial status. (Not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202)720-2791.

To file a complaint, write the Secretary of Agriculture, U.S. Department of Agriculture, Washington, DC 20250, or call 1-800-245-6340 or 202-720-1127 (TTY). USDA is an equal employment opportunity employer.

Beyond 4-H Community Service...to Community Service Learning!

Allan T. Smith, Ph.D., National 4-H Program Leader
Families, 4-H and Nutrition/CSREES/USDA 6/13/97

"I pledge...my hands to larger service...for my club, my community, my country and my world."

For more than 70 years Community Service has been an important part of 4-H. So has hands-on, learning-by-doing, that we now call *experiential learning*. When you put those two ideas together appropriately, the result goes beyond a "feel good" experience: service activities tied closely to what youth are learning *positively impact learning, and genuinely help the community*.

Community Service Learning is a form of experiential learning in which youth apply the subject matter they are learning along with critical thinking skills to address genuine community needs. When youth are involved in selecting and planning such efforts, and have structured time to reflect, talk, and write about the actual service activity they are performing the youth learn more, they become more confident about what they have learned, they improve in problem-solving ability, their leadership and social abilities improve, they take more enjoyment in the overall learning experience, they retain the subject matter longer, and they are more likely to volunteer to serve the community in the future. Community Service Learning can be performed individually, or as a group of varying sizes.

That statement is a compilation of implications from decades of experience and research on service learning. The impact of the experience is greatly enhanced by integrating it into the academic knowledge being studied. Progressive schools are using more and more service learning, *because it helps achieve educational objectives*. 4-H can partner with schools in providing appropriate community service learning opportunities, OR with a variety of other community agencies.

The "Youth Voices and Action" Ad Council campaign provides the best opportunity 4-H has had to reinforce the importance of this powerful teaching-learning tool. In a meeting of State and National 4-H Leadership in April, 1997, this group has gone on record as endorsing the following statement:

"Community Service Learning strengthens the skills and knowledge 4-H'ers are acquiring by actively combining their learning with service to help meet real community needs. Every 4-H participant is encouraged to take part in community service that fits his/her areas of learning, as an important feature of 4-H youth development."

These materials will help you select, plan, conduct and evaluate meaningful community service learning opportunities as project groups, clubs, groups of clubs or counties.

Lack of Meaningful Role for Adolescents

"In a society based on the work ethic, work helps to define each of us. To the extent that we do something useful for the society, we gain a feeling of belonging and contributing that sustains us even when the work we do is difficult or dull...Youth have been progressively denied the opportunity to be engaged in work that is important to others and therefore denied the rewards that such work produces. " (Howe, 1986, p. 7)

"In the past, young people typically contributed to the maintenance of their farm families by engaging in meaningful and valued work. With the industrial revolution, families moved to more urban areas and the adult male or males of the household worked outside the home. In the process, the adolescent's role as a contributor to the family economy diminished. Without this contributing role, adolescents are now searching for opportunities to become valued members of their families and their communities. " (Perkins, 1994, p.2)

Adolescents lack a legitimate role or stake in the larger social framework in which they live. The lack of a meaningful role in society and the existing societal view of adolescents as a source of problems contributes to the sense of alienation prevalent among today's youth. (Benard, 1991).

Robbed of a broader meaning in their lives, adolescents have entered an era of increasing self-absorption: an overemphasis on the individual (often on physical appearance) and materialism. (Perkins, 1994, p.3)

Service and volunteering provide opportunities for adolescents to contribute to society in meaningful and valued ways. Providing all young people with opportunities to serve enables them to become contributors, problem solvers and partners with adults in improving their community and the larger society. (Lewis, 1987).

Like the adolescents of our earlier agrarian society who worked for the benefit of the family, youth today who are involved in service activities are assuming meaningful roles and responding to real needs of society as well as to their own need to be needed. (Schine, 1989).

Young people need work experience, a higher sense of self-confidence, a chance to develop a service ethic, and opportunities to work with different kinds of people in common endeavors. (Eberly, 1991, p.224)

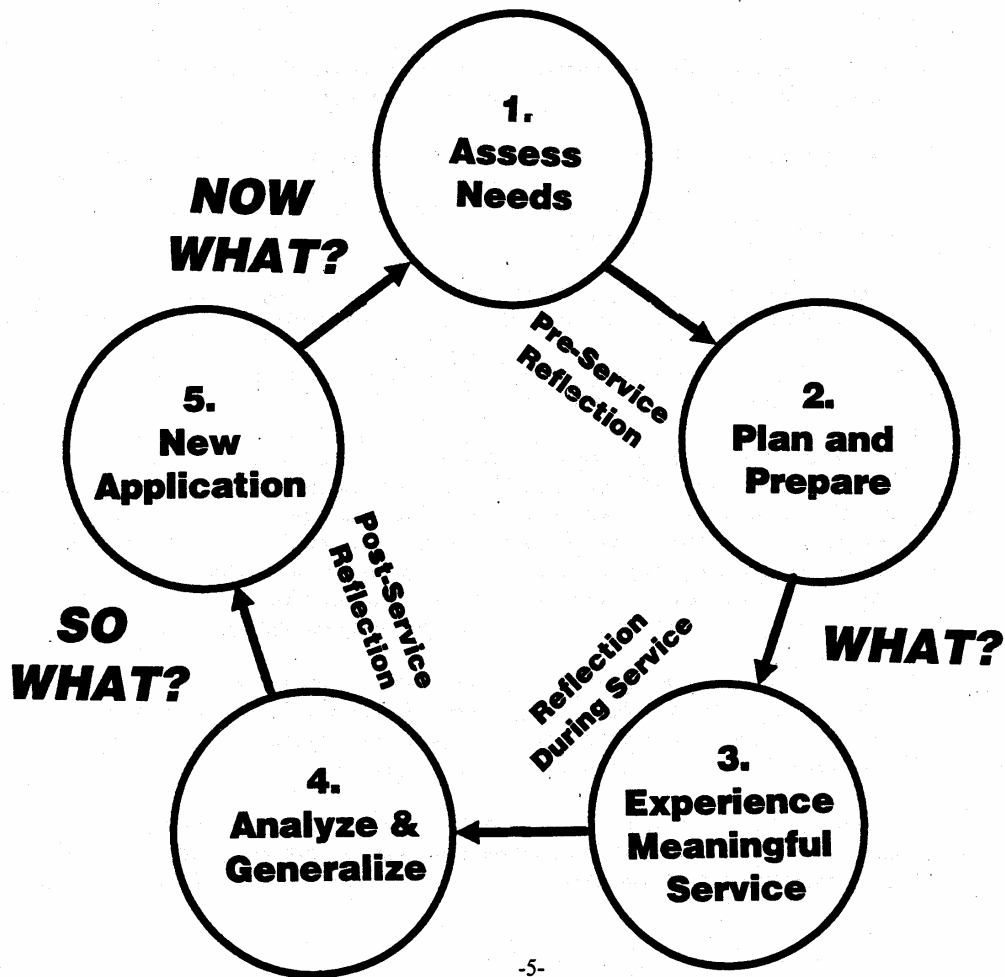
The Experiential Learning Cycle and the Community Service Learning Cycle

The Experiential Learning Cycle generally used in 4-H consists of five steps:

1. EXPERIENCE the activity: perform, do it.
2. SHARE the results, reactions, observations publicly.
3. PROCESS by discussing, looking at the experience; analyze, reflect.
4. GENERALIZE to connect the experience to real-world examples.
5. APPLY what was learned to a similar or different situation; practice.

