Creative Component:
Civic Engagement through Service-Learning
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4-H Design and Construction

General Skills to be mastered in project/product in ADC, IDC and HTDC:

- **Structural Design:** Construction technique, size, form, color and texture suited to the materials and product end use.
- **Elements of Design:** The finished product illustrates the member is mastering the basic elements of design - lines, shapes or forms, textures, colors, and space.
- **Principles of Design:** The finished product illustrates an understanding and application of the principles of harmony, proportion, balance, rhythm and emphasis adding dimension, interest and/or appeal to the finished product.
- **Decorative Design**: Any lines, shapes, colors, textures, or materials applied to structural design that creates an emotional or personal quality, individuality and creative expression without disturbing initial/end purpose.

Projects being exhibited for competition are being evaluated on the 4-H members "mastery" of skill(s) and subject matter. The 4-H Fashion and Fabrics Member's & Leader's Guides provide basic information members are to learn (master) and demonstrate in their project work. Members are encouraged to seek out other <u>valid</u> resources which teach proper technique and knowledge in the areas of design and construction.

In 4-H members "learn by doing." We want you to develop the life skill of "Learning to Learn." Part of your project work will be looking up terms and techniques when selecting a 4-H project, as well as seeking out reliable and valid resources which teach proper technique and knowledge in the areas of design and construction. This guide is a starting point. It will outline the basics and then allow for your personal creativity and innovation.

Service-learning is a type of learning experience that connects meaningful community service with academic learning, personal growth and civic responsibility. *Service-learning* is a much more involved experience than a community service activity or citizenship experience. It requires in-depth study to plan and initiate appropriate action to tackle important issues and ultimately to make a real difference in the life of an individual(s) and in the community. The feature that distinguishes *service-learning* from volunteering or community service is that both learning and service are intentionally emphasized.

Service-learning not only provides direct service to the community/individual, but also creates the **opportunity to learn more about the community/individual** in which the service is conducted. The connection between service and learning is increased. As a result, a strategy is purposefully planned that incorporates community need(s), intentional learning objectives and structured opportunities for reflection.

Service-learning, **allows a member to acquire valuable knowledge and skills** that extend learning beyond the classroom or club meeting into the real world. The in-depth study and research required for a service learning project will help with other classroom/club related research projects, the writing of letters and proposals will help with English or language arts and speaking with civic officials regarding community issues will develop leadership and communication skills.

Service-learning provides the **opportunity to use newly acquired skills and knowledge in real life situations** *in the community*. In addition, these experiences assist in the development of a sense of caring for others and empowerment when one realizes they can make a difference in their communities and world.

Service Learning Project Outline

I. Preparation

A. Identifying Community Needs/Concerns – Identify a need/concern that will help the community or an individual. Work with 4-H educator/club leader/other adult(s) to identify, determine and/or clarify the focus of the project and formulate a "Needs Statement."

B. Defining the Situation – Once the need has been established:

- Work with experts or find resource to get information about the social situation/problem/need. Learn any necessary skills that will help address the stated need.
- Do further research and reflect on what "you/the club" can accomplish given time, talents and resources.
- Work through possible solutions and choices for "personal action" necessary to complete the project.
- Revise or restate the needs statement if necessary.

C. Preparing Action Plan

The action plan is a formal explanation of the project and must be written clearly and neatly. It will contain the following:

- Statement that explains the reason for the plan, motivation, objectives and goals.
- What skills, materials, facilities and resources are needed/available and how they will be obtained.
- How do you plan on implementing the plan – why, what, when, who and how. Don't forget snacks, water and restroom facilities.
- Timeline with action steps for tracking progress.

D. Training & Orientation

Indicate any education, training and skill development needed to accomplish the planned project.

Plan the Work Work the Plan

II. Action

Put the plan into ACTION! Do the work.

- Document the process. Document actions through video, photographs, interviews, etc.
- Keep a journal to record thoughts, actions, experiences, successes, failures, challenges, celebrations, etc. The journal will be helpful in the reflection phase of the project.

