

# SERVICE LEARNING IN ACTION



Extension  
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DEPARTMENT OF  
**WORKFORCE  
SERVICES**



# INTRODUCTION: EMPOWERING YOUTH THROUGH SERVICE LEARNING



Welcome to *Service Learning in Action!* This curriculum and workbook series is designed to teach youth key service learning concepts through engaging lessons and an easy-to-follow workbook. Together, they guide youth and their adult mentors through each step of the process, while exploring best practices and key Service Learning standards.

This curriculum empowers youth to take action and implement service learning projects using the IPARD model (Investigation, Planning, Action, Reflection, and Demonstration). The goal is to:

- Offer bite-sized, 15–20-minute lessons that focus on applying concepts and soft skills, making service learning meaningful and manageable.
- Provide a practical, action-driven workbook to guide youth in planning and executing service learning projects.
- Align each section with the stages of the IPARD model, ensuring structured learning and real-world application.

### WHY SERVICE LEARNING?

*Service learning empowers youth by combining real-world problem-solving with intentional learning and reflection. It strengthens essential skills such as leadership, teamwork, and critical thinking while fostering deeper connections between youth and their communities.*

*By empowering youth voice, this curriculum values youth as experts, promotes partnerships with adults, and creates a culture of belonging, purpose, and hope.*

*Service learning offers the following benefits too:*

- Youth by offering real-world engagement.
- Community by providing fresh perspectives.
- Society by empowering youth to take ownership of their role in shaping the future.

*Our goal is to change the culture by helping youth see themselves as changemakers - individuals who recognize problems and take action to create positive, lasting solutions.*

*“Service Learning provides students with opportunities to connect and apply learning and skills from classroom content to address unmet needs that exist in their community.” -John Pasquale*



By guiding youth through meaningful service learning experiences, we help them find their “why”—the purpose that drives them to make a lasting impact.

# FACILITATOR'S GUIDE

## WHAT IS SERVICE LEARNING?

### Simple Distinction:

- Service is about offering help.
- Service learning is a hands-on approach where youth collaborate with others to address real community needs while building leadership, teamwork, and problem-solving skills through meaningful, reflective experiences.

### Research Definition:

- Service-learning is an approach to teaching and learning in which youth use academic and civic knowledge and skills to address genuine community needs. Three phrases in this definition are particularly significant:
  - "An approach to teaching and learning" - Service learning is a collaborative effort involving youth, their mentors, facilitators and community leaders. Youth are not expected to do everything alone, nor should it be a project designed without their input.
  - "Academic and civic knowledge and skills" - Service learning builds leadership, teamwork, civic engagement, and personal development through hands-on experiences.
  - "Genuine community need" - Youth must investigate and understand their community before deciding how to serve, ensuring their efforts are both culturally respectful and community-driven. The project should be meaningful and relevant to both youth and the community.

There is a substantial amount of research on the significant value and impact of service learning. It has a profound impact on both youth and communities, developing essential life skills and promoting civic engagement. Research highlights its value in improving academic performance, enhancing personal growth, and developing leadership, teamwork, and problem-solving skills.



Jacoby (1996) and Billig (2000) emphasize that service learning bridges the gap between classroom learning and real-world issues, allowing students to engage actively in their communities. Eyler and Giles (1999) further argue that service learning cultivates empathy, responsibility, and social justice. According to Toole, J., & Toole, P. (2003), service learning encourages youth to reflect on their actions, which not only builds confidence and competence but also strengthens their leadership abilities. They suggest that, "through service learning, youth develop a deeper sense of ownership of their community and their role in shaping it."

The National Youth Leadership Council (NYLC) underscores the importance of empowering youth voice in service learning, noting that it helps build a culture of belonging and responsibility, where youth feel capable of creating meaningful change. Through service learning, young people are encouraged to develop a strong sense of agency, critical thinking skills, and a lifelong commitment to service.



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# THE IPARD MODEL: YOUR ROADMAP TO SERVICE LEARNING



The IPARD approach is a youth-centered, inquiry-driven method for service learning. IPARD stands for Investigation, Planning and Preparation, Action, Reflection, and Demonstration. This cyclical process can occur once within a service-learning experience or be repeated throughout a project's duration. By focusing on issues of their choosing and generating their own questions, young people increase their engagement, ownership, and contributions. This approach helps them build valuable skills and deepen their understanding. (NYLC)



### Service Learning Standards for Quality Practice

The National Youth Leadership Council (NYLC) developed a set of key concepts that are essential for making service learning meaningful and effective. These standards help ensure that projects are not only educational but also have a real, positive impact on your community and your personal growth. For more information, visit the NYLC Service Learning Standards page: <https://nylc.org/k-12-standards/>

- Meaningful Service
- Link to Learning
- Duration & Intensity
- Reflection

- Youth Voice
- Progress Monitoring
- Diversity
- Partnerships

## FACILITATOR'S GUIDE

# THE VISION FOR THE WORKBOOK & CURRICULUM

Our goal was to create something simple and action-oriented that empowers youth to use their voices and truly lead a service learning experience. It began with the idea of creating bite-sized, practical lessons that facilitate youth-led discussions throughout the service learning process. We recognized the need for a workbook that both youth and adults can easily pick up and apply the IPARD model and Service Learning standards to plan a successful service learning experience—whether for a small project with a few participants or a large service event involving hundreds of people.



### The 8 Sections

We broke down the IPARD model into 8 actionable steps that connect to real-world service experiences.

- Perspective - Getting in the Service Learning Mindset and identifying your goals
- Identify the need - Figuring out together what the genuine need is in your community and how to address it
- Resources - Identifying and gathering the resources you will need to do the service
- Collaborate - Brainstorming and selecting the people you want to partner with for the service
- Plan - Planning and preparing for the service event
- Action - Coordinating and leading the service event
- Reflect - Reflect on how the service went, if you accomplished your goals, and what you learned through the process
- Demonstrate - Demonstrate to others the outcome or effect of the service

“There is no power for change greater than a community discovering what it cares about.” - **Margaret J. Wheatly**

## HOW THE CURRICULUM & WORKBOOK WORK TOGETHER

To help youth confidently complete each workbook page, they first need to understand some key ideas. That’s why we created 2–4 short concept lessons and one hands-on apply lesson for each of the 8 sections.

- For example, in the Identify a Need section, youth need to understand basic human needs, so we include a lesson on Maslow's Hierarchy of Needs. They also need to learn how to brainstorm and share ideas confidently, so we include a lesson on brainstorming. Finally, the apply lesson helps facilitators guide youth in setting up and reflecting on their service experience to use the workbook effectively.
- This curriculum teaches youth important skills and ideas to help them plan and carry out successful service learning projects. The workbook includes thought-provoking questions and discussion prompts for each section, guiding youth in understanding what’s needed to plan a service event.



The workbook can be used on its own, but it's even more valuable when paired with the curriculum. Together, they give youth the tools and knowledge to succeed in their service learning goals.

## FACILITATOR'S GUIDE

# HOW TO USE THIS CURRICULUM AND WORKBOOK

### Simple Action-Based Lessons

- These lessons are designed to be short, 15-20 minute, activity-based lessons that are simple enough for youth to easily facilitate. Each concept is taught through a fun, hands-on activity, followed by a reflection discussion. The apply lesson uses the worksheet as the main activity, ideal for planning a real service experience, but it can also be used for a practice scenario.

### How to use the Workbook and Curriculum

- The lessons and worksheets can be used together, in order, or separately based on the needs of the youth. This curriculum is flexible to fit your needs. If you want to start a meeting with a quick 15-minute game, a concept lesson is perfect. If you have a big event coming up, you can use a relevant worksheet to help plan without needing to go through a full apply lesson. You can also teach several concept lessons in one meeting, or spread them out. If you focus on the apply lesson, use it to help youth fill out the workbook and plan how to meet community needs. We recommend doing just one workbook page per meeting to get the most from the apply lesson.

### The Facilitator Toolbox

- Each lesson includes boxes with facilitation tips—your toolbox for success! These tips are there to help you prepare and deliver the lessons smoothly. You'll find ideas for teaching a mix of younger and older youth, adapting lessons to meet different needs, and asking questions that help explore the topic further. You'll also get tips on how to check understanding and make sure everyone is following along. Our goal is to help you feel confident and ready to guide your youth in a fun and meaningful way.



# ADAPTING LESSONS FOR DIVERSE AUDIENCES

*This guide gives you strategies for adapting service learning lessons to meet the needs of all students, no matter their learning styles, abilities, or backgrounds. These tips make sure lessons are accessible and engaging for everyone.*

### **Supporting Diverse Learning Styles & Abilities**

- **Visual, Tactile, & Assistive Tech:** Offer materials in different formats, like large print or tactile maps. Use diagrams, graphic organizers, and digital tools to help students express themselves.
- **Verbal & Communication:** Use brainstorming, sentence starters, and allow different ways to present ideas—like recordings or discussions
- **Cognitive & Processing:** Provide extra processing time, step-by-step guidance, and color-coded instructions. Offer different ways to reflect—like writing, talking, or visual storytelling.

