

HELPING HANDS



**SIX LESSON PLANS TO HELP 4-H'ERS
LEARN WHILE SERVING OTHERS**

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INTRODUCTION



OBJECTIVES:

- ✓ Youth will learn as they serve others and meet real community needs.

MATERIALS NEEDED:

- ✓ a group of 4-H'ers
- ✓ a willing adult volunteer leader

PREPARATION:

- ✓ Familiarize yourself with the basic concepts of service learning.
- ✓ Read the six lesson plans.
- ✓ Get ready to be part of a youth-adult partnership that will do some wonderful things for your community!

4-H SEEDS OF SERVICE

4-H S.O.S. is the name given to the service learning initiative of the Tennessee 4-H program. The program provides resources, training, and assistance with service learning projects across the state. Visit the website at www.utextension.utk.edu/4h/sos or contact Lori Jean Mantooth in the state 4-H office for more information on service learning.

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YOUTH VOICE

Youth of all ages have wonderful leadership potential, and they are just waiting for the opportunity to shine. You will be the adult “leader” of this 4-H group, but don’t think you have to do everything by yourself. Encourage the young people to openly share their thoughts and ideas. Allow them to take responsibility for planning and then implementing those plans. They can make phone calls, gather needed supplies, lead reflection activities, complete project reports, and more. Give them the chance to astound you!

THINGS TO REMEMBER

- ✓ Reflection is the key component of service learning projects. Be sure to include reflection time (even if it’s only five minutes) with every project.
- ✓ For every project, fill out a **Service Activity Report Form** and submit it to 4-H S.O.S. Also ask the beneficiaries to complete either a **Direct** or an **Indirect Beneficiary Survey**.
- ✓ Take pictures throughout the planning, service, and reflection phases. You can use them in the celebration step and also in reflection. The group may choose to construct a scrapbook, which they may enter in the 4-H Service Learning Scrapbook Contest. See the 4-H S.O.S. website (www.utextension.utk.edu/4h/sos) for details.
- ✓ These lesson plans are intended to *guide* you through developing a 4-H group dedicated to service. Feel free to adapt them to your group’s interests, talents, and needs.



SESSION ONE



OBJECTIVES:

- ✓ Youth will build their leadership skills while learning to work together as a team.
- ✓ Youth will learn about the steps of service learning.
- ✓ 4-H'ers will begin to explore the needs in their community.

MATERIALS NEEDED:

- ✓ index cards
- ✓ tape
- ✓ markers
- ✓ flip-chart paper
- ✓ post-it notes
- ✓ "Steps to Service Learning" and "4-H Service Learning Checklist" hand-outs
- ✓ materials for the beginning service learning project
- ✓ ball or other small object to toss

PREPARATION:

- ✓ Write "identities" for the icebreaker activity on index cards.
- ✓ Photocopy "Steps of Service Learning" and "4-H Service Learning Checklist" hand-outs for each group member.
- ✓ Select a small service learning project and gather needed materials.

TEAM-BUILDING ACTIVITY: "FAMOUS PEOPLE"

As people enter the room, they are secretly given a new identity by taping a card with a celebrity's name on his/her back. (You can also use cartoon characters, animals, TV show characters, or other things familiar to the group.) When everyone has a new identity, group members mingle around the room asking other people yes-or-no questions about their secret identity. The goal is to discover which celebrity you have "become."

Process Point: What did you learn about asking questions to reveal information about yourself? What makes this game difficult?

INTRO TO SERVICE LEARNING

Use the "Steps to Service Learning" and "4-H Service Learning Checklist" hand-outs to introduce 4-H'ers to the basics of a service learning project, including planning, action, reflection, and celebration. Discuss the importance of youth voice at every stage of the process. Lead the group to discuss why service itself is important.

GROUP GOALS

Facilitate a discussion on what the group hopes to accomplish this year. Do they want to do one small project during every session? Do they want to work toward one large project? Do they want to commit to a long-term project, such as visiting a nursing home or tutoring? Do they want to combine several types of projects?

COMMUNITY NEEDS ASSESSMENT: "MY IDEAL COMMUNITY"

Divide participants into groups of 2 or 3. Give each group markers and flip-chart paper. Ask them to illustrate their ideal community. What would it have? What would it *not* have? Look at social issues (drugs, education, poverty) as well as physical features (parks, community centers, malls). Have them list how their real community is different from their ideal.