The Service Learning Cycle includes all the steps of the experiential learning cycle. However, in Service Learning there are three EXPERIENCE steps. Step 1, Needs Assessment and Step 2, Plan and Prepare are just as significant experiential learning as is Step 3, Experience Meaningful Service. Each of the three steps includes Reflection as an important component. Step 4, Analyze and Generalize, processes the first three steps, and the cycle completes with Step 5, New Application. At this point participants are ready to begin another more challenging cycle, because of the learning that takes place in the first cycle!

SERVICE-LEARNING CYCLE



The Community Service Learning Cycle

*(As much as possible, involve young people in **each** step of the service learning cycle. The ideal might be county-wide groups of youth in the same project. An alternative for determining county-wide service projects would be to use a representative group of 4-H teens in planning. For more localized efforts, a single Club or several nearby Clubs can jointly do a needs assessment and planning effort.)*

1. ASSESS NEEDS

***What?** (Needs assessment is likely to take a minimum of two meetings, with a good deal of work going on between meetings. Following are questions which may be helpful to groups as they conduct needs assessments).*

- What problems does our community have that are not being effectively taken care of? How many different needs of our community can we brainstorm and list?
- Have we thought of *every* community need? How can we make our list more complete?
- Would you like to show our list to your friends, neighbors and parents, and see if there are additions they would like to make?
- So far, our list contains our guesses, and those of others. Do you suppose other groups have listed the problems and needs of our community, or others like it?
- How could we *research* to find such lists? What would be our sources? How would we know good information when we find it?
- Can we organize our list into categories? What should our headings be? One way of making categories is to sort our ideas into **Direct Services**, such as tutoring, mentoring, and other face-to-face contact between service providers and those who will benefit from services. Another category could be **Indirect Service**, like fundraising, collections, and other ways of providing support to those who are engaged in direct service. The third category in this system is **Advocacy**, like letter writing, public relations campaigns, and other ways of trying to influence citizens and policymakers to change their behavior.
- Another way of making categories is to arrange our ideas by the kinds of issues they deal with. One such category could be **Environmental**. Another category could be **Educational**, such as helping a younger student with his or her reading or math. Another could be **Social Needs**, for special groups such as the homeless, people in institutions. Another category could be **Intergenerational**. What other such categories could we use?
- How can we make a difference on these issues? Are there things we are learning how to do that could help meet the need? Lets brainstorm things we could do to help with each of the community issues we have listed.

- Service learning is supposed to help us learn, as we help others and our community. Which of the issues we have listed offers us good opportunities to learn, and to share what we have already learned with others?
- Some of our issues would take a great many people a very long time to fix. Others would cost a great deal. Which of our remaining issues are about the right size for us?
- Good Service Learning often involves several groups, or institutions which work together, or "collaborate" to address the issue. Can you think of other groups which might be willing to work with us to meet some of these community needs?
- Can we pick a limited number of issues to work on? What else do we need to know about the issue before we begin to plan? Who or what might have the information we need? With what other groups do we need to collaborate?
- Since our group varies in age, skills, and educational interests, the issues we select for service learning projects need to allow for a variety of service opportunities. Which of the ones we have been considering provide us with a variety of opportunities?

REFLECTION on Needs Assessment

Sharing - Was it harder or easier than you expected to do a community needs assessment? What is your overall reaction to the experience? Do particular parts of what we did stand out for you? How do you feel about our results?

Analyzing - What patterns did you recognize in the process we just completed? We started by brainstorming our individual ideas and opinions. What other levels of organization did we consider beside individual? What other evidence did we consider beside our opinions? Were our various sources consistent in the information they gave? How did we decide which ideas were the best ones?

Generalizing - What other groups might do community needs assessments? Why? Do you suppose they might go about it differently? Can you think of other times in the future when you might be able to apply what you have learned as we did this assessment? Can you think of other occasions when the information we have learned about our community will be useful?

Successful Collaboration

Good Community Service Learning projects almost always require "collaboration", the process by which various groups, entities or individuals work together to accomplish a shared mission. Following are some things collaborators should agree on before working together.

- Shared vision and purpose
- Commitment to take part in shared decisionmaking, using agreed-on processes
- Shared allocation of resources: people, knowledge, skills and funds
- Jointly developed goals and objectives
- Clear roles and tasks
- Continuous communication
- How to keep records and evaluate
- Recognition - for all collaborators

2. PLAN AND PREPARE

What? (Following are some headings you may wish to consider as your group develops its detailed plans for Community Service Learning. Representatives of collaborating organizations should be involved in the planning session, along with the youth and their leaders.)

DESIRED OUTCOME OF SERVICE:

EDUCATIONAL GOALS:

HOW WE CAN USE WHAT WE ARE LEARNING IN OUR SERVICE:

NUMBERS OF YOUTH TO BE INVOLVED:

ESTIMATED SERVICE TIME REQUIRED:

POTENTIAL COLLABORATORS:

PREPARING SERVICE PROVIDERS TO WORK WITH YOUTH:

PRE-SERVICE STUDY AND TRAINING:

PREPARATION FOR ADULT SUPERVISION:

RESOURCES NEEDED:

COMMUNICATIONS NEEDS: (Pre, During, and Post Service)

Parents

Collaborators

Service Providers

Public

TRANSPORTATION NEEDS:

SUPPLIES AND MATERIALS:

SECURITY:

PLANS FOR REFLECTION OPPORTUNITIES DURING SERVICE:

RECOGNITION OPPORTUNITIES:

SPECIFIC ROLE DESCRIPTIONS FOR EACH INDIVIDUAL SERVICE POSITION:

Title - lends authority to the role

Purpose - identifies the objective(s) for the role

Success Criteria - basis for evaluation of the results

Time Required - best realistic guess

Responsibility - What is expected?

Target Dates - which are fixed, which flexible?

Resources and Training - what is available?

Relationship - with other volunteers, staff

Qualifications - what is essential?

REFLECTION on Planning and Preparation

Sharing - How do you feel about our planning for a Community Service Learning Project? Do all of us feel it is "our" plan, now that we worked on it together?

Analyzing - Did we listen to everyone's ideas? Did everyone have some responsibilities? What was the hardest part to do? Are you confident that we have all the necessary planning completed?

Generalizing - Does this planning remind you of something you have done before? Beside 4-H, which other of your groups could use such a planning process? What kinds of jobs require planning skills such as we have just practiced? Would you like to have a career that required good skills in planning?

