

# 4-H Teen Leadership Council Reaches Out

## Putting the Learning into Service

### Intended Audience:

- Teens (14-18 years old)

### Lesson Objectives:

Session participants will:

- Learn about the difference between community service and service learning.
- Learn how to plan a service learning project
- Learn about tools to use when planning.
- Learn how to conduct a proper reflection for the project.

**Time:** 1.5-2 hours

### Equipment and supplies:

- Printed Addendum 2 for Instructor
- Each Participant:
  - Markers
  - Paper
  - Pens
  - Addendum 2
- Supplies for Potential Service Projects

### Do Ahead:

- Review activity instructions.
- Gather equipment and supplies.
- Review addendums one

### BACKGROUND

Community service is a wonderful way for teens to give back to their communities. The best way to make a service project the most meaningful for the participants is to center it around learning. Service learning is making learning the priority. For participants, this means engaging in planning, background research, the project, and reflections.

### WHAT TO DO

#### *Picking a Project*

- As a group discuss and write down prevalent problems in your community.
- From your list, pick one problem to address and design a service project for.

#### *Learn About the Problem*

- Before you begin the planning process have the group research the problem for approximately 10 minutes.
- Upon the completion of the research, have the participants share what they learned about the issue.

#### *Planning the Project*

- Tell the group, "Planning the details of the project will allow for a greater success and a more rewarding outcome."
  - Use the addendum in this lesson to plan the service project, making it something that can be done with the supplies you have on hand.

#### *Action*

- Complete the service project that you have planned.

#### *Reflection*

- Internal: Have participants individually write down what went well, what could be improved, and rate how the project went.
- Group: Have participants discuss what they wrote down as a group. Once discussion has been sufficient, have the group rank aspects of the service project using the fist to five method. To use this method verbally ask the participants things about the project, like planning



## Sources:

- National FFA. (2017). *Service Planning Guide*. Retrieved from [https://www.ffa.org/SiteCollectionDocuments/hunger\\_lts\\_ho14\\_workbook\\_interactive.pdf](https://www.ffa.org/SiteCollectionDocuments/hunger_lts_ho14_workbook_interactive.pdf).
- National Youth Leadership Council (2016). *What Is Service-Learning?* Retrieved from [nylc.org/service-learning/](http://nylc.org/service-learning/).
- Turner, R. (2012) *What Is the difference between community service and service learning?* Retrieved from [msue.anr.msu.edu/news/what\\_is\\_the\\_difference\\_between\\_community\\_service\\_and\\_service\\_learning](http://msue.anr.msu.edu/news/what_is_the_difference_between_community_service_and_service_learning).

**Additional lessons in this series can be found online at:**

<http://go.osu.edu/TLC>

## TALK IT OVER

### Reflect:

- Lead a group discussion by asking the following questions:
  - What is service learning?
  - How does service learning differ from community service?
  - How can you make your next service project service learning based?
- Go over the different scenarios in addendum two to reinforce the difference between service learning and community service.

### Apply:

- Utilize what you have learned to conduct a service learning project.

## PREPARED BY

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