### **Adapting for Time, Group Size & Special Needs**

- **Scheduling & Planning:** Use flexible formats like checklists, digital tools, or visual schedules. Break tasks into smaller steps and encourage teamwork in different ways.
- **Mobility & Physical Accessibility:** Adapt activities for all abilities, offering seated options or assistive tools. Recognize efforts with alternative methods, like appreciation boards or recorded messages.
- **Group Participation:** Adjust team sizes to match energy levels. Assign roles based on individual strengths, with ways to contribute verbally, non-verbally, or digitally. Modify activities while keeping all participants engaged.
- **Younger vs. Older Participants:** Simplify instructions for younger students; introduce complex problem-solving for older youth. Tailor activities—young learners focus on details, older ones analyze leadership and teamwork.

### **Making Service Learning Relevant**

- Adapt activities to fit different communities by adjusting timelines, group structures, and engagement methods. Tailor the experience to address the community's unique challenges, and connect it to the personal experiences of the students, showing how it relates to the bigger picture



NYCL - Teaching Tool: Stages of Service Learning  
[https://prod-nylcorg.s3.amazonaws.com/wp-content/uploads/2023/03/08105558/Investigation-Teacher-Tool\\_21.pdf](https://prod-nylcorg.s3.amazonaws.com/wp-content/uploads/2023/03/08105558/Investigation-Teacher-Tool_21.pdf)

NYCL - The Iparad Framework  
<https://prod-nylcorg.s3.amazonaws.com/wp-content/uploads/2023/03/08105604/IPARDFramework-Jul-2016.pdf>

ServiceLearning Standards for Quality Practice  
<https://nylc.org/k-12-standards/>

## FACILITATOR'S GUIDE

# FINAL TIPS AND ENCOURAGEMENT



Facilitators play a crucial role in inspiring youth to engage in meaningful service learning. This curriculum is designed to empower students to take action, develop leadership skills, and create lasting change in their communities.

Service learning is more than just helping—it is a structured approach that combines civic engagement, teamwork, and real-world application. By guiding youth through the IPARD model (Investigation, Planning, Action, Reflection, and Demonstration), you help them connect their learning to community needs in a meaningful way.

Flexibility and reflection are key. Each lesson is designed to be adaptable to different learning styles, abilities, and community contexts. Whether you're working with a small group or a large project, encourage students to think critically, collaborate, and take ownership of their service experience.

Most importantly, this curriculum is action-driven. It provides practical tools and step-by-step guidance to ensure your service learning experience is engaging, reflective and applied. By engaging with this process, students will see themselves as changemakers—capable of identifying challenges and leading solutions that benefit both their communities and their own growth.

Facilitators, your role is to spark curiosity, guide discovery, and encourage students to find their “why” in service learning. Through your leadership, you help them build confidence, agency, and a lifelong commitment to making a difference.



# FACILITATOR'S GUIDE

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Toole, J., & Toole, P. (1995). Reflection as a tool for turning service experiences into learning experiences. In C. Kinsley & K. McPherson (Eds.), *Enriching the curriculum through service learning* (pp. 99-114). Association for Supervision and Curriculum Development. [DigitalCommons@UNO](https://digitalcommons@uno)

Toole, J., & Toole, P. (n.d.). Reflection as a tool for turning service experiences into learning experiences. University of Nebraska Omaha Digital Commons. Retrieved from <https://digitalcommons.unomaha.edu/slceeval/63/>

# RESOURCES

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National Youth Leadership Council: <https://nylc.org/service-learning/>

Points of Light: <https://www.pointsoflight.org/youthandfamily/>

ServiceLearning Standards for Quality Practice: <https://nylc.org/k-12-standards/>



# HOW TO TURN ANY SERVICE PROJECT INTO SERVICE LEARNING

The key elements of Service Learning is providing YOUTH the opportunity to lead and serve in their communities. Empowering them to learn new skills and make a real impact in the process. You can take any service project even picking up litter or tying blankets into service Learning by following these steps:

Demonstrate what impact you had through the service. This is so youth, volunteers, people who donated, and people in the community can know the impact this service made. Everyone who contributed should know why they did this service, and how it helped people.

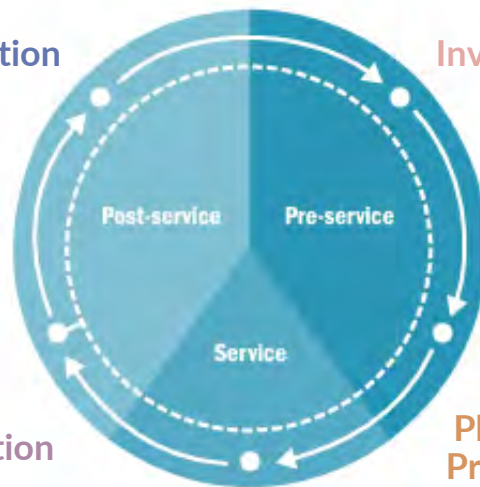
**D**  
Demonstration

Have youth be the ones coming up with the idea. They should be engaged in finding out - is there really a need for this, if so who has the need and why? Then Identify what skills, ideas, or concepts youth will learn through the process.

**I**  
Investigation

Youth Discuss & Reflect did you fill the need you wanted to and achieve your service goals? Did you learn the lessons you wanted to learn? Was this truly a youth led process? Did you learn the other skills and concepts previously identified?

**R**  
Reflection



**A**  
Action

**P**  
Planning & Preparation

Youth will discuss and plan: what materials do we need? who is going to donate or buy the materials? When and where are we going to do this? How are we going to deliver it to the people who need it, etc.

The day of the service the youth should be the ones planning, leading, and engaged in the service (not just being pointed in the right direction and told what to do by the adults)



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# BIGGER PICTURE

Sometimes, when we focus too much on small details, we miss the bigger picture. This activity explores how changing our perspective helps us make better decisions, understand others, and see the bigger picture.



**CONVERSATION STARTER:** Imagine aliens looking at Earth through a telescope and seeing only a parking lot—what would they think we do all day?

## ACTIVITY - OUT OF FOCUS

### FACILITATION TIPS

Encourage participants to explain their reasoning when they make a guess. This helps them recognize how their assumptions are formed and allows for deeper discussions on how perspective influences our understanding of the world.

- We often make judgments before we have all the facts. Taking a step back helps us see the bigger picture and make better decisions.

- Show a zoomed-in image. Ask: What do you think this is?
- Collect participant guesses. Encourage discussion on why they think that.
- Gradually zoom out. After each stage, ask: Does your guess change? Why?
- Reveal the full image. Discuss:
  - Why was it difficult to identify at first?
  - What influenced your guesses?
- Repeat with two or three more images.
- Wrap up by connecting this to real-life situations.

### KEY OBJECTIVES

- Identify how perspective influences understanding and decision-making.
- Strengthen critical thinking skills by analyzing images and real-life situations from multiple angles.

## REFLECTION



- How did your guesses change as more of the image was revealed?
- What does this teach us about making assumptions?
- Can you think of a time when you judged someone too quickly? What happened when you learned more?
- Did hearing others' guesses influence your own? Why do we sometimes go along with what others think?

### WHAT YOU'LL NEED

- Laptop and projector (or print the PowerPoint)
- PowerPoint slides with zoomed-in and zoomed-out images (Place link to website here)
- Extension cord (if needed)

# APPLICATIONS

- How can looking at problems from different angles help us find better solutions?
- How does social media influence our perceptions? How can we make sure we see the full picture?
- How can stepping back and gathering more information lead to better decisions?
- How do personal experiences and emotions shape the way we see situations? Can you think of a time when your perspective changed after hearing someone else's story?

## CHECK UNDERSTANDING

Did the discussion and reflection questions help participants connect this idea to real-life situations?

**KEY TAKEAWAY:** Just like with these images, our perspective on people, situations, and challenges shifts when we step back and gather more information. The more we learn, the clearer the full picture becomes.



# SERVICE BRINGS CHANGE

Service has the power to transform people, communities, and even the way we see the world. But what exactly does it change? Is it just the people we help, or do we change too? Today, we'll explore how service isn't just about giving—it's about growing together. True service isn't just charity, where one person gives and another receives. Instead, service is about standing with others, working together, and making lasting change.



**CONVERSATION STARTER:** When was a time you learned something that completely changed how you saw a person or situation?

## KNOWLEDGE CHANGES WHAT WE SEE

### KEY OBJECTIVES

- Explore how gaining new knowledge shifts our view of people, communities, and issues.
- Understand the shift from charity to service learning—why true service is about learning and growing with others, not just giving to them.

### WHAT YOU'LL NEED

- Pencils or pens
- Paper

- Divide participants into small groups of three to five.
- Provide each group with a writing utensil and a sheet of paper.
- Set a two-minute timer. Have groups list as many ways as they can to learn about a person or topic.
- After time is up, have groups share their answers. What methods did they come up with? Which ones do they believe are the best for truly understanding someone?
  - Guide the discussion:
    - Direct interaction (talking, asking questions)
    - Experiencing their perspective (walking in their shoes)
- Connect to service: How does serving help us see people or situations differently?

### Introduce Service Learning:

- Ask: What's the difference between giving someone food and helping them learn how to grow their own food?

- When we serve, are we just helping, or are we partnering with people to create lasting change?
- Explain: Explain that service learning goes beyond volunteering or charity. It's about using knowledge and skills to identify a need, plan an action, serve, and reflect. It leads to meaningful change for both you and the community.
- Service learning shifts how we see:
  - Ourselves
  - Others
  - Leadership
  - Problem-solving

### FACILITATION TIPS

Some participants may find abstract thinking challenging. Use real-life examples (e.g., a food drive, tutoring, or disaster relief efforts) to make concepts clearer and more relatable.