3. EXPERIENCE MEANINGFUL SERVICE

Ongoing support should be provided for each youth volunteer during the service experience. If the service activity involves a group of 4-H'ers working together, the coaching and support should probably come from 4-H. If the service activity involves individual youth who are working as volunteers in another agency, the agency should provide the coach/mentor for the youth. This role is much like the coach/player relationship. The coach is nearby, observing the activity, providing immediate feedback and guidance, and helping the youth volunteer understand the big picture. Whenever possible, the youth volunteer should have the chance to try his or her own ideas, methods or approaches to reach the clearly-defined objective.

Recognition, including praise for good work, should be given frequently and as close to the accomplishment as possible. Opportunities for youth volunteers to interact with the beneficiaries of their service strengthens the impact of the experience on the youth, and increases their satisfactions.

REFLECTION DURING SERVICE

Reflection involves active, persistent, and careful consideration of what is happening in light of the needs which led to the service, the educational goals of the volunteer, and the service goals. Preparation for observation and reflection before the service is essential. To allow for individual differences in learning style, youth should be able to choose from among a variety of structured ways of reporting back on their service learning experience. There are three possible media:

Writing - Journals, reports, plays, stories, poems, news articles, letters, display, etc.

Speaking - Demonstrations or oral reports to the 4-H group or collaborators
public speeches to parents, community groups, testimony before policy making bodies,
radio interviews, discussions with community members or experts on an issue, small group
discussion, whole group discussion, one-on-one dialog with a mentor/coach, debate, etc.

Performing and Multimedia - Drama, music or theater presentation, painting,
drawing, collage, scrapbook, portfolio, photo, slide or video essay, Web page, etc.

There are three types of Reflection. All are significant and should be included in service learning, whatever the media chosen.

Cognitive - What youth volunteers learn from an experience: information, data,
alternative ways of knowing or perceiving, transferring of knowledge already learned into
a new setting.

Affective - What youth volunteers feel as a result of an experience: emotions, attitudes,
changes in concept of self.

Process - What youth volunteers learn from experiencing a process: how to plan, results of
one way of making decisions versus another, refinement of skills of working in groups.

4. ANALYZE AND GENERALIZE

So What? At the conclusion of the actual service phase of the activity, it is extremely important for the entire group of participating youth and adult volunteers to have an opportunity to report back to each other on the reflections they developed during their service. As a group they should reach some joint conclusions on the successes of their projects, what has been learned, and what might have been done more effectively. Youth should be involved in some formal evaluation of their service learning effort, such as the Standards of Quality or the Service Learning Rubric on the following pages. Youth should also participate actively in informing the community of their accomplishments.

Some authorities suggest that this step must include a celebration of accomplishments. If a wide variety of reflections have been prepared by the participating youth and adult volunteers, the analyze and generalize steps might take the form of a Share Fair which includes parents and collaborators. This could incorporate both recognition and celebration for participants.

5. NEW APPLICATION

Now What? Community Service Learning should be *cyclical*. A successful service learning opportunity should conclude with at least the initial steps toward yet another service learning cycle. Part of this is an assessment of new knowledge, skills and attitudes which have been developed. Another is a re-assessment of the original problem or community need which led to the service. Has the situation now changed? Is the problem completely solved, or has it changed in character? As a result of the service learning cycle, does the group now have the skills to take on a more challenging service role? Do other groups need to be informed of the problem or need, and the service opportunities it presents? Did the group uncover other community needs which match their interests and capabilities?

Even if the group decides not to begin another service learning cycle on the original issue at this time, they should consider the additional applications (throughout their lives) for the new knowledge, skills and attitudes they have acquired. Considering ways to apply their learning helps convince youth of its value, and makes it more likely that the new learning will eventually be used in a variety of ways.

Service Learning Rubric For Project Evaluation

Thanks to Dr. Mary J. Seike, UNI, for rubric framework

	<u>Strong Impact</u>	<u>Good Impact</u>	<u>Some Impact</u>	<u>Minimal Impact</u>
1. Meet actual community needs	Determine by current research conducted or discovered by youth with leader assistance where appropriate	Determined by past research discovered by youth with leader assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to a project leader wants to do OR considers only youth needs
2. Are coordinated in collaboration with community	Active, direct collaboration with community by the leader and youth	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not at all knowledgeable
3. Are integrated in subject matter curriculum	Service learning as instructional strategy with content/service components integrated	Service learning as a teaching technique with content/service components concurrent	Service learning part of curriculum but sketchy connections, with emphasis on service	Service learning supplemental to curriculum, in essence just a service project or good deed
4. Facilitate active student reflection	Youth think, share, produce individually and as group members	Youth think, share, produce, group reflection only	Youth share with no individual reflective products	Ran out of time for true reflection; Just provided a summary of events
5. Use new academic skill/knowledge in real world settings to extend beyond the club	All youth have direct application of new skill or knowledge in community service	All youth have some active application of new skill or knowledge	Some youth more involved than others or little community service involvement	Skill knowledge used mostly in the organization; No active community service experience
6. Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
7. Improve quality of life for person(s) served	Facilitate change or insight; Help alleviate suffering; Solve a problem; Meet a need or Address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, of limited benefit or are not new and unique

Standards of Quality in Community Service Learning

- You have a high quality community service learning program if you can answer yes to all of the following questions!

1. Are youth involved in assessing real and meaningful community needs and alternatives?
2. Do youth participate in deciding who will do what by when?
3. Is the planned service activity age appropriate and supervised by a responsible adult?
4. Is the planned service activity safe, and free of the operation of vehicles or machinery which require technical training?
5. Is the service activity meaningfully connected to subject matter the youth have been learning? Does it provide them with opportunities to use their newly acquired subject-matter skills and knowledge in real life situations in their own communities?
6. Will the proposed service meet actual community needs? Will it meet the needs of individuals with whom the youth will meet and interact?
7. Are community groups, agencies, organizations and/or schools partners in the project? Will youth experience and understand collaboration? Does the service learning connect 4-H and its community in new and positive ways?
8. Does your planned community service provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity?
9. Does the plan include opportunities to inform families and the community of the service (and learning) that has taken place?
10. Does your service opportunity promote healthy self esteem, moral and intellectual maturity, responsibility to self and others, and taking an active role as a citizen? Does it promote career exploration and work force skills which benefit youth and society?
11. Will youth be meaningfully involved in evaluating the project?
12. Will there be opportunities for youth to consider new applications for what they have learned from their service learning experience?
13. Will youth's efforts be recognized by those served, including their peers, 4-H itself, and the community?
14. Are youth differences in age, interests and ability provided for with service opportunities?

Community Service Learning Project Ideas by 4-H Curriculum Category

A CITIZENSHIP AND CIVIC EDUCATION

AB Citizenship

Advocate for youth issues with governing bodies.

Organize a Christmas Center - where those who can't afford to buy gifts for their families can go to get clothes, toys, household items, food. Needy can be referred by school, DFS, a doctor, a church.