Allow 7-10 minutes for the groups to work. Then ask each group to share their ideal community. On flip-chart paper, make a list of issues or problems mentioned in the presentations.

Ask the 4-H'ers to think of ways they can find out more information on these issues. For "homework," have them pick one or two issues to research before your next meeting.

SERVICE

Although this first project won't be as in-depth as later projects, it is important to "begin as you mean to go." Take time during this first meeting to conduct a small-scale service project. You might consider making cards for a nursing home, writing letters of support for members of the armed forces, or some other form of indirect service. Tell them how you decided on this project and what community need it will meet. Explain that all their other service projects will be planned as a group.

Ask one of the group members to complete the 4-H S.O.S. **Service Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the "Tell us!" page, and click on "Your Story." Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.*

REFLECTION

As the group works on the project or after its completion, facilitate a discussion on what they're doing and why it is important. Sometimes indirect service may not seem as important as projects in which youth personally interact with the people they're serving, yet it can meet very real needs.

Have the group decide on another small project to conduct during your next session. Determine what materials are needed and who will bring which items.

CLOSING ACTIVITY

Have the group stand in a circle. Toss the ball gently around the circle (in no particular order). Explain, "When you're holding the ball, tell us something that you learned today." Make sure that everyone has a chance to speak. For fun, you could limit the number of words they can use, require them to answer in two sentences, etc. After everyone has had a turn, go through the activity again, asking each person to answer the question, "This week, what will you do that is related to service?" *This is an opportunity for them to commit to researching their chosen community issue or to helping other people in a specific way.*

STEPS OF SERVICE LEARNING

Service learning projects require several basic elements for success. The process can be broken into five steps. Under each step are factors that are included on the **4-H Service Learning Checklist**.

YOUTH VOICE: Youth have leadership roles in the youth-adult partnership.

Youth voice is not a step, but rather an integral part of the process. With cooperation from adults, youth are ready and able to take a leadership role in the service learning cycle. As leaders, youth learn more and have a sense of ownership in the project.

STEP 1: PLAN

→ Group plans a project to meet a real community need.

Take a look at the community to identify needs, an activity that can be a learning experience in itself. Brainstorm ideas for projects to meet those needs. Select the project that best suits the group's interests and abilities.

→ Group leaders (youth and adult) set clear learning goals.

Plan learning objectives. What skills can the group learn? What knowledge should they gain? Also, plan how to evaluate the success of the service.

→ Youth and adults are trained and oriented to the service.

Orient volunteers to the service, how the project was selected and why it is meaningful to the community. Train volunteers with whatever skills are required.

STEP 2: SERVE

→ Group accomplishes service goals and completes project.

To help make the service experience as meaningful as possible, remember a few simple guidelines.

- ✓ Set goals.
- ✓ Envision resources.
- ✓ Map out logistics.
- ✓ Anticipate barriers the group may face.

→ Youth volunteers learn life skills and/or information from 4-H project area.

The goal of service learning is for the volunteers to learn from the experience. Help youth (and adults, too) find the teachable moments in every project.

STEP 3: REFLECT

→ Group sets aside time for meaningful reflection, when members openly express thoughts and emotions about the service.

Before, during, and after the project, lead youth to think critically about the service. They may choose to write, talk, act, sing, dance, or in other ways express their thoughts and feelings.

During reflection, guide participants to answer three questions:

- ✓ What?
- ✓ So what?
- ✓ Now what?

→ **Community beneficiaries rate the effectiveness of the project on a five-point scale.**

Reflection is about individuals; evaluation is about the program. Allow youth and adult volunteers, project leaders, and service beneficiaries to voice opinions on the strengths and weaknesses of the service. Ask the beneficiaries to rate the effectiveness of the project on a five-point scale, where

- 1 = not effective
- 2 = somewhat effective
- 3 = effective
- 4 = very effective
- 5 = highly effective.

STEP 4: CELEBRATE

→ **Group celebrates the service, including the beneficiaries in the activity whenever possible.**

At the end of the project, recognize and celebrate the efforts of youth and adult volunteers. Include the beneficiaries of the service whenever possible.

→ **Group plans how to continue meeting this or other community needs.**

Celebration is a great time to look at the success of this project and to look ahead to the next one.