## REFLECTION

- How does helping others change the way we see them?
- How can working on a service project change our perspective on a problem or community need?
- What's the difference between just helping and truly learning from the experience?

## APPLICATIONS

- How can service help us see ourselves and others in a new way?
- How can we use what we've learned to be better leaders and problem-solvers?
- What can we do to make our service projects more meaningful and impactful?
- Dive Deeper: Think about a time when someone truly listened to you and tried to understand your experience. How did that change your relationship? How can we apply that same idea to the way we serve others?

### CHECK UNDERSTANDING

Do youth understand that shifting from charity to service learning creates a stronger, more lasting impact?

**KEY TAKEAWAY:** Service isn't just about helping—it's about standing with others. True service means learning from people, collaborating, and creating real change—not just temporary fixes. The more we connect with others, the more our perspectives grow and expand.



# IT TAKES A VILLAGE

Life is full of challenges that require teamwork, flexibility, and problem-solving. At school, at home, and in our communities, we accomplish more when we work together. This activity shows how teamwork, adaptability, and helping others are essential not only in games but also in leadership and service.



**CONVERSATION STARTER:** Think about a time when someone helped you, how did it make you feel? Think of a time you helped someone else. How did that make you feel?

## BUILDING A VILLAGE: A LESSON IN COLLABORATION

### FACILITATION TIPS

- Set clear boundaries to keep the game structured and safe.
- Encourage participants to reflect on their thought process, as this helps them see how teamwork and collaboration lead to greater success.

- Divide participants into teams of 5-10 people, spacing them out in an open area.
- Give each team a rope loop to mark their village boundary.
- Place candy (or tokens) inside each village (roughly 2-3 per person).
- Inform the teams that the candy (or tokens) represents the resources they have.

**Objective:** maximize the number of resources inside your village boundary.

### Rules:

- Players can collect resources from anywhere in the room.
- Only one piece of candy can be carried at a time.
- Players must have at least one foot inside their village boundary when placing resources.
- Candy must be placed inside the village—no throwing allowed.
- No blocking or defending resources—teams cannot prevent others from taking candy.

### KEY OBJECTIVES

- Work as a team and communicate effectively to solve challenges.
- Recognize how helping others strengthens both individuals and communities.

### Phase 1

- Run a 1-minute round. Teams gather as many resources as possible.
- Count and announce how many resources each team collected inside their village.
- Acknowledge each team's effort and discuss what strategies helped them succeed.

### WHAT YOU'LL NEED

- 4-6 pieces of rope tied into loops (one per team to mark boundaries)
- Bag of candy (2-3 pieces per participant) or small tokens (e.g., marbles, rubber balls)
- Large open space





### Phase 2

- Ask teams: What was your original goal? (Most will say “To win” or “To get the most resources.”) Restate the Objective.
- Introduce new rule: Teams can now move their village boundary anywhere in the room.
- Give teams 1 minute to relocate their village and plan a new approach.
- Run another 1-minute round. Teams gather resources again.
- Count and announce the results.

### Phase 3

- It may take more than 3 rounds for youth to understand they should collaborate
- Remind teams of their ultimate goal. You may ask questions like
- Is running around the room gathering resources effective?
- Would there be an easier way to maximise the resources inside your boundaries?
- Give teams 1 minute to relocate their village and plan a new approach.
- Run another 1-minute round.
- Teams should eventually merge into one large village, working together to maximize the resources available.

## REFLECTION

- What strategies worked best for gathering resources?
- How did your thinking change when you could move your boundary?
- How did your mindset shift from competition to collaboration?
- What happened when teams worked together instead of against each other?

## APPLICATIONS

- How does sharing knowledge or resources benefit you personally?
- How does this activity connect to real-life service and leadership?
- Who benefits more—those who serve or those who receive help? Why?
- Dive Deeper: Think of a time when you had to work with someone you didn’t get along with. How did that experience challenge you? What would have happened if you had focused on collaboration instead of competition?

### CHECK UNDERSTANDING

Service is more than just helping—it’s about impact, connection, and growth. Have youth started to discover their “why”?

**KEY TAKEAWAY:** Success isn’t about winning alone—it’s about working together. The strongest communities, teams, and friendships are built when we move beyond competition and focus on lifting each other up.



# HELPING OTHERS HELPS YOU

Have you ever noticed that helping others also makes you feel good? Acts of service build empathy, leadership skills, and confidence while reinforcing the idea that service is a two-way street. Some teens may see helping others as just another task, but this lesson helps them recognize it as an opportunity for growth and positive change.



**CONVERSATION STARTER:** Think about a time when someone helped you, how did it make you feel? Think of a time you helped someone else. How did that make you feel?

## THE RIPPLE EFFECT

### KEY OBJECTIVES

- Recognize that helping others also benefits you.
- Recognize how small acts of kindness create a lasting impact.

### WHAT YOU'LL NEED

- Index cards or small pieces of paper
- Markers or pens
- Whiteboard or chart paper (optional)

## REFLECTION

- How did writing down small acts of kindness make you think differently about service?
- What is one way helping others can make YOU a better person?
- How does kindness create a ripple effect in communities?

### CHECK UNDERSTANDING

Do participants understand how their acts of service can create a ripple effect in their communities?

- Pass out index cards.
- Ask them to write down one small act of kindness they could do this week. (Examples: tutoring a younger sibling, holding the door, or volunteering at an event.)
- Collect and shuffle the cards.
- Draw a card at random and read it aloud. Ask:
  - How might this small action affect the person receiving help?
  - How might it also affect the person doing the helping?
- Repeat with several cards to highlight the ripple effect—one kind action can lead to more positive outcomes.

### FACILITATION TIPS

Encourage students to think beyond obvious acts of kindness. Challenge them to consider unseen ways people help—like listening, encouraging, or standing up for someone who needs support.

## APPLICATION

- What is one small way you can help someone this week?
- How can you recognize when someone around you needs help?
- How would a community change if more people made helping others a habit?

**KEY TAKEAWAY:** Helping others doesn't just make a difference for them—it also helps you grow. Practice kindness, you build confidence, develop new skills, and strengthen connections with those around you.

# PERSPECTIVE

Use this worksheet to challenge your assumptions, highlight the impact of small actions, and help you discover what truly motivates you to serve others.

## 1. Think of someone in your school, neighborhood, or community who faces challenges.

- a. What struggles do they face that you might not fully understand?
  
- a. What strengths do they have that some may overlook?
  
- o Imagine switching places with them for a day:
  - i. What would be hard for you to handle?
  
  - i. What new things might you learn about their life?
  
- o If you could do one meaningful act to support them, what would it be?

## 2. Reflect on the saying "It Takes a Village." Think about the people who impact your life:

- o What are some things that others have done that helped you become who you are?
  
- o How can you be that person for someone else?

## 3. Finding Your "Why"

- o What are one or two issues in your community that really matter to you? (This could be in your school, family, neighborhood, or a larger social issue.)
  
- o **Why** do you want to help others?

## TAKE ACTION

Helping others doesn't just change their lives—it changes yours, too. It builds confidence, empathy, and leadership skills. Even the smallest acts of kindness can have a huge impact. It can change how you view the world.

**Challenge:** Pick one act of service to do today, big or small. Think about how it makes you feel and how it might affect others.

# MASLOW'S HIERARCHY OF NEEDS

*Service Learning* begins with understanding real needs in a community. Maslow's Hierarchy of Needs helps participants recognize how basic to higher-level needs affect well-being and why different communities may require different types of support. By learning to identify and prioritize needs, participants will be better equipped to make a meaningful impact.



SERVICE LEARNING - IDENTIFY A NEED - 2.1

**CONVERSATION STARTER:** If you were stranded on a desert island, what's the one thing you would bring?

## SURVIVAL SCENARIO CHALLENGE

### KEY OBJECTIVES

- How to Identify a Need
- Understand Maslow's Hierarchy of Needs

### WHAT YOU'LL NEED

- Printed/digital version of Maslow's Hierarchy of Needs.
- Printed copies of Scenario A and Scenario B for two groups, or more if you plan to divide participants into smaller teams.

- Divide youth into small groups of 4–6 participants.
- Explain the challenge:
- Your team is stranded in a survival situation. Resources are limited, and you must work together to create a plan that ensures everyone's survival.
- You will have 5 minutes to brainstorm a survival strategy based on the resources available in your assigned scenario.

**Scenario A:** Stranded on an island with only the clothes on your back, a pocket knife, and driftwood that washed ashore.

**Scenario B:** Shipwrecked in a lifeboat with a chicken, two oars, and three days of rations.

### FACILITATION TIPS

Encourage participants to think beyond just survival—ask how emotional and social needs might come into play in a long-term survival situation. This will help them connect Maslow's higher-level needs to real-life challenges.