Organize a "Community Service" class at the fair, where all 4-H'ers are encouraged to make and exhibit items which will later be donated to charities.

Write a proposal asking that a vacant lot be turned into a playground. Follow up, and build the playground.

Write a proclamation for Community Beautification Week. Get mayor to sign it. Distribute copies to newspapers, radio stations, organizations, businesses. Get kids to volunteer.

AC Cultural Education

Adopt a new immigrant family-help them connect to the community.

Make ethnic holiday cookies for shelters, hospitals, nursing homes.

Organize a cultural festival to celebrate and share diversity (and food!)

Build a memorial for veterans, or for founders of the community.

AD Global Education

Investigate needs, Publicize, Collect and process items needed for disaster relief.

Trick or Treat for UNICEF.

AE Intergenerational Programming

Senior Pals - non-relatives, not in nursing homes. Monthly visits by one youth. End of year picnic.

Establish a once-a-week visit and activity time for a nursing home.

Collect oral histories from the oldest residents, print and share them.

Help an elderly neighbor - mow, pull weeds, shovel snow, paint, whatever needs to be done.

Read to elderly with limited vision.

Write letters for elders with limited vision or hand usage.

AF Understanding Physical and Mental Limitations

Older 4-H'ers conduct special 4-H program for institutionalized handicapped. Put extra effort into recruiting handicapped youth into ongoing 4-H programs.

B COMMUNICATIONS AND EXPRESSIVE ARTS

BA Communication Arts

Read or tell stories to kids every week in preschools.

Tutor younger kids to improve reading, writing skills.

Make a list of hotlines for kids who need help. Distribute the list widely to kids, maybe as a billfold card.

BB Performing Arts

Presenting special talents (dance, music) to nursing homes.

Christmas caroling to elderly and shut-ins.

BC Visual Arts

Make Holiday cards for people in nursing homes, hospitals - year round.

Make small seasonal decorations for shut-ins, nursing homes, hospitals.

Design and paint a mural in a public place *with permission!*

C CONSUMER AND FAMILY SCIENCES

CA Child Development, Child Care, Babysitting

Volunteer to help in preschools, after school child care.
Lead a 4-H project for kids in after school programs.
Organize a reading program for children of working mothers at a local business.

CB Clothing and Textiles

Recycle discarded clothing into useful items for the needy.
Make quilts for overseas, homeless.

CC Consumer Education

Deliver demonstrations, presentations on consumer issues.
Organize, promote, and volunteer in food recovery efforts to benefit those in need.
Organize a Neighborhood Crime Watch and engraving of valuables in homes.

CD Home Environment

Help shut-ins with needed home maintenance, renovation.
Clean up or paint over graffiti.

CE Parenting and Family Life Education

Develop a brochure of all services and helps available to parents; distribute throughout the community.
Volunteer to help with child care for those who can't afford to pay.

D ENVIRONMENTAL EDUCATION AND EARTH SCIENCES

DA Environmental Stewardship

Deliver stewardship presentations to elementary classes.
Install 4-H stenciled trash cans in community parks.

DB Earth, Water and Air

Spray warnings on stormwater sewers that flow into rivers, lakes.
Restore riparian zones (stream banks) on nearby streams.
Control erosion on public lands such as parks.

DC Energy

Deliver demonstrations on energy conservation to schools, PTA, Service Clubs, etc.
Offer to do home surveys to advise on weatherproofing and energy conservation.

DD Forests, Rangeland and Wildlife

Organize a community Arbor Day celebration - plant trees in public areas.
Plant wildlife food plots in public and private lands.
Advocate for parks, greenbelts.
Plant wildflowers in public rights-of-way.
Establish demonstration plot of native plants in a park.
Become an active member of an environmental or wildlife organization.

DE Outdoor Education/Recreation

Conduct a Day Camp for 5-7 year olds in poor neighborhoods.
Organize a "Volksmarch" of historic parts of your area, at a beautiful time of year.
Collect for, build and install playground equipment.

DF Waste Management

Organize an "Adopt a Highway (or road) Campaign".
Promote a special summer week for city-wide cleanup. Involve ALL youth groups.
Demonstrate home and yard composting throughout the community.
Get your school to stop using environmentally unfriendly packaging in the lunchroom.

E HEALTHY LIFESTYLE EDUCATION

EA Chemical Health

Present anti-Drug programs for schools.
Organize "kick butts" (anti-smoking) program for junior and senior high schools.

EB Mental and Emotional Health

Advocate or raise funds for mental and emotional health services needed in your community.
Organize and staff a youth crisis hotline.

EC Foods and Nutrition

Taking food baskets to shut-ins
Helping cook and serve at center for homeless
Promote and take part in food recovery programs in restaurants, etc. for the needy.

ED Physical Health

Deliver presentations on health and exercise to teens, schools, service clubs, etc.
Establish a fitness course in a public park.
Organize active events such as bike hikes, share health tips with participants.
Sponsor a community blood drive. Contact past donors, set donation appointments, send reminder post card, put up posters, do radio spots, help unload the bloodmobile, setup, assist as Gophers. Junior leaders sponsor cash awards to get 4-H Clubs to get older teens and parents to donate.

EE Safety

Present Safety Demonstrations and programs at schools.
Conduct safety surveys of homes, farms, tagging safety hazards.
Organize and conduct a hunter safety course in the community.
Campaign for streetlights or crosswalks at dangerous intersections.

F PERSONAL DEVELOPMENT AND LEADERSHIP

FA Career Exploration and Employability

Volunteer with service agencies that allow you to explore careers of interest.
Advocate for training and jobs for those leaving welfare.

FB Critical Thinking Skills

Tutor younger children who need help.
Serve on church, community boards and committees.

FC Economics, Business and Marketing

Organize a feeder calf sale, fat animal sale at the fair.
Volunteer to help with a "Mini-Society" Youth Entrepreneurship program.

FD Introductory 4-H Projects

As a group, clean up a public place, such as a park, school grounds, courthouse lawn.

FE Hobbies and Collections

Displaying collections at nursing homes.
Find a younger kid who needs a friend, and introduce them to your hobby.

FF Leadership Skills Development

Serve on church, community boards and committees.
Serve as superintendents at the county fair.
Every teen serve as a 4-H Junior Leader.

FG Leisure Education

Provide special Holiday activities for nursing homes.
Assess community leisure needs, campaign with authorities for needed activities.