STEP 5: REPORT

→ **Group sends a copy of the Service Learning Activity Report Form to the state 4-H office or submits it on the 4-H S.O.S. website.**

Although reporting is not traditionally considered a part of the service learning cycle, it is very important for the success of 4-H Seeds of Service. Use the **Service Learning Activity Report Form** to record details about the project. It is one-page, simple, and easy to use. After the completion of the project, mail, fax, or e-mail a copy of the form to Lori Jean Mantooh, the 4-H S.O.S. coordinator, in the state 4-H office. The interactive form on the "Tell us!" page of the 4-H S.O.S. matches the paper form, so youth leaders may also enjoy reporting that way. Projects reported on-line will be posted on the website and those groups will receive a special token of recognition.

4-H SERVICE LEARNING CHECKLIST

For a successful 4-H service learning project, include the things listed below. Check them off as you complete them.

WHAT OUR PROJECT NEEDS	WE DID IT!
Youth have leadership roles in the youth-adult partnership.	
Group plans a project to meet a real community need.	
Group leaders (youth and adults) set clear learning goals.	
Youth and adults are trained and oriented to the service.	
Group accomplishes service goals and completes project.	
Youth volunteers learn life skills and/or information from 4-H project area.	
Group sets aside time for meaningful reflection, when members openly express thoughts and emotions about the service.	
Community beneficiaries rate the effectiveness of the project on a five-point scale.	
Group celebrates the service, including the beneficiaries in the activity whenever possible.	
Group plans how to continue meeting this or other community needs.	
Group sends a copy of the "Service Learning Activity Report Form" to the state 4-H office or submits it on the 4-H S.O.S. website.	



SESSION TWO



OBJECTIVES:

- ✓ 4-H'ers will understand the importance of service as they experience being someone in need of assistance.
- ✓ Youth will continue to explore the needs in their community and will plan projects to meet those needs.

MATERIALS NEEDED:

- ✓ "Service Charades" cards
- ✓ markers
- ✓ flip-chart paper
- ✓ post-it notes
- ✓ "Action Planning Arrow" and "Seed Packet" hand-outs
- ✓ materials for service learning project
- ✓ index cards

PREPARATION:

- ✓ Photocopy and cut apart "Service Charades" cards.
- ✓ Photocopy "Action Planning Arrow" hand-out for each member **OR** draw a large copy of the arrow on flip-chart paper.
- ✓ Photocopy "Seed Packet" planning sheet for each group member.
- ✓ Remind 4-H'ers of the items they are responsible for bringing for the service learning project.

TEAM-BUILDING ACTIVITY: "SERVICE CHARADES"

Group members will take turns acting out the situation on one of the "Service Charades" cards. As one person acts, the others will guess first what the situation is. Then, they should brainstorm ways they could help that person. Encourage a wide variety of responses, from the simple to the thoughtful. *For example, if Suzie acts out an elderly woman crossing the street, the group could suggest helping her carry her packages, organizing a community car-pool for the elderly, or offering to run errands for her.*

Process Point: How did you feel when you were the person who needed help? Did you think about people you know who are in those situations? How did it make you see them differently? Why is it important for us to help other people?

COMMUNITY NEEDS ASSESSMENT

Briefly re-cap the community needs assessment activity "My Ideal Community" from the last session. Ask group members to share what they discovered about the community issues they researched. As a group, decide on one or two issues to focus on.

Brainstorm project ideas to help meet those community needs. Then, select the projects you want to do. Use the "Seed Packet" **OR** the "Action Planning Arrow" to plan the project, including service goals, resources, barriers, and task assignments.

As you are planning the projects, be sure to set some goals for what the group can learn through the service. Will the projects develop life skills like communication, problem solving, or concern for others? Will the group enhance specific skills such as gardening, math, or clothing construction? Set up specific goals and re-visit them after the project to see if you achieved them.

PLANS FOR SESSION THREE

If the planned projects include small and large projects, have the group pick a project to conduct during the next session. If they are planning a larger, more in-depth project, decide on another small-scale project for Session Three. Decide what preparation is needed; divide the tasks among the group members.

SERVICE

This project is more of a “service learning” project since the youth helped to plan it during the first session and took on the responsibility for gathering the needed materials.