Brainstorm survival strategy (5 minutes):

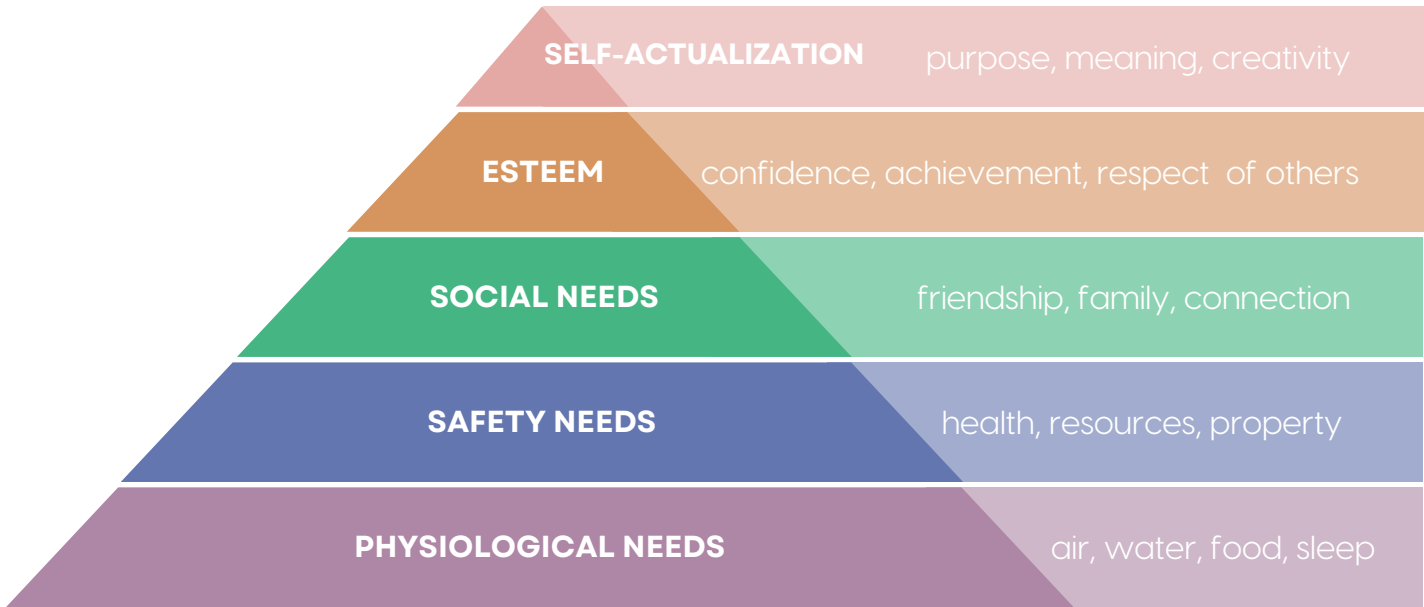
- What are your most immediate needs? (food, water, shelter, safety)
- How can you use available resources to meet those needs?
- What roles will each person take in your group?
- How will you stay safe long-term?

Encourage teams to think creatively and consider different perspectives as they develop their survival plan.

# REFLECTION

Show (or pass out copies of) Maslow's Hierarchy of Needs chart.

- What was your plan to help everyone survive the scenario?
- How did you prioritize your needs?
- Were you able to think of ways to meet those needs with your available resources?
- Dive Deeper: If basic needs like food and shelter are met, but a person has no sense of belonging or purpose, can they truly thrive? Why or why not?



# APPLICATIONS

- What steps can you take to assess and prioritize real needs in your community, just like you did in the survival challenge?
- How do needs change depending on circumstances (e.g., emergency vs. everyday life)?
- How can leaders effectively assess and prioritize needs in their community?

**KEY TAKEAWAY:** Just like in the survival challenge, identifying and prioritizing needs is essential—whether in an emergency or when serving a community. When we understand what people truly need before taking action, we create more meaningful and lasting change.

## CHECK UNDERSTANDING

Did participants connect Maslow's Hierarchy to problem-solving in real life? Did they reflect on how different situations affect people's needs? How different communities prioritize needs based on their circumstances?



# SCENARIO A



You are stranded on an island with only the clothes on your back, a pocket knife, and driftwood that floated ashore.

What is your plan to survive?

---

# SCENARIO B



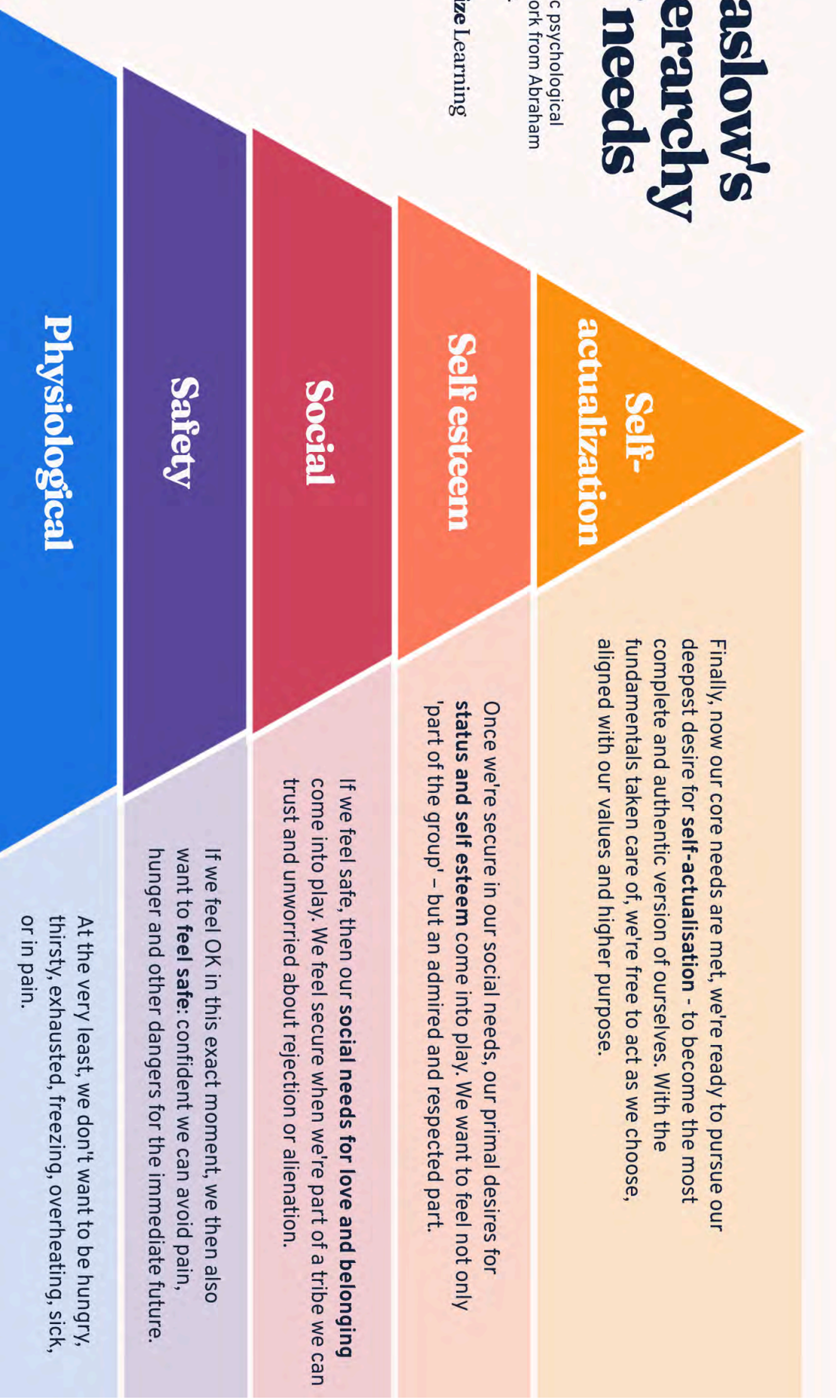
You are shipwrecked in a lifeboat with a chicken, two oars, and three days of rations.

What is your plan to survive?

# Maslow's hierarchy of needs

A classic psychological framework from Abraham Maslow.

BriceSize Learning



# BRAINSTORMING

*Brainstorming* encourages open thinking and collaboration, helping to generate creative solutions. This lesson explores how all ideas—even bad ones—can lead to great solutions.

## KEY OBJECTIVES

- Understand the value of brainstorming.
- Develop creative problem-solving skills.

**CONVERSATION STARTER:** Is it better for everyone to think the same way, or is it good to have different perspectives?



## PART 1 - WORD ASSOCIATION GAME

- Divide the group into two even lines.
- The facilitator starts by saying a random word (e.g., tree).
- The first person in each line says the first word that comes to mind related to the previous word (e.g., leaves).
- Continue down the line, with each person adding a new word.
- The goal is to see how quickly each group can complete their list.
- Compare how the word associations varied between the two lines.

## FACILITATION TIP

Model vulnerability by sharing your own "bad" or silly idea first. When participants see that even the facilitator is willing to throw out imperfect ideas, it helps create a safe and open brainstorming space.

**REFLECTION:** Did the first and last word seem associated with each other? Why or why not?

## PART 2 - MIND READING GAME



- Divide participants into pairs.
- On the count of three, both partners say a random word at the same time (e.g., flower and sky).
- Each pair must then think of a word that connects both words (e.g., petals or clouds).
- Count to three again, and both partners say their new word at the same time.
- Keep going until both partners say the same word at the same time.
- See which pairs matched their words the fastest.

**REFLECTION:** Were you able to read your partners mind? Why or why not?

## FACILITATION TIP

Dive Deeper - How does fear of failure stop people from thinking creatively? What would happen if we saw mistakes as part of the brainstorming process instead of something to avoid?

## PART 3 - BAD BRAINSTORM CHALLENGE

- Split participants into small groups (4–6 people).
- Each group brainstorms the most ridiculous or impractical ideas to solve a simple problem.
  - Example: "Create the perfect sandwich."
  - Example bad idea: Blend all the ingredients together into a smoothie.
- After brainstorming, each group transforms their bad ideas into practical solutions.
- Share the most creative or unexpected ideas with the group.