- FH Personal Development**
 Volunteer individually in agencies that interest you.
 Identify something you are not good at, and use a volunteer experience to improve your skills.
- FI Reading Literacy**
 Collect used children's books, make them available to those in need.
 Set up a book exchange, so kids can trade in ones they have read for ones they have not.
 Organize a reading circle for children at a local library.
 Work with your school to tutor students who need special help.
 Organize a reading program at a school summer playground activity.
- FJ Social Recreation Skills**
 Leading Bingo, other games for nursing home residents.
 Organize and conduct community celebrations.
- FK Values Clarification/Character Education**
 Letters to the Editor and call in shows reacting to local concerns of youth.
 Testimony before city, county boards and councils to address problems facing local youth.
- G PLANTS AND ANIMALS**
- GA AG in the Classroom**
 Farm Day for nursing home residents.
 Petting zoo at the fair, community events.
- GB Animals**
 Take pets to nursing homes once a month.
 Establish a petting zoo at a military base. (For the KIDS, not the soldiers!)
 Raise Guide Dog or Helper Dog puppies.
 Volunteer at the animal shelter.
 Get involved with humane society in controlling local pet population, reducing strays, arranging for free or inexpensive spaying and neutering in low income areas.
- GC Plants**
 Establish flower and vegetable gardens at nursing home. Help residents care for them.
 Establish kid community garden in a vacant lot, with 4-H'ers organizing, serving as resources.
 Plant flower beds in public places such as Courthouse, schools. Restore a neglected cemetery.
- H SCIENCE AND TECHNOLOGY**
- HA Science/Technology Literacy**
 Present science demonstrations in elementary schools.
 Tutor younger kids who have trouble with science.
- HB Biological Sciences**
 Conduct a chick embryology program at a school ... or in ALL schools.
- HC Technology and Engineering**
 Repair and paint a house for a needy family.
 Mentor younger children to introduce them to computers.
 Make wooden holiday gifts for needy children.
 Tune up, sharpen and adjust lawn care machinery for those who need it.
- HD Physical Sciences**
 Demonstrate Model Rocketry to younger youth, explain the science behind it.
 Test samples of local drinking water for lead.

RESOURCES

WEBSITES

- America's Promise - The Alliance for Youth is the official archive of the Presidents' Summit for America's Future. Articulates the five fundamental resources for children and youth and shares program examples. You will be asked to register your profile and get involved in this effort. You will receive future e-mail updates and information about America's Promise. <http://www.americaspromise.org>
 - American Promise, PBS's series in a website offering two areas, the Community Action Guide and the Public Discussion Center. The Action Guide includes 24 different projects, their details and who to contact for more information. In the Public Discussion Center, there's an area for teachers to discuss how to do different lessons. <http://pbs.org/ap/>
 - America Reads Challenge: Resource directory of partnership organizations for the Family Involvement Partnership for Learning. <http://www.ed.gov/inits/americanreads>
 - CityKids CyberLinks: Homepage incorporates coalition activities, chats, information on issues of concern to youth, and updates on current CityKids programs, teaching youth principles. Encourages youth across the nation to get involved. <http://www.citykids.com>
 - The Coalition for America's Children is one-stop shopping for people who want to learn what they can do to help children. <http://www.kidscampaigns.org>
 - Constitutional Rights Foundation, <http://www.crf-usa.org>
 - Giraffe Project website includes profiles of community heroes, "giraffes," who have stuck their necks out for the common good. You can nominate community heroes. The site also has inspiring news articles and quotes as well as information on the project's K-12 curriculum and its speaker program. <http://www.giraffe.org>
 - Just Add Kids: Resource directory of partnership organizations for the Family Involvement Partnership for Learning. 1-800-USA-LEARN www.ed.gov/Family/JustAddKids
 - National Association of Partners in Education, Supports development of partnerships that ensures success for all students. Provides training in partner development and sponsor the IDEALS program which focuses on developing partnership for service learning. <http://www.napehq.org>
 - National Service-Learning Cooperative Clearinghouse has searchable databases on service-learning literature, programs, events, trainers, organizations and K-12 Learn and Serve America grantees. It has links to service-learning sites elsewhere on the web. You can enter information about your service-learning program, training or conference, or if you provide training or technical assistance on service learning, you can add your name to its referral database. You can also sign up for its K-12 Listserve, which will keep you in touch via E-mail with service-learning educators across the nation. www.servicelearning.org
 - National Technical Assistance Center: <http://www.nylc.org>
 - National Urban League is working hard to support programs that provide safe, stable, enriching environments where children can keep on learning between the hours of three and six pm. Learning values, learning social skills, learning to be responsible and productive members of their community. <http://www.nul.org>
 - National Mentoring Partnership: Resources to plan and implement mentoring programs; community collaborations to support mentoring; excellent information on mentoring do's and don'ts; how-to's. <http://www.mentoring.org>
- Neighborhood Networks is a community-based initiative to build computer learning centers that provide education, information and employment opportunities to residents of HUD's Multifamily Housing. A public-private partnership with HUD providing the framework for launching the initiative. <http://www.hud.gov/nnw/nnwindex.html>.
- Nonprofit Prophets is an interactive project that challenges groups of students to investigate a problem that they see in the world and then create a WWW Resource page on the Internet that teaches the world about the problem. Students select a topic (a list is provided), research the problem, locate nonprofit partners on the web to collaborate with, conduct ongoing communications with

professionals in the field, write articles on the problem, design a page, get feedback on the design, and publish a web page.
<http://www.kn.pacbell.com/wired/prophets>

- Read California: http://www.readcalifornia.org/resources_orgs_local.html
- Stand For Children: The focus this year is on healthy children, healthy communities. <http://www.stand.org>
- Volunteer America is an online initiative which connects thousands of volunteers with nonprofits who need them. A visitor logs on, and enters a relevant zip code and a timeframe of 1-4 weeks. Immediately, a full range of volunteer opportunities appears. Works in collaboration with numerous volunteer centers and nonprofit organizations nationwide. <http://www.impactonline.org>
- Youth in Action Network is an interactive free web site for young people, educators, organization members, and classrooms who want to learn about, and participate in, positive social action and service projects. Youth and educators from around the world come together to learn, communicate, and take action on issues related to topics such as the environment and human rights. The site has information and links to other sites problem areas, communication tools forums and chat areas, and take action tools. <http://www.mightymedia.com/youth/>
- Youth Service America: The largest site on the Internet devoted to service and volunteering. SERVENet is a hub and workstation: an interactive community of people and organizations committed to solving real problems. Describes a wide variety of service programs already underway nationwide. <http://www.servenet.org>

PUBLICATIONS

Service Learning

Purchase the following four items from the National 4-H Supply Service Sourcebook. These four are recommended for use by 4-H in all States, Territories, and Counties.