Conduct the project, keeping in mind the *learning* aspect of the activity.

Ask one of the group members to complete the 4-H S.O.S. **Service Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the “Tell us!” page, and click on “Your Story.” Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.*

REFLECTION: “WEATHER REPORT”

As the group works on the project, stop the action and have everyone stand up and form a circle. Ask participants to relate how they feel right at that moment, using only weather words: sunny, stormy, partly cloudy, etc. Let people show their reaction, one at a time, and then have participants explain their reaction. This activity should only last a very few minutes. Then, return to the project.

This activity can give a facilitator a sense of the group mood and gives participants a chance to express how they feel at that moment.

CLOSING ACTIVITY

After the service learning project is completed, give each person an index card. Tell them to write down the name of someone they thought of during the opening activity, “Service Charades.” Then, list one way that they can help that person this week. Seal each card in an envelope with the 4-H’er’s name on it. At the next session, they can open the envelope and report on whether or not they completed their goal.

SERVICE CHARADES

an elderly man waiting on
the bus in the rain

SERVICE CHARADES

a latch-key kid

SERVICE CHARADES

a blind person in the
grocery store

SERVICE CHARADES

someone walking in a
park with dead flowers

SERVICE CHARADES

a child who can't read

SERVICE CHARADES

a homeless person

SERVICE CHARADES

a teenager with nothing to
do on a Saturday night

SERVICE CHARADES

a person in the nursing home

SERVICE CHARADES

a child at a day-care or
Head Start Center

SERVICE CHARADES

an unemployed person

SERVICE CHARADES

dogs in an animal shelter

SERVICE CHARADES

a hungry child

SERVICE CHARADES

a child in the hospital

SERVICE CHARADES

an elderly person trying
to clean house

SERVICE CHARADES

an elderly person
raking leaves

SERVICE CHARADES

a child trying to play at
the playground but the
swings are broken

SERVICE CHARADES

a person in a wheelchair

SERVICE CHARADES

a teenager smoking

ACTION PLANNING ARROW

Use this handy tool to help plan and prepare for a successful service learning project.

INSTRUCTIONS

1. Brainstorm all the resources you have at your disposal to complete the project you have outlined (money, talents, contacts, etc.)
2. Brainstorm all the potential barriers to implementing the project you have identified.
3. Rank resources in order from most important (#1) or least important.
4. Brainstorm all the steps, actions, and tasks that will have to take place to complete the project. Put one step, action, or task on a sticky-note.
5. Put the sticky-notes in chronological order.
6. Develop a time-line for them once in order.
7. Determine deadlines and who is responsible for specific steps, tasks, or actions.
8. Think about how resources and steps, actions, or tasks can eliminate barriers.

Source: Points of Light Foundation Youth Outreach

GOAL

**Steps,
Tasks, and
Actions**

Barriers

Resources



SEED PACKET



Our project: _____

Draw a picture of what the finished project will look like.

A large, empty rectangular box with a double black border, intended for drawing a picture of the finished project.

PROJECT NAME:

DESCRIPTION:

PLANTING NEEDS (resources for project):

WHERE TO PLANT (location of service):

HOW TO PLANT (what to do):

HOW TO WATER (who is doing what):

WEEDING (challenges group might face):

BLOOM (project goals):

HARVEST (what volunteers will learn):

HARVESTING (plans for reflection):

PACKAGE CONTENTS (group members):



SESSION THREE



OBJECTIVES:

- ✓ 4-H'ers will learn how each person contributes to the group.
- ✓ Youth will complete the planning process for the service learning project(s).

MATERIALS NEEDED:

- ✓ materials for service learning project chosen by the group
- ✓ "Evaluation Exercise" hand-out
- ✓ paper for reflection activity
- ✓ pens or pencils
- ✓ folder or binder to begin a collection of reflection activities

PREPARATION:

- ✓ Remind 4-H'ers of the items they are responsible for bringing for the service learning project.

TEAM-BUILDING ACTIVITY: "MAGIC WAND"

Divide into groups of three or four. Explain, "Your team found a magic wand that will allow you to change three things in the world. You can change anything, large or small. What would you change?" Allow the groups several minutes to brainstorm and decide on three items. Then ask each group to share their ideas.

Process Point: How hard was it to decide on only three things? How did you choose one thing over another? How did your team work together to make the decisions?