### FACILITATION TIP

Encourage bold and unexpected ideas—sometimes, the most "ridiculous" ideas lead to the most creative solutions!

**REFLECTION:** How did coming up with silly or unrealistic solutions help spark creativity?

- Did sharing ideas—both good and bad—lead to unexpected solutions?
- Many great ideas come from mistakes or unconventional thinking. Why is it important to create a space where everyone feels safe sharing their ideas?

Problem: pickle jar lid got stuck

Solution: Launch it into orbit and have astronauts try to open it in zero gravity

Problem: waking up on time

Solution: Hire a mariachi band to serenade you every morning

Problem: cutting onions makes me cry

Solution: wear a full scuba mask and oxygen tank

Problem: dinner takes too long to cook

Solution: use a flamethrower to cook everything in under three seconds

## APPLICATIONS

- Why is it important to have different perspectives when brainstorming?
- How does an open brainstorming space lead to better problem-solving and innovation?

**KEY TAKEAWAY:** Generating and sharing ideas, even imperfect ones, leads to stronger solutions. Different perspectives and creative thinking help problem-solving and innovation thrive.

### CHECK UNDERSTANDING

Did the discussion and reflection questions help youth see how brainstorming—even with bad ideas or weird connections—can lead to valuable solutions?



# IDENTIFY THE NEED

A thriving community needs more than just food and shelter. Emotional, social, and mental well-being are just as important. The Wellness Wheel helps you recognize a wide range of needs that contribute to a healthy, balanced life.

**CONVERSATION STARTER:** What do you need in life to be happy?

## KEY OBJECTIVES

-Identify and assess community needs using the Wellness Wheel.

## WELLNESS WHEEL ACTIVITY

### STEP 1: Introduce the Wellness Wheel

- Introduce the eight dimensions of wellness: physical, emotional, social, intellectual, occupational, environmental, financial, and spiritual. Discuss how each one plays a role in overall well-being.

**ASK:** Which areas do people focus on the most? Which areas are often overlooked?

## WHAT YOU'LL NEED

- Printed copies of the Wellness Wheel
- Workbooks and pencils

### STEP 2: Group Discussion

- Divide participants into small groups of 3-5 and discuss the following:
- What is a need you see in yourself or your family?
- What is a need in your school?
- What is a need in your community?

## FACILITATION TIP

Make sure the youth are leading the discussion and identifying community needs, not just being told what the needs are.

## REFLECTION

- What do you think is causing this need in your community? Is it due to a lack of resources, awareness, or something else?
- Review your youth council's purpose and mission. How can your group address these needs while staying aligned with its mission?
- What practical steps can we take to help meet these needs?





## APPLICATIONS

- How can we involve the community in identifying needs, rather than making assumptions?
- Identify one to three specific community needs your youth council wants to address.
- How can we apply the Wellness Wheel to design meaningful service projects?

**KEY TAKEAWAY:** A thriving community meets more than just basic needs—it supports emotional, social, and mental well-being too. We can identify overlooked challenges and create meaningful, balanced solutions that truly make a difference. Real change happens when we listen, learn, and take action together.

## CHECK UNDERSTANDING

- Did participants use the Wellness Wheel to identify real community needs? Did their discussions lead to practical and meaningful solutions?
- Did youth take the lead in identifying challenges and brainstorming actionable ways to address them?





# IDENTIFY THE NEED

Use this worksheet to figure out what the need is in your community. The 8 Dimensions of Wellness wheel will help you think of different areas in which you and others in your community may have a need. Think about what is the root cause of that need. For instance, you may have a need to socialize more. The root cause of that need might be: 'I don't make enough time for friends because I get distracted by screen time and social media.' Discuss possible solutions such as planning a weekly game night with friends, etc.

## DISCUSS

- **What is a need you see in yourself or your family?**
- **What is a need in your school?**
- **What is a need in your community?**
- **Of the needs in your community, what are the root causes? (access, awareness, resources, etc.)**
- **What are some solutions to address these needs and their root causes?**

## IDENTIFY YOUR TOP 3 SERVICE IDEAS

# BUDGET

Managing a budget for a service project is essential for success, but sometimes the money available doesn't cover everything you need. That's where creative thinking comes in. Whether it's through selling items, finding sponsors, bartering, or getting donations, there are many ways to increase your budget or stretch the funds you have. Being able to think outside the box and "sell" your ideas effectively can make a huge difference in managing a limited budget.



**CONVERSATION STARTER:** Think about a time when you bought something you didn't think you needed. What convinced you to buy it?

## BUDGETING

**Step 1:** In small groups of 4-5, give them 5 minutes to create a Budget for a pretend event such as a birthday party or other event

- Have participants create a simple budget for their event. They should include what they think the cost would be for items like:
  - Supplies (e.g., materials, snacks, printing)
  - Venue (if applicable)
  - Miscellaneous (e.g., transportation, promotional items)

**Step 2:** Brainstorm Ways to Stretch the Budget

- Ask participants to think creatively about how they can stretch or increase their budget. Challenge them to come up with at least three ideas for reducing costs or raising additional funds. Some examples include:
  - Sell items at events: (e.g., baked goods, t-shirts, or a DIY photo booth)?
  - Barter goods or services: Trade with a local business for what they need?
  - Repurpose materials: Could they use recycled materials or get donations of unused items from others?
  - Ask for donations or sponsorships: Could they ask for donations (e.g., supplies, food, or venue space)?

**Step 3:** Present Your Budget Stretching Ideas

- Have each group present their original budget and the creative ways they plan to stretch or increase their budget.

### KEY OBJECTIVES

-Learn how to engage people in supporting a cause in a way that builds trust and inspires action.

-Learn how to think creatively to stretch a budget and raise additional funds.

### WHAT YOU'LL NEED

-Small everyday objects (pencils, notebooks, shoelaces, etc.)

-Timer or stopwatch

-Print a copy of the appendix for all the participants doing the budget activity.

## REFLECTION

- How did you decide what was most important to spend money on for your project?
- What creative ideas did you come up with for stretching your budget or raising additional funds?

## SELLING GAME

### FACILITATION TIPS

-Explain the different methods you can use to stretch or add to a budget. Model to them the techniques in the activity of how to do a persuasive pitch.

-Give them examples and ideas when they are creating their budgets and thinking of ideas to stretch them.

### Step 1: Craft a Persuasive Pitch

- Pair up and choose one object you have on you (e.g., a pencil, a shoelace, a keychain).
- Each person has one minute to convince their partner to 'buy' their object. To make your pitch more persuasive, try using these techniques:
- Highlight benefits ("This pencil is indestructible—you'll never need another one again!")
- Create urgency ("There's only one left!")
- Use storytelling ("This keychain saved me when I lost my keys in the dark!")

### Step 2: Practice and Improve

- Switch partners and refine the pitch after each round.
- Focus on improving one technique at a time (e.g., storytelling, urgency, emotional appeal).
- Notice which techniques make your pitch more persuasive. What works best? What could be improved?

## REFLECTION

- How did practicing and refining your pitch change how you felt about asking for support?
- What strategies worked best for getting someone interested?
- How can we ask for donations in a way that is respectful and genuine?

**Key Takeaway:** Managing a budget for a service project is not just about tracking expenses—it's about using creativity and resourcefulness to make the most of your resources. Being able to sell your project and think outside the box to find new ways to stretch your budget can make your project more successful, even when funds are limited.

### CHECK UNDERSTANDING

Did the activities help you learn how to manage a budget creatively? What new strategies will you use to raise money or stretch your project budget effectively?



What items will you need for your event?

What will they cost?

How will you get the items (or money to get the items)?  
(reuse materials, fundraise, trade, ask for donations, etc.)

---

What items will you need for your event?

What will they cost?

How will you get the items (or money to get the items)?  
(reuse materials, fundraise, trade, ask for donations, etc.)

# GET SUPPLIES

Gathering materials is just as important as raising funds. Service projects often require creative problem-solving when resources are limited. This lesson helps youth identify what they need, maximize what they already have, and develop creative solutions.

**CONVERSATION STARTER:** What's the most creative thing you've ever done to solve a problem?

## RESOURCE CHALLENGE



Divide youth into small teams of 3-5 participants per group.

- Give each team a bucket/box of random materials. Each bucket should contain a different mix of supplies to encourage unique problem-solving approaches.

- Hand out a challenge card to each team with a task (the items they've been given don't need to match the task they were given):
  - Build the tallest tower that stands on its own.
  - Create a picture frame without using glue or tape.
  - Design a small bridge that can hold the weight of a small object.
- Give teams 1 minute to assess their materials, discuss their approach, and 4 minutes to complete the challenge.

### FACILITATION TIP

-Encourage teams to think beyond the obvious. Ask, "Can any of these materials be used in a way they weren't designed for?" Challenging them to repurpose items sparks creativity and real-world problem-solving.

-Encourage collaboration and adaptability in using what's available.

- Announce half way through the 4 minutes that teams can trade materials with other groups or collaborate with another team to get the supplies they need.

**Bonus Challenge:** If teams finish early, allow them to exchange one material with another team and modify their design to incorporate the new resource.

### KEY OBJECTIVES

- Identify and prioritize essential materials for a service project.
- Learn how to problem-solve and adapt when resources are limited.