National 4-H Supply Service, 7100 Connecticut Avenue, Chevy Chase, MD 20815-2934

Phone: (301) 961-2934, Fax: (301) 961-2937, Email: 4Hsupply@fourhcouncil.edu, Internet: <http://www.4hmall.org>



- *Youth In Governance*, by Community Partnerships With Youth, Inc., Indianapolis, IN (219-422-6493) (*National 4-H Collection*) centers around the administrative functions and day-to-day workings of a board of directors. Its purpose is to encourage the participation of youth on boards and/or committees and to provide the knowledge needed to be an effective board/committee member.
- *Youth As Trustees*, by Community Partnerships With Youth, Inc., Indianapolis, IN, (219-422-6493) (*National 4-H Collection*) Focuses on helping youth understand trusteeship, the action involved, and the commitment needed. Its purpose is to empower youth to serve as trustees and to demonstrate this belief through community service.
- *The Kids Guide to Social Action: How to Solve Social Problems*, by Barbara A. Lewis, Free Spirit Publishing, Minneapolis, MN, 1991. (*National 4-H Collection*) A step-by-step guide to making social change, including 22 reproducible handout masters. A book for kids who want to make a difference - how to solve problems by turning creative thinking into positive action. Includes inspiring stories about real kids accomplishing great things.
- *TAXI - Taking Anybody Into Expanded Involvement*, Published by National 4-H Council and 4-H USDA for adult staff development. (*National 4-H Collection*) Five different workbooks with training guides and assessment tools for different stages of volunteer development to help 4-H organizations develop individuals as volunteer program leaders.
- *101 Things You Can Do For Our Children's Future*, by Richard Louv (Anchor Books, Doubleday, NY, 1994 \$10, 354 pp.) An interactive workbook for parents and others who want to create a better life for children *now!* Practical, doable ideas to connect to the wider community.
- *Adventure of Adolescence: Middle School Students and Community Service*, by Catherine Z. Rolzinski (Youth Service America, Washington, DC, 1990). Case studies of community and school based programs for middle school students.
- *Building Bridges: Teens in Community Service*, by Eugene C. Roehlkepartain (Respec Teen, Minneapolis, MN, 1992). This brochure summarizes the value of teen involvement in community service. Free. (800) 888-3820.
- *Changing the Paradigm Kit*, by the Points of Light Foundation (Washington, DC, 1993). This kit includes a video, user's guide, and reports that grow out of the Foundation's Changing the Paradigm initiative on characteristics of agencies that effectively involve volunteers (including youth) in their programs.

- *Children as Volunteers: Preparing for Community Service*, by Susan J. Ellis, Anne Weisbord & Katherine H. Noyes (Energize, Philadelphia, PA, 1991). If you want to include elementary-age children in service, this booklet is a valuable guide.*
- *City Youth: Education and Community Action* by Constitutional Rights Foundation, (Los Angeles, CA, 1995, (213)487-5590). Multi-disciplinary service-learning activities that promote civic participation and student's understanding of their community. Student workbook has "checkpoints" for self-assessment of progress.
- *Collaboration Workbook: Creating, Sustaining, and Enjoying the Journey*, by Michael Winer & Karen Ray (Amherst H. Wilder Foundation, St. Paul, MN, 1994). A step-by-step guide to building a community collaboration. Adapts well to a service-learning partnership.
- *Combining Service and Learning: A Resource Book for Community Service and Public Service*, Volumes I-III, edited by Jane C. Kendall, (National Society for Internships and Experiential Education, Raleigh, NC, 1990). This three-volume collection of articles and case studies is indispensable for anyone serious about understanding the history, theory, and practice of service learning. Volume I focuses on theory; Volume II on practice; and Volume III on resources.
- *The Community Collaboration Manual*, by National Assembly of National Voluntary Health and Social Welfare Organizations (Washington, DC, 1991). Gives step-by-step guidelines for building and maintaining a community collaboration around youth issues.
- *Creating and Managing Partnerships for Service Learning: A Guide for Service-Learning Coordinators*, by Jim Pitofsky (National Association of Partners in Education, Alexandria, VA, 1994). This self-guiding manual takes you through awareness, needs assessment, goals and objectives, program design, partnership management, and other key issues in a service-learning partnership.
- *Educator's Guide to Community Service Projects Involving Children*, by The National Association of Elementary School Principals (NAESP) with USA Today, 1-800-872-7073
- *Everyone Wins When Youth Serve*, by the Points of Light Foundation, (Washington, DC, 1995, \$5). This booklet highlights the power of creating service-learning opportunities for youth in agencies. It discusses service-learning benefits of involving youth, concerns related to creating service-learning opportunities in agencies and first steps agencies can take to develop these opportunities.
- *Facts and Faith: A Status Report on Youth Service*, by Anne C. Lewis (Youth & America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988). This research report is an excellent summary of the impact, practice, and promise of service learning.
- *Get Ready for Anything!*, by the Points of Light Foundation (Washington, DC, 1992, \$3.75). A booklet, written for youth, tells the stories of seven communities where young people are making a big difference through youth leadership and service.
- *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum*, edited by Rich Willits Cairns & James C. Kielsmeier (National Youth Leadership Council, St. Paul, MN, 1991). This collection of the "best of the best" in service learning is a key resource for anyone interested in service learning. It explores the principles and practices, as well as numerous case studies from schools across the country.
- *How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs*, by Harry C. Silcox (Brighton Press, Philadelphia, PA, 1993). Silcox presents a clear framework for understanding different types of reflection and their role in service learning.*
- *Learning by Giving: K-8 Service-Learning Curriculum Guide*, by Rich Cairn (National Youth Leadership Council, St. Paul, MN, 1993). This binder overviews the elements of service learning and its impact, then presents the nuts and bolts of building a service-learning program.
- *Learning Through Service*, by Kate McPherson, (Project Servant Leadership, Seattle, WA, 1989). A 24-page introduction to the concepts and practical issues in service learning from one of the experts.*
- *Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning*, Maryland Student Service Alliance, Baltimore, MD, 1994). Maryland is the only state to require service-learning for graduation. This guide, based on what schools have learned, provides practical ideas for engaging young people in school-based service.
- *National Youth Service: Answer the Call*, by Youth Service America (Washington, DC, 1994). A resource guide for youth and national service practitioners, educators, youth policy makers, as well as parents who are interested in knowing more about National and Community Service.