SERVICE REPORT

Take a few minutes for the 4-H'ers to open their sealed envelopes from Session Two and tell the group how they carried out their plan to help someone else.

PROJECT PLANNING

Have each person report on progress made toward assigned tasks. Are the resources in order? Have the contacts been made? Are the transportation details worked out? As a group, finalize the details and plans for the project(s).

EVALUATION PLANS

4-H Seeds of Service has designed the **Direct Beneficiary Survey** and the **Indirect Beneficiary Survey** to ask the people you're helping to rate the effectiveness of the project. Use these surveys with every project and submit the forms with your **Service Activity Report Form**. If you want to evaluate in other ways or if you want to add questions to the surveys already developed, you should plan your evaluation strategy before you begin the project. Use the "Evaluation Exercise" hand-out as a guide.

CELEBRATION PLANS

Session Six will be a time to celebrate your service activities. As a group, begin to think about how you want to do that. You could plan a party at your usual meeting location or at the service site, put together a display or slide show to share with others, write articles for the newspaper, and more! Be sure to include the beneficiaries in your celebration!

ORIENTATION AND TRAINING

Even though the group has been involved in planning the project(s) from the beginning, take time for a brief "orientation and training" session. Revisit the community needs you are trying to address. Discuss the learning objectives (what the volunteers will learn) and the service goals (what they will accomplish). Discuss the service site (rules, atmosphere, the types of people they will meet), and make sure that everyone knows what to do when you get there. Also, be sure that the youth and adult volunteers know the skills they will need to carry out the service.

If you have recruited additional members of the group since Session One, you may want to make the orientation and training more intense. They won't have the background on how and why the project was chosen, so their learning will be limited without proper orientation. Remember: youth can be trainers, too!

SERVICE

Conduct the service learning project that the group selected and planned during Session Two.

Ask one of the group members to complete the 4-H S.O.S. **Service Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the "Tell us!" page, and click on "Your Story."* Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.

REFLECTION AND CLOSING ACTIVITY

Ask each group member (youth and adult) to write one paragraph about the project you just conducted. What did it mean to them? What did they learn from it? What can they do with what they learned? Then, write another paragraph about the projects they planned for the next sessions. What do they hope to accomplish through the service? What do they think they can learn?

If the 4-H'ers don't mind sharing their work, keep their reflections in a folder or notebook. Add to it as the group completes other reflection activities. Later, the group can revisit the work to see what they learned and how they grew as a result of serving others.

EVALUATION EXERCISE

The Arts and Crafts project group in Clover County has decided to make Easter cards to deliver to a local nursing home. They will also make decorations for each resident's door. One Saturday before Easter, they will go to the nursing home and divide up into teams of two. Each team will decorate a different hallway of the nursing home and visit with each of the residents on that hall.

Map out the evaluation plans for the "SomeBunny Cares" project.

What do you want to learn about this project?

a) **Process** (how it works):

b) **Impact** (results):

Whom should you ask to learn these things?

What do you need to ask them?

What methods can you use to get this information?



SESSION FOUR



OBJECTIVES:

- ✓ 4-H'ers will conduct a service learning project that they have designed.

MATERIALS NEEDED:

- ✓ materials needed for the service learning activity
- ✓ ball of yarn or string
- ✓ markers
- ✓ flip-chart paper

PREPARATION:

- ✓ Work with group members/leaders to ensure that everything is ready for the project.

SERVICE

Session Four is dedicated to the service learning project that the group has planned. If time permits, begin the session with a brief team-building exercise (see suggested activity below). Remember, no project is complete without reflection, so be sure to make time for the group to explore what they did, what they learned from it, and what they can do with that knowledge.

Ask one of the group members to complete the 4-H S.O.S. **Service Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the "Tell us!" page, and click on "Your Story."* Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.

TEAM-BUILDING ACTIVITY: "SPINNING WEBS"

Ask the group to stand in a circle. The leader needs to have a large ball of yarn as s/he answers a reflection question such as "What talents can I contribute to the program?" or "What is one way to get my peers involved in service?" After the first person answers, s/he holds on to the string and tosses the ball to someone across the circle. The process repeats until each person has answered the question and the ball of string returns to the first person. Everyone should be holding on to the string and a web should be visible in the circle's center.