### WHAT YOU'LL NEED

- Totes or buckets with random materials (e.g., paper, tape, string, cups, popsicle sticks, etc.)
- Print the page below with Challenge Cards



# REFLECTION

In the reflection, each team should explain their final creation:

- Why they chose certain materials.
- What challenges they faced.
- How they worked together as a team.
- How did your team decide which materials to use, and did everyone agree on the plan?
- What challenges did you face with the materials you had, and how did you adapt?
- Looking back, is there a way you could have used your resources more efficiently?



# APPLICATION

- How can we use creative problem-solving when gathering supplies for a real service project?
- What are some ways to find or reuse materials instead of always buying new ones?
- How does working with limited resources help us become better planners and problem-solvers?
- Dive Deeper: How does having limited resources push people to be more innovative? Can you think of a time when a challenge led to a better idea than if you had everything you needed?

**Key Takeaway:** Being resourceful and making the most of what's available is just as important as budgeting for an event. Creative problem-solving turns limitations into opportunities.

## CHECK UNDERSTANDING

Did participants recognize how planning, adaptability, and teamwork contribute to successfully gathering resources for service projects?



Build the tallest tower that stands on its own

---

Create a picture frame without using glue or tape

---

Design a small bridge that can hold the weight of a small object

---

Construct a boat that can float

# IDENTIFY STRENGTHS OF YOUR TEAM

Every person brings unique strengths to a team. Understanding leadership styles helps teams collaborate more effectively, especially in service projects. By recognizing our strengths and how they help a team, we can improve teamwork, communication, and overall success.



**CONVERSATION STARTER:** If you had to build the ultimate team to work with you on a project, what type of people would you want on your team?

## MY CREATIVE TYPE QUIZ

### KEY OBJECTIVES

- Recognize and value different strengths within a team.
- Discover how leadership styles impact teamwork and contribute to success.

### WHAT YOU'LL NEED

- Digital devices for taking the quiz online.

<https://mycreativetype.com/>

- Have everyone take this free leadership personality quiz: <https://mycreativetype.com/>
- After the quiz, participants determine which leadership category best describes them.

#### Leadership Categories-

- The Artist: Ability to bring ideas and concepts to life
- The Thinker: Intellectual curiosity, ability to find and create meaning
- The Adventurer: High levels of creative energy, spirit of curiosity and play
- The Maker: Focus and dedication, ability to achieve mastery
- The Producer: Strong leadership skills, ability to make things happen
- The Dreamer: Connection to emotions and imagination, empathy and sensitivity
- The Innovator: Ability to generate new ideas and innovative solutions
- The Visionary: Full of big ideas, ability to see potential and possibility everywhere

### FACILITATION TIP

Help participants see that leadership is not just about being in charge. Expanding their view of leadership helps everyone recognize their value in a team.



- Have everyone try to find someone with the leadership type that is their “ideal collaborator” (or at least someone with a different leadership type) Have them take turns answering the reflection questions together.

## REFLECTION

- Do you think the leadership type fits you well? Why?
- How your strengths helps a team succeed.
- A challenge you sometimes face because of your leadership style.

Reinforce that all leadership styles are valuable. Charismatic public speakers and behind-the-scenes organizers are equally important for teamwork and project success. As a group discuss:

- How can understanding leadership styles help teams work better together?
- What challenges might a team face if everyone had the same leadership style?

## APPLICATION

- How can we use what we learned to build stronger teams for service projects?
- What role do you see yourself taking in a future project?
- Dive Deeper Question: What happens when a team only has one type of leader? Can you think of a time when a group struggled because there wasn't enough variety in leadership styles?

### CHECK UNDERSTANDING

-Did participants recognize their strengths and how to use them effectively in a team setting?

-Do they see how different leadership styles can work together to create stronger teams?

**Key Takeaway:** Strong teams succeed because they combine different strengths. Everyone has something valuable to offer in leadership and service.



# HOW TO GET VOLUNTEERS

Recruiting volunteers is essential for a successful service project. Volunteers bring time, skills, and energy—but getting people to join requires clear messaging and strong communication skills. This activity helps youth develop a short, persuasive speech (an elevator pitch) to effectively recruit volunteers for their cause.



**CONVERSATION STARTER:** What's the craziest thing someone has convinced you to do? How did they convince you?

## ELEVATOR PITCH CHALLENGE

### KEY OBJECTIVES

- Develop and practice an elevator pitch for recruiting volunteers.
- Understand how to engage and motivate potential volunteers.

### WHAT YOU'LL NEED

- Timer
- Print Scenario Cards with different volunteer requests on the page below

An elevator pitch is a short, persuasive speech that explains why someone should support a cause in 60 seconds or less—about the time of an elevator ride.

Instructions:

- Pass out the scenario cards and give 1 minute to write down a few ideas based on the prompt using these to guide:
  - The Hook – Start with a question, fact, or personal connection.
  - The Why – Explain the cause and why it matters.
  - The Impact – Show how the volunteer's help will make a difference.
  - The Ask – Clearly state what they need to do.

Find a partner with a different scenario than you and deliver your elevator pitch.

- Each person has 60 seconds to convince their partner to volunteer.
- Rotate partners and refine the pitch after each round based on feedback. Encourage clarity, engagement, and confidence.
- Optional round: Ask a volunteer to present their best pitch to the group. Instead of voting, the group provides constructive feedback on what was most convincing and how it could be improved.

### FACILITATION TIPS

-Remind participants that people are more likely to volunteer when they feel personally connected to a cause.

-Encourage them to make their pitch relatable by sharing a real story or example of how volunteering makes a difference.

## REFLECTION

- What made a pitch persuasive? What techniques worked best?
- How did practicing with different people change your approach?
- What emotions or messages made the biggest impact when asking for volunteers?

## APPLICATION

- How can we make volunteering feel exciting and meaningful rather than just asking for help?
- What are some ways to encourage people who are hesitant to commit?
- Dive Deeper Question: What makes people say yes to something new? Think about a time you agreed to do something outside your comfort zone—what convinced you? How can we use that to inspire others to volunteer?

### CHECK UNDERSTANDING

Did youth apply persuasion techniques to make their volunteer pitch more effective?

**Key Takeaway:** A strong elevator pitch helps recruit volunteers by making the cause clear, compelling, and relevant to the person you're asking.



**You are asking someone to volunteer to:**

- "I need a volunteer to be my 'dinosaur impersonator' for a video we're filming, to help promote education at the local museum."

**Here are the key elements you may want to include in an elevator pitch**

- The Hook – Start with a question, fact, or personal connection.
  - The Why – Explain the cause and why it matters.
  - The Impact – Show how the volunteer's help will make a difference.
  - The Ask – Clearly state what they need to do.
- 

**You are asking someone to volunteer to:**

- "I need someone to be my official 'pillow fort architect.' We're building a pillow fort for charity."

**Here are the key elements you may want to include in an elevator pitch**

- The Hook – Start with a question, fact, or personal connection.
  - The Why – Explain the cause and why it matters.
  - The Impact – Show how the volunteer's help will make a difference.
  - The Ask – Clearly state what they need to do.
- 

**You are asking someone to volunteer to:**

- "I need volunteers to be 'Plant Whisperers' and help us plant flowers and trees around the neighborhood while talking to them to make them feel welcome."

**Here are the key elements you may want to include in an elevator pitch**

- The Hook – Start with a question, fact, or personal connection.
  - The Why – Explain the cause and why it matters.
  - The Impact – Show how the volunteer's help will make a difference.
  - The Ask – Clearly state what they need to do.
- 

**You are asking someone to volunteer to:**

- "Come help us organize a 'Compliment Booth' where we give out free compliments to passersby."

**Here are the key elements you may want to include in an elevator pitch**

- The Hook – Start with a question, fact, or personal connection.
  - The Why – Explain the cause and why it matters.
  - The Impact – Show how the volunteer's help will make a difference.
  - The Ask – Clearly state what they need to do.
- 

**You are asking someone to volunteer to:**

- "Help us with a 'Sock Donation Sorting Party!' We have tons of socks to sort for charity, we need help."

**Here are the key elements you may want to include in an elevator pitch**

- The Hook – Start with a question, fact, or personal connection.
- The Why – Explain the cause and why it matters.
- The Impact – Show how the volunteer's help will make a difference.
- The Ask – Clearly state what they need to do.

# RESOURCES

Planning a service project requires identifying the resources needed to ensure its success. By understanding what people, physical items, and financial resources are required, students will learn how to organize and plan an event effectively to maximize impact. This activity guides youth in identifying necessary resources, determining what they already have, and figuring out how to acquire what's missing.

**CONVERSATION STARTER:** Have you ever had an experience where you had to be creative and make due with limited resources? What was it?

## RESOURCES WORKSHEET

1. Begin by discussing the service project you want to accomplish as a group.
2. Break down the project into categories of needed resources (People, Physical Resources, Money, Other).
3. Work together to complete the worksheet. List all possible needs under each category. Or if something isn't applicable for this service project cross it out.

### WHAT YOU'LL NEED

- Worksheets (one per participant)
- Whiteboard or chart paper for brainstorming (optional)
- Markers or pens
- Access to internet for research (optional)

4. Discuss what resources are already available and what needs to be acquired. Make sure to identify costs for missing resources.
5. Develop a plan for how to obtain the missing resources (e.g., donations, fundraising, ask people, etc.)
6. Assign action items: Who will do what and by when?

## REFLECT & APPLY

- How did you decide which resources were most important to the project's success?
- What would you do if a critical resource became unavailable?
- Dive Deeper: How can problem-solving in resource planning teach us to be more adaptable in other areas of life?