- *150 Ways Teens Can Make A Difference*, by Marian Salzman & Teresa Reisgies (Peterson's Guides, Princeton, NJ, 1991). Community activities and listing of non-profit associations where youth can volunteer.
- *The Power and Potential of Youth in Service to Communities*, by Paula J. Beugen (Minnesota Office of Volunteer Services, St. Paul, MN, 1993). This manual presents the basic issues in youth community service from an agency perspective, including many examples of service programs in Minnesota.
- *Practical Guide for Developing Agency/School Partnerships for Service Learning* by the Points of Light Foundation, (Washington, DC). This manual guides organizations from the agency perspective on creating service-learning opportunities for youth. It summarizes some of the philosophy behind service learning and assists organizations in designing or enhancing a service-learning program. It is presented in any easy-to-read format with ready-to-use worksheets. \$37.50
- *Principles of Good Practice for Combining Service and Learning*, by Ellen Porter Honnet & Susan Poulsen, (The Johnson Foundation, Racine, WI, (414)681-3328,1989).
- *Profiles in Service: A Handbook of Service Learning Program Design Models*, by Brenda Urke and Maddy Wegner (National Youth Leadership Council, St. Paul, MN, 1993). This handbook presents five detailed case studies of service-learning partnerships as well as lessons learned from these efforts.
- *Route to Reform: Service-Learning and School Improvement*, (National Youth Leadership Council, St. Paul, MN 1994). A compilation of more than 50 descriptions of effective service-learning projects, grades K-8, from Generator School and summer WalkAbout teachers.
- *READ*WRITE*NOW Partners Tutoring Program*. (U.S. Department of Education) A guide to creating effective tutoring programs for school-age children, grades 1-6. 1-800-USA-LEARN
- *READ*WRITE*NOW Reading Partner Kit* (U.S. Department of Education) A creative tutoring guide designed for one-on-one reading experiences with elementary-age students. 1-800-USA-LEARN
- *Ready, Set, Read!* (U.S. Department of Education) Important activities designed to prepare the pre-school age child for reading. 1-800-USA-LEARN
- *San Francisco Bay Area Volunteer's Handbook - How to Build the Community We Want*, (EarthWorks Group, Bay Area Volunteer Book Project, EarthWorks Press, P.O. Box 1117, Ashland, OR 97520, 1996, 134 pp.)
- *Schools and Communities: Creating Places of Learning*, by the Points of Light Foundation (Washington, DC, 1993). This booklet introduces the concept of service learning and how to create a service-learning environment in communities. \$5.
- *Service Learning in the Middle School: Building a Culture of Service*, by Carl Fertman, George White & Louis White (National Service-Learning Cooperative Clearinghouse, St. Paul, MN, 1996 (800)808-7378). The book takes the reader through the entire process of building a culture of service, from developing teams of teachers and students, to creating the organizational and community environments necessary to improving opportunities for high quality service learning. Included are case studies and lists of organizations and resources available to assist in the development of better service learning in the middle school.
- *Skills for Adolescence: Middle and Junior High School* by Lions-Quest, (Quest International, Granville, OH, 1992, 800-837-2801). Middle and junior high activities which foster specific positive skills in adolescents, for example communication skills. Contains some service-learning activities.
- *Skills for Growing: A Positive Youth Development Program for Grades K-5*, by Lions-Quest, (Quest International, Granville, OH, 1992, (800)837-2801).
- *Student's Guide to Volunteering*, by Theresa Digeronimo (Career Press, Franklin Lakes, NJ, 1995, (800)CAREER1). Guide for teenagers giving information about how and where to become involved in different areas of concern, i.e., health care, education, the homeless, the environment, substance abuse prevention.
- *Stone Soup for the World*, by Marianne Larned (Stone Soup Foundation, P.O. Box 4301, Vineyard Haven, MA 02568, 1997, 48 pp.) 100 stories to open hearts and rekindle the spirit of giving, serving and building a better world.
- *Student Service and Philanthropy Project: A Resource Guide for Establishing a Student-Run Foundation*, by Surdna Foundation & New York City Board of Education Division of High Schools, (1994). Activities which focus on building a student-run foundation, includes teamwork, leadership, and reflection activities. Also includes section on creating projects.
- *Teaching Kids to Care*, by Sharon Vincz Andrews (Indiana State Univ. & EDINFO Press and ERIC Clearinghouse on Reading, English and Communication, Terra Haute, IN).

- *Teaching Your Kids To Care: How to Discover and Develop the Spirit of Charity in Your Children*, by Deborah Spaide (Carol Publishing Group, NY, 1995). Guidebook for family and youth activities which serve the community.
- *Volunteer Community Service Catalog by the Points of Light Foundation*, 1996, (800)272-8306). Catalog that contains over 150 book resources related to non-profit and volunteer management, fundraising, board development and more. Plus includes items for volunteer recruitment and recognition.
- *We Are Resourceful! A Community Problem-Solving Resource Kit for Young People*, by Diane L. Hacket (United Way of America, Alexandria, VA, 1993). This step-by-step guide shows how to lead service projects in their community. It includes practical checklists and worksheets.*
- *What Kids Need to Succeed: Proven, Practical Ways to Raise Good Kids*, by Peter I. Benson & Judy Galbraith, (Free Spirit Publishing, Minneapolis, MN).
- *Youth People as Community Builders*, by Barry Checkoway and Janet Finn (Center for the Study of Youth Policy, University of Michigan, Ann Arbor, MI, 1993). This booklet describes a study of youth-led initiatives, showing characteristics of effective efforts.
- *Youth Service: A Guidebook for Developing and Operating Effective Programs*, by Dan Conrad and Diane Hedin (Independent Sector, Washington, DC, 1987). These 72 pages are packed with the wisdom and experience of two of the pioneers in service learning. Suggested worksheets and exercises make it a particularly useful planning guide.*
- *VYTAL Manual: Volunteer Youth Training and Leadership*, by United Way of Allegheny County Volunteer Action Center (Philadelphia, PA, 1991). This manual includes curriculum enrichments and project ideas that familiarize youth with foundational issues of service and volunteering.
- *Kids with Courage: True Stories about Young People Making a Difference*, by Barbara Lewis. Free Spirit Publishing, Minneapolis, MN, 1989
- *An Educator's Guide for Community Service Projects Involving Children* by the National Association of Elementary School Principals, 1994, (1-800-872-7073)
- *Young and Old Serving Together: Meeting Community Needs Through Intergenerational Partnerships*, by Generations United c/o Child Welfare League, Washington, DC. (202-638-2952)
- *Connecting the Generations: A Guide to Intergenerational Resources*, by AARP, PC&DD Publications, (202-434-2218)
- *A Guidebook for Organizing Intergenerational Partnerships in Schools*, by AARP, PC&DD Publications

SERVICE PROJECT IDEAS

- *Kids Can Help Book*, by Suzanne Logan (Perigee Books, NY, 1992). Guide for young kids explains various societal problems and suggests activities they can use to help.
- *Kids Care Book: 50 Class Projects That Help Kids Help Others* by Joan Novelli & Beth Chayet (Scholastic Professional Books, NY, 1991).
- *A Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want To Make A Difference* by Barbara A. Lewis (Free Spirit Publishing, Minneapolis, MN, 1995 (612)338-2068). Listing of ideas for service projects by topic and steps to implementing projects.
- *50 Simple Things You Can Do to Save the Earth*, by the Earth Works Group (Earth Works Group, Berkeley, CA, 1989).
- *The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals, and the World We Live In*, by Patricia Adams and Jean Marzollos (Random House, NY, 1992).
- *Kids Ending Hunger: What Can We Do!* By Tracy Apple Howard (Andrews and McMeel, Kansas City, MO, 1992).
- *Save Our Earth: 750 Everyday Ways You Can Help Clean Up the Earth*, by Diane MacEachern (Dell Publishing, NY, 1990).
- *Volunteer Centers: A Resource for Youth Service*. A Volunteer Center is a community based organizations that mobilizes people and resources to deliver creative solutions to community problems. The centers can provide volunteer opportunities, community resources, training and technical assistance and recognition programs. Contact the Points of Light Foundation (800)59-LIGHT to find out where your local Volunteer Center is located.
- *Intergenerational Projects Idea Book*, by AARP, PC&DD Publications, 1992,(202-434-2218)