Process Point: While looking at the web, discuss the value of unique perspectives in teamwork, brainstorming, group input, etc. How would the structure be different if just one person were missing from the group? What if one person lets go of his/her part of the string?

REFLECTION

Divide the group into pairs to discuss the service—what they liked and learned and experienced. Who was the most interesting person they met and what made them interesting? What was their greatest challenge? What was meaningful about the experience? After they have discussed the project, have them pick one person/moment/event and illustrate it through drawing or role-playing.

As a group, discuss what worked and didn't work about the project. What should be changed for the next project?



SESSION FIVE



OBJECTIVES:

- ✓ 4-H'ers will conduct a service learning project that they have designed.

MATERIALS NEEDED:

- ✓ materials needed for the service activity
- ✓ Polaroid camera and film

PREPARATION:

- ✓ Work with group members/leaders to ensure that everything is ready for the project.

SERVICE

Session Five is dedicated to the service learning project(s) that the group has planned. If time permits, begin the session with a brief team-building exercise (see suggested activity below). Remember, no project is complete without reflection, so be sure to make time for the group to explore what they did, what they learned from it, and what they can do with that knowledge.

Ask one of the group members to complete the 4-H S.O.S. **Service Learning Activity Report Form** and submit it to the state 4-H office through the 4-H S.O.S. website. *To submit your report on-line, visit www.utextension.utk.edu/4h/sos, go to the "Tell us!" page, and click on "Your Story."* Be sure to ask the beneficiaries of the project to rate the effectiveness of your service.

TEAM-BUILDING ACTIVITY: "TRUST WALK"

Participants should be divided into pairs. One person is blindfolded (or closes his/her eyes), and the other person becomes the guide. Challenge the pairs to go exploring in the area. The "blind" person must trust the guide to lead him/her wisely and safely. After a few minutes, they should trade roles.

Process Point: Did you trust your partner? What enables people to trust others? What tears down trust? Why is trust important in a service learning project?

REFLECTION

Throughout the project, have the 4-H'ers take pictures of what they're doing and the people with whom they are working. During the reflection time, write captions for the pictures. Use the exercise to lead the group through the service to see what they did, what they felt, and what they learned. How do they think they will change because of what they experienced?

Add the pictures and captions to your collection of reflection activities.

CELEBRATION PLANS

Take a few minutes to finalize your plans for the celebration session.



SESSION SIX



OBJECTIVES:

- ✓ 4-H'ers and community beneficiaries will celebrate the service project.
- ✓ 4-H'ers will begin to plan the next service learning project(s).

MATERIALS NEEDED:

- ✓ materials needed for the selected celebration activities
- ✓ "thank you" notes, pens, markers, stickers, etc.
- ✓ certificates, awards, or other tokens of recognition for the youth and adult volunteers
- ✓ index cards and pens or pencils

PREPARATION:

- ✓ Work with group members/leaders to ensure that everything is ready for the celebration.
- ✓ Plan and create ways to recognize the youth and adult volunteers.

CELEBRATE!!!

Celebration is an important part of a service learning project. It's a great time to look back over the project and talk about what they group learned from their experiences. What was new, different, interesting, fun? You could also call this session a "Reflection Party." Include the beneficiaries of your project(s), so they can help celebrate, too. It will give them a chance not only to thank you, but also to see that they helped the youth to learn something in return.

RECOGNITION

Have the group write "thank you" notes to anyone who helped them plan or conduct the service learning project(s). They might want to include photographs or other reflection pieces that show what the service meant to them.

The volunteers (both youth and adult) deserve to be recognized, too. You don't have to buy plaques or t-shirts or something expensive; a simple certificate will do. You might consider creating mock awards to recognize things such as "the best encourager," "the happiest," "the most creative," etc. Make them silly and fun and meaningful to the service experience.

REFLECTION AND CLOSING ACTIVITY

Hopefully, this "Reflection Party" isn't the end of the group's service efforts. Use the closing reflection activity as a chance to begin planning your next project(s).

Have a group discussion about the project(s) you just completed. What worked? What should you have done differently? Did you meet your learning objectives? Did you accomplish what you wanted to at the service site? Give everyone a chance to share thoughts and ideas.

After the discussion, give everyone an index card and have them write down three ideas for service learning projects or for community issues they want to address. Use these as the beginning of the planning session for your next project(s).

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