### CHECK UNDERSTANDING

How well did participants apply resource-planning skills to create a practical and realistic action plan?

**Key Takeaway:** The success of a service project depends on the resources available. By identifying what is needed and how to acquire it, you can ensure that the project runs smoothly and has a greater impact.



# RESOURCES

Use this worksheet to identify the resources you will need to complete your selected service experience. Discuss together what you need—whether it's volunteers, a space to rent, supplies, additional money, etc. In the next worksheet, you will write down who you need to collaborate with. For now, focus on the resources needed, and decide who will look into each of them. Sometimes you might need to make a call, do a Google search, or go to the store to get a few things. This worksheet is where you can make those assignments. You may need more or fewer resources, but this is a good starting point.

## WHAT IS THE SERVICE PROJECT YOU WANT TO ACCOMPLISH?

Please fill out the Chart on the following page before answering these questions

- **What resources do we already have access to?**
- **What do we not have that we need? How can we get it and/or what will it cost?**  
Will you ask someone to donate space, rent it, fundraise to get items, or ask who already has supplies or buy them, etc.? Write down your ideas.

**NEEDS**

**HOW CAN WE  
GET IT**

**COST**

## ACTION ITEMS

**CONTACT**

People that need to be contacted

**ITEM**

Items that need to be bought

**WHO**

Who's going to do what

**WHEN**

When will they have it done by

**What do we Need?**

PEOPLE	PHYSICAL	MONEY	OTHER
<p>Volunteers, Planning Team (Who will help lead this event?), Experts/Guest Speakers (if applicable), The people you are serving</p>	<p>Location, Supplies or equipment for the service, Food, Signs/Decorations, Other (Chairs, tables, canopies, etc.)</p>	<p>Budget (What money do you already have to spend on this?), Donating/Fundraising (Are there more funds/resources you need?)</p>	<p>Marketing skills &amp; materials (Flyers, social media posts, emails), Logistics (Transportation, trash cans, restrooms, first aid kit), Legal stuff (if applicable, do you know where to find permits, insurance, waivers, etc.)</p>

# WHO IS LIKE ME

People naturally connect over shared interests, but strong teams are built when individuals embrace differences and recognize the strength in diverse perspectives. This activity encourages participants to explore what truly brings people together and how different viewpoints can enhance collaboration. Successful teamwork isn't just about similarities—it's about finding common ground while valuing what makes each person unique.

**CONVERSATION STARTER:** Think about a time when you felt like you truly belonged to a group. What made you feel included? Was it because of shared interests, a common goal, or something else?

## ARE YOU LIKE ME?

### Part 1: Forming Teams by Similarities

1. Distribute a playing card to each participant.
2. Form groups based on something similar about their cards (e.g., same suit, same number, or similar card size).
3. Participants have 1–2 minutes to form their groups.
4. Reform groups using a different way to identify commonalities.
  - a. Encourage participants to form the largest group possible by identifying a shared trait.
5. Discussion:
  - What made you choose the people you first grouped with?
  - Did anything besides the cards influence your decision?



### WHAT YOU'LL NEED

- Deck of playing cards
- "Secret Interest" cards  
Print the page below

### KEY OBJECTIVES

- Recognize how shared values and experiences influence partnerships.
- Understand how both similarities and differences strengthen partnerships.
- Explore the benefits of working with diverse perspectives.



**Part 2:** Recruiting Teams Based on Shared Interests

1. Redistribute the cards, giving a new one to each participant.
2. Select ¼ of the group as "Recruiters," while the rest are "Community Members."
3. Give each Community Member a Secret Interest Card. They can read it but cannot share it with others.
4. Recruiters attempt to form the largest team possible by recruiting Community Members.
5. Community Members may only join a team if:
6. They think their playing card as similar to the recruiter's card.
7. Their Secret Interest (see Appendix) aligns with what the recruiter is offering.

**FACILITATION TIP**

Encourage participants to form groups with people they wouldn't normally choose.

**DISCUSSION:**

- What strategies did recruiters use to build the largest group?
- How did the secret interests change the team-building process?

**REFLECTION**

- What did you notice about how groups formed? Were similarities or differences more influential?
- How can finding common ground make teamwork easier? When might differences be an advantage?

**APPLICATION**

- How can we build stronger teams by balancing similarities and differences?
- What are ways we can be more open to working with people who are different from us?
- Dive Deeper:
- Think about a time when you worked with someone who had a completely different approach than you. Did it make the outcome better or harder? How can we learn to see differences as strengths instead of obstacles?

**KEY TAKEAWAY:** Strong teams aren't just made of people who are alike—they thrive when members find common ground while valuing different perspectives. Shared goals/values and diverse ideas make teams stronger.

**CHECK UNDERSTANDING**

Did everyone understand that both having things in common and having different ideas can make teams stronger?



You are invited to join by someone who smiles

You are invited to join by someone who says it will be fun

You are invited to join by someone who has a team of more than 3

You are invited to join by someone who shows real interest in you

You are invited to join by someone who asks you about you and really listens

You are invited to join by someone who has the same color card as you

You are invited to join by someone who has a friend of yours on their team

You are invited to join by someone who makes you smile and feel good

You are invited to join by someone who says you would be an asset or benefit

You are invited to join by someone who has a different color card than you

You are invited to join by someone who has a face card

You are invited to join by someone who has a numbered card

# COMMON GROUND

Strong relationships grow from connection, shared experiences, and mutual understanding. While some friendships and partnerships form through common interests, others develop through respecting differences and valuing diverse perspectives. This activity challenges participants to find common ground and reflect on what makes relationships meaningful—whether through shared experiences or the ability to embrace and learn from each other’s unique strengths.



**CONVERSATION STARTER:** Think of a time you connected with someone (friend, teammate, classmate) What about them that made you feel connected?

## WHAT YOU’LL NEED

-Paper and pencils (or digital notes for accessibility)

## FACILITATION TIP

Encourage active listening. Have participants focus on truly hearing what their partner is saying rather than just waiting for their turn to speak.

## FINDING COMMON GROUND

1. Pair up with someone you don’t know well or haven’t worked with before.
2. Take turns sharing your interests—hobbies, favorite activities, or values.
3. Work together to list as many things as possible that you have in common (you have 2–3 minutes!).
4. Discuss: What makes those common interests meaningful to you? Why do they matter?
5. Switch partners and repeat with someone new.

## KEY OBJECTIVES

- Recognize shared interests as a foundation for connection.
- Understand how both similarities and differences shape strong relationships.

## REFLECTION

- Did finding common interests help you feel more connected? Why or why not?
- How might working with someone very different from you create both a challenge and a strength?

## APPLICATIONS

- How can finding common ground help build strong teams and partnerships?
- How can we build strong relationships with people who have different backgrounds or perspectives?

**DIVE DEEPER:** Have you ever changed your opinion about someone after getting to know them better? What made you see them differently, and how did that change your relationship?

**KEY TAKEAWAY:** Building relationships isn’t just about what we have in common—it’s about how we connect, listen, and value both similarities and differences.

## CHECK UNDERSTANDING

Did this activity help participants see how both common interests and differences can lead to strong relationships?

# THE RIGHT PARTNER

Successful service projects rely on the right people, resources, and community partnerships. Choosing strong partners enhances impact, ensures sustainability, and brings valuable skills and perspectives to a project. This activity helps participants strategically identify partners, build lasting connections, and develop plans for effective collaboration to make their service efforts more successful and meaningful.



## KEY OBJECTIVES

- Identify potential community partners who align with your service project's goals.
- Develop strategies for engaging and maintaining strong partnerships.

## FACILITATION TIP

-Encourage participants to think beyond obvious partnerships. A great partner isn't just someone with resources—it's someone who shares your mission and can help create long-term impact.

**CONVERSATION STARTER:** Think of a time when someone made a project easier for you. What did they contribute that made the difference?

## PARTNERING FOR SUCCESS

### Instructions

1. Form small groups of 4–6 participants.
2. Either assign a community issue or let teams choose one they care about.
  - a. Examples may include: Need for an accessible playground, support for teen mental health, or helping families experiencing homelessness.
3. Using the Service Learning Workbook 4, brainstorm organizations, businesses, or individuals who could support the project.
4. Discuss which partners would be most valuable and prioritize who to contact first.
5. Each group presents their plan, and explains why they chose specific partners.

## REFLECTION

- Which organizations or individuals would bring the most value to your project?
- What factors make a partnership truly beneficial for both parties?
- What are some effective ways for reaching out to potential partners and build trust?

## WHAT YOU'LL NEED

- Collaborate Worksheet

## APPLICATION

- Can you think of real-world examples of successful community partnerships?
- How can we turn one-time Collaborations into lasting Partnerships?
- Deeper Dive: How can we ensure partnerships are mutually beneficial? What happens when one side feels like they are giving more than receiving?

## CHECK UNDERSTANDING

Did this activity help participants see how partnerships can enhance service projects? What steps will they take to engage the right community allies?

**KEY TAKEAWAY:** Strong community partnerships can take a project from good to great. The right connections can expand resources, increase impact, and create lasting change.