SERVICE AND COMMUNITY ORGANIZATIONS

- **Youth Activism Project**, P.O. Box E, Kensington, MD 20895; 1-800-KID-POWER
A resource center created to encourage young people to achieve lasting solutions to problems about which they care deeply.
- **Campus Outreach Opportunity League (COOL)**, 37 Temple Place, Suite 401, Boston, MA 02111, 617-695-COOL (2665)
A national non-profit organization that promotes and supports student involvement in community service and social change by helping students start and strengthen campus-based community service programs. The mission is to educate and empower college students to strengthen our nation through community service.
- **Child Welfare League of America (CWLA)**, 440 First St., N.W., 3rd Floor, Washington, D.C. 20001-2085; (202)638-2952
- **City Cares of America**, 1605 Peachtree St., Ste. 100, Atlanta, GA 30309; (404)875-7334
Committed to developing strong community service leadership in communities served by Cares organization and to establishing and nurturing links within the Cares Network.
- **Close Up Foundation**, 44 Canal Center Plaza, Alexandria, VA 22314; 1-800-CLOSE-UP (1-800-256-7387)
Sponsors Active Citizenship Today program with Constitutional Rights Foundation. Provides technical assistance and training for service-learning program development.
- The International Healthy Cities Foundation, 2001 Addison Street, Berkeley, CA 94704-1102; (510) 642-1715 ; e-mail: healthy@aha.org; <http://www.healthycities.org>
A link to resources and voice for policy and action to the growing community movement in the nation. Currently involves over twelve hundred multisectorial, comprehensive, community-based health and quality of life initiatives. The Coalition is a strategic linkage of these forces.
- **Constitutional Rights Foundation**, 601 S. Kingsley Drive, Los Angeles, CA 90005; (213)487-5590
Has developed model program, sponsors Active Citizenship Today program with Close UP Foundation. Provides technical assistance and training related to service and civic education.
- **CORO**, Susan Castro, Program Coordinator, CORO Southern California, 811 Wilshire Boulevard, Suite 1025, Los Angeles, CA 90017-2624; (213)623-1234; CORO National Office, 1010 West 39th Street, Kansas City, MO 64111; (816) 931-0751
Prepares individuals for effective leadership in the public arena; programs include The Fellow Program in Public Affairs, a nine-month training program, and the six-month Neighborhood Leadership Program, designed to bring together diverse residents in local communities.
- **Corporation for National Service: Learn and Serve America**, 1201 New York Avenue, NW, Washington, DC 20525; (202)606-5000
The K-12 program supports school and community based organizations that engage school-aged youth in service. The Higher Education Program aims to make service an integral part of the education and life experiences of college students. School and Community Based Programs support schools and nonprofit organizations that engage school-aged youth in active learning through service.
- **Council of Chief State School Officers**, One Massachusetts Avenue, Suite 700, Washington, DC 20001-1431; (202)336-7000
Supports state education offices in the development of service-learning strategies, including connections to Goals 2000, school to work and other education related strategies.
- **Giraffe Project**, 197 Second Street, P.O. Box 759, Langley, WA 98260; (360)221-7989
The central theme of the Giraffe Project is that our society's problems will truly be solved only when enough ordinary citizens are willing and able to stick their necks out and take responsibility for working on the solution. Offers materials for teachers related to developing courage and caring in students and how to put those qualities to work by doing service.
- **Maryland Student Service Alliance**, 200 W. Baltimore Street, Baltimore, MD 21201; (410)767-0358
The Alliance has a series of training manuals dealing with teacher training, plus curricula for elementary, middle and high school as well as special education.
- **National Service-Learning Clearinghouse**, ETR Associates, 4 Carbonero Way, Scotts Valley, CA 95066; 1-866-245-7378 (SERV), 831-438-4060; E-mail: nslc@servicelearning.org
Provides information, technical assistance and training through national center and its partners.
- **National Society for Experiential Education**, 9001 Braddock Road, Suite 380, Springfield, VA 22151; (703)-426-4268, (800)-803-4170
The organization serves as a national resource center and professional association of individuals and organizations committed to

learning through experience, including service learning.

- **National Youth Leadership Council**, 1667 Snelling Avenue North, St. Paul, MN 55108; (651)-631-3672
Provides training and technical assistance related to service learning. Sponsors Generator Project and Walkabout, a local Minneapolis summer service-learning program.
- **The Points of Light Foundation**, 1400 I Street, NW, Suite 800, Washington, DC 20005; (202)729-8000 (800)750-7653;
www.pointsoflight.org
Provides training, technical assistance and resources related to agency role in service learning and school-agency partnerships for service-learning. Sponsors Communities as Places of Learning program.
- **Public Allies**, 633 W. Wisconsin Avenue, Suite 610, Milwaukee, WI 53203; (414)273-0533, FAX (414) 273-5043
Builds strong community leadership among young adults through leadership training and professional apprenticeships in community organizations. Organizes team service projects.
- **Quest International**, 1984 Coffman Road, P.O. Box 4850, Newark OH 43058-4850
Offers materials and training for teachers through its Skills in Action curriculum and other programs which support service learning.
- **Search Institute**, The Bank Building, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413; (800)888-7828, (612) 376-8955
Specializing in "practical research benefiting children and youth." Offers resources for youth workers in congregations, schools and communities. Has done several service learning research related projects.
- **Youth As Resources**: National Crime Prevention Council, 1000 Connecticut Avenue, NW, 13th Floor, Washington, DC 20036; (202)466-6272
Engages youth in designing and implementing issue-related projects which allow young people to act as agents of community change and crime prevention.
- **Youth on Board**, 58 Day Street Somerville, MA 02144; 617-623-9900 ext. 242
Works with model intergenerational boards. Provides training, consultation, and materials on how to build effective intergenerational boards.
- **Youth Service America**, 1101 15th Street, NW, Suite 200, Washington, DC 20005; (202)296-2992
Provides training and technical assistance around youth leadership, including youth entrepreneurship.
- **Youth Venture**, 1700 North Moore Street, Suite 2000, Arlington, VA 22209; (703)527-4126
An organization that works with young people in junior high and high school, ages 12-18, to make a difference in their community through ventures.
- **Youth Volunteer Corps of America**, 4600 W. 51st Street. Suite 300, Shawnee Mission, KS 66025; (913)432-9822

REFERENCES

Howe, H. (1986). *Can Schools Teach Values?* Remarks at Lehigh University (May) Bethlehem, PA.

Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Portland, OR: Western Regional Center for Drug-Free Schools and Communities Far West Laboratory.

Lewis, A.C. (1987). *Facts and Faith: A Status Report on Youth Service*. The Commission on Work, Family and Citizenship, Washington, DC: William T. Grant Foundation

Perkins, D. F. (1994). *Community Service & Service-Learning: Rationale, Research and the Link with 4-H*

Schine, J. (1989). *Young Adolescents and Community Service*. Working Paper for the Carnegie Council on Adolescent Development. Washington, DC.

Eberly, D. (1991). *National Youth Service: A Democratic Institution for the 21st Century*. Washington, DC: National Service Secretariat.