III. Reflection

Reflection allows the individual to think critically about their experience. Reflection can happen through discussion, reading, writing and projects. Some questions to address: Was the goal accomplished? What was learned through the experience? What lessons were learned through the entire service learning process? How did this experience make you feel? How did you benefit from the experience? How did the person/community respond or benefit from the experience?
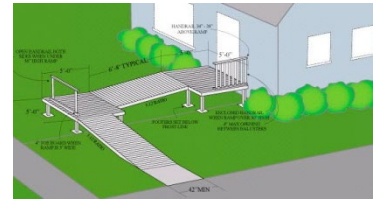
IV. Celebration

The Celebration phase recognizes the individual and recipient. It provides closure to the Action Plan and lets the member know that the contributions and hard work is valued. Consider planning an activity where all involved come together to celebrate the achievements. There are many ways that this final component of *service-learning* can be implemented:

- club banquets/picnic/dinner
- end of the year celebration
- certificate
- party
- joint celebration with service recipient(s)

Project/Product Ideas

This guide was developed with Interior Design and Construct (IDC) projects in mind. The same concept can be applied to any of the Design and Construction areas. Youth at any age can participate in service-learning. The process and activity can become part of the portfolio. As you determine a project, focus on need and the "Skills" to be acquired for your age/level found on the Skill Mastery Sheet.

- Weather proofing a home or business
- Designing ramp for handicapped and wheelchair accessibility
- Renovating playroom/reading area in school, homeless shelter or church
- Home safety – providing smoke and carbon monoxide detectors, safety plugs and latches to child proof a home, chemical disposal and storage
- Address floor covering issues for elderly and disabled for safe mobility
- Renovating kitchen for wheel chair accessibility
- Improve task lighting for individual with poor vision
- Possibilities and needs surround us! Just open your eyes and listen closely.

Multimedia Presentation framework for Service-Learning

Report the service-learning project as a multimedia presentation or a notebook. Below is an outline which can be applied to the presentation or notebook content. The presentation must demonstrate the use of the service-learning model and illustrate (pictures, tables, graphs, budget, etc.) the process and result of the project.

Multimedia Presentation refers to content that uses a combination of text, audio, still images, animation, video, or interactivity content forms. Multimedia content is recorded and played back on electronic media devices – flash drive or CD. Examples of Multimedia presentations: Movie, PowerPoint, Prezi, etc. For more information see the *Design and Construction Multimedia Presentation guide*.

- For exhibit purposes the **movie must be published as WMV** (Windows Media) or **MP4** (Multimedia Format).
- The presentation must be saved on a flash drive or CD.
- Documentation in a PowerPoint presentation can be narrated or written in the "Notes" section of the PPT. *If the PPT is not narrated then a print copy of the presentation in "Notes" format must accompany the CD or flash drive securely attached in a binder.*

Service-Learning Outline

I. **Preparation**
- A. <u>Selecting a Project</u> (determine project based on identified needs.)
- B. <u>Defining the Situation</u> (What needs to be done? What am I capable of doing? How can others be involved to accomplish what I am not skilled of capable of doing?)
- C. <u>Preparing a Plan</u> (What am I going to do? What do I need to learn to accomplish the plan? Who can I involve to help me learn the skills and information to be successful? What partners do we need to contact so the plan can be accomplished?)
- D. <u>Training and Orientation</u> (Learning more about the "social" situation, as well as information and skills needed to conduct the plan.)

II. **Action -** Apply knowledge, information and skills to the plan.
- A. Doing – Construction, workday, displays, poster, handouts, etc.

III. **Reflection**
- A. Recording what was learned through discussion, debriefing, photos/pictures, reading, writing/poetry/stories, diaries/logs, art, displays, etc.)

IV. **Celebration**
- A. All involved partners and participants come together to celebrate their achievement.

Portfolio

4-H members are encouraged to have a portfolio for project work, ideas, resources and skill mastery sheets. See "Design and Construction Portfolio" guidelines for more information.

Project/Product Exhibit Description

Description found in the 2014 Fair book, subject to change annually.

	IDC
Level 4	Develop and implement a service-learning project which meets an identified need in the community or for an individual. Must be related to interior Design and Construction. Exhibit will consist of a multimedia presentation or notebook which narrates and illustrates (pictures) of the members experience in each phase of the service-learning model.