# COORDINATION AND DELEGATION

*Executing a service project requires strong teamwork, leadership, and clear communication. From organizing logistics to coordinating volunteers and securing resources, success depends on delegation, problem-solving, and collaboration. This activity challenges participants to navigate real-world leadership obstacles, communicate effectively under pressure, and work as a team to achieve a common goal.*



**Conversation Starter:** Would you rather make all decisions alone or consult your team before making a decision? Why?

## THE ROBOT GAME - ROUND 1

- Divide participants into teams of 4-5. Invite someone to volunteer to lead this round. A different person will be the leader each round.
- Ask all team members except the leader to close their eyes every round.
- Round 1 – Silent Instructions:
  - Leaders can only communicate through taps:
    - One tap on the back = move forward
    - Two taps = move faster
    - Right shoulder tap = turn right
    - Left shoulder tap = turn left
    - Head tap = stop
  - Leaders pick a spot in the room and guide their team there and back no speaking only taps.

### FACILITATION TIPS

Encourage youth to adapt their communication style based on their team's needs. Some teams may need more direction, while others thrive with more autonomy. A good leader knows when to step in and when to step back.

**Reflect:** What challenges did the leader face when using only non-verbal communication? How did it feel to rely on taps instead of words?

### KEY OBJECTIVES

- Learn to coordinate as a team and delegate as a leader.
- Develop leadership and delegation skills.

### WHAT YOU'LL NEED

- Box
- Tennis balls
- Toilet paper rolls
- Pipe cleaners

## THE ROBOT GAME - ROUND 2

- Ask a new leader to volunteer.
- Leaders now may use words instead of taps to guide their team. (Team members still keep their eyes closed.)
- Secret Instructions for Leaders:
  - Pull all the leaders aside and explain the task before the round begins. Make sure team members do not hear the full instructions.
  - The team must locate and assemble four scattered objects—a box, a tennis ball, a toilet paper tube, and a pipe cleaner— in a structured way. (to make it look like a robot)
  - Demonstrate to the leaders how the items should be assembled.
  - The leader knows the final goal, but team members do not.

## THE ROBOT GAME - ROUND 2

- Within two minutes, the leader must guide their team to find and assemble a box, a tennis ball, a toilet paper tube, and a pipe cleaner. The leader may not tell the team the end objective, only give verbal instructions.

**Reflect:** How did verbal communication improve or complicate the task? Was it difficult to complete the task not knowing what the objective was as a team?

## THE ROBOT GAME - ROUND 3



- Before starting, give teams 30 seconds to plan their approach.
- Discuss the goal (building the robot) and how to accomplish it.
- The new leader for this round will Assign roles: Who will pick up which item? Where will things be placed?
- Ask all team members to close their eyes again, except for the new leader.
- The leader guides their team to build the robot again, but this time, they have already collaborated, communicated, and delegated roles beforehand.

**Reflect:** Who completed the task the fastest? What were their strategies? How did coordinating improve teamwork? Was it helpful to have the leader delegate certain tasks at the beginning?

## REFLECTION

- How did teamwork improve from the first round to the last? why?
- As a leader, was it easier to give instructions for every step or to delegate responsibilities?
- What leadership and communication skills were most important in this activity?

## APPLICATION

- How does this activity compare to teamwork in real life?
- Why is delegation important when working on group projects or organizing events?
- What kind of leader do you want to be?
- Dive Deeper: What makes people trust a leader enough to follow their instructions? How does trust impact a team's ability to work together effectively?

## CHECK UNDERSTANDING

Did the activity help participants see how delegation and teamwork lead to success?

**KEY TAKEAWAY:** Strong leadership isn't about doing everything yourself—it's about clear communication, trust, and effective coordination & delegation so everyone can contribute.



# COLLABORATIVE DECISION-MAKING

*Collaboration is more than just working alongside others—it's about listening, problem-solving, and making decisions together. Strong teams find ways to communicate, adapt, and trust each other to reach a common goal. In this challenge, you'll see firsthand how effective collaboration can turn a simple task into a powerful lesson in teamwork and leadership.*



**Conversation Starter:** Think of a time when you were in a group where no one listened. What happened?

## RUBBER BAND - CUP CHALLENGE

- Teams must work together to stack cups without using their hands. They must rely on a shared tool (rubber band with attached strings) to complete the task successfully.

### Instructions:

- Divide participants into small teams of 3-5.
- Give each team a rubber band with four or more strings attached—one string per participant.

### FACILITATION TIPS

- Modify string lengths as needed for accessibility. Participants with limited motor skills can serve as team strategists, giving verbal instructions instead of manipulating the rubber band.
- Encourage teams to pause and reflect after their first attempt. Giving them time to discuss strategy before trying again often leads to better teamwork and problem-solving.

- Each participant holds onto one string.
- Teams must work together to lift and stack plastic cups into a stable pyramid without touching them directly.
- Only the rubber band and strings may be used—no hands.

### Variations:

- Race Mode: Compete against other teams to build the tallest or most stable pyramid.
- Time Challenge: Unstack and restack the cups into a specific formation within a set time.
- Silent Mode: Complete the task without speaking—teams must rely only on nonverbal communication.
- One-Hand Mode: Each participant may only use one hand, increasing the challenge.

### KEY OBJECTIVES

- Strengthen teamwork and decision-making in group settings.
- Develop problem-solving skills through collaboration and adaptability.

### WHAT YOU'LL NEED

- Rubber bands (one per team)
- Strings (tied to the rubber band, one per person)
- Plastic cups (stackable)



## REFLECTION

- What is collaboration, and how did your team demonstrate it during this activity?
- Did a leader emerge in your group?
- What was the most difficult part of working together?

## APPLICATION

- How does teamwork help when solving big challenges, not just small tasks?
- Have you ever been in a situation where poor teamwork caused problems? How could what you learned today have helped?
- How can we apply these teamwork skills to service projects, leadership roles, or everyday problem-solving?
- Dive Deeper: How do teams decide whose ideas to follow when there are multiple opinions? What happens when a team ignores certain voices, and how can we make sure everyone is heard?

**KEY TAKEAWAY:** Working together isn't just about getting the job done—it's about listening, adapting, and making space for everyone's ideas. When teams communicate, trust, and collaborate effectively, they can solve problems and accomplish more than they ever could alone.

## CHECK UNDERSTANDING

Did this activity help participants experience the value of working together to solve a problem?



# BE DECISIVE

Effective decision-making is a key skill, especially when planning events where time is limited and many factors must be considered. Leaders often need to make tough calls quickly and confidently, like deciding whether to move an outdoor event indoors due to bad weather or selecting a vendor based on value and quality. By practicing decision-making, participants learn how to evaluate options, take action, and make confident choices, rather than overthinking or waiting for the “perfect” solution.



**Conversation Starter:** Do you consider yourself a bit of a perfectionist? Or do you fly by the seat of your pants?

## FAST CARD GAMES

### KEY OBJECTIVES

- Understand the importance of making quick, confident decisions and moving forward without hesitation.

### WHAT YOU'LL NEED

- A set of Anomia Cards or Taco Cat Goat Cheese Pizza Cards (both games require fast thinking and quick decision-making).

### Introduce the Game

- Explain the rules of Anomia or Taco Cat Goat Cheese Pizza to the group. These games require players to make decisions quickly, without hesitation, and react fast to win.
  - Anomia: Players take turns flipping cards. When the symbols on two players’ cards match, they must quickly call out the word associated with the symbol. The first player to call out correctly wins the round.
  - Taco Cat Goat Cheese Pizza: Players take turns saying the words “taco,” “cat,” “goat,” “cheese,” and “pizza” while flipping cards. When a spoken word matches the card, the first player to slap the pile wins the round.

### Play the Game

- Split participants into smaller groups of 5–6 people or play with the whole group depending on the number of participants.
- Play until everyone has plenty of opportunities to practice making quick decisions without hesitation.

### FACILITATION TIPS

- For teams that are new to fast decision-making, guide them through an initial round of the game by giving them simple prompts to encourage quick choices.
- Model Decision-Making. Show participants how to make choices confidently, even when not all the information is available.



## REFLECTION

- What happened when you hesitated during the game? How did it affect the outcome?
- Why is it important to decide quickly instead of getting stuck in overthinking?

## APPLICATION

- How can quick, decisive decision-making help avoid delays in event planning?
- What are the consequences of waiting for the "perfect" decision instead of going with a good, workable solution?
- Why do we hesitate when making decisions, and how does hesitation affect a team's success?
- Dive Deeper: What's the difference between a quick decision and a rushed one? How can we make sure we're making smart choices without overthinking?

## CHECK UNDERSTANDING

Were participants able to identify the importance of making quick, confident decisions and moving forward?

- **KEY TAKEAWAY:** In event planning and leadership, there's no time for hesitation or second-guessing. Teams must commit to decisions quickly and confidently, knowing that waiting for the "perfect" solution can lead to missed opportunities. Taking action—even when a decision isn't perfect—leads to progress and success.



# PLANNING AN EVENT

*Planning a successful event isn't just about having a great idea—it's about making sure every detail is in place before the big day. From setting deadlines to assigning roles and preparing for unexpected challenges, good planning keeps things running smoothly. In this lesson, you'll learn how to break down a service event step by step, so nothing gets missed, and your team is ready for anything!*



**Conversation Starter:** What is one of the best events you have ever attended? What made that event successful?

## EVENT PLANNING WORKSHEET

### Introduction and Group Work:

- Explain the sections of the worksheet and why each one is important.
- Discuss what is a milestone and why its important for a service event and why backdating tasks is crucial.
- Divide participants into smaller teams or work as a large group.
- You can Assign different sections of the worksheet to each group or discuss each section as a whole team.
  - Team 1: Plans event milestones.
  - Team 2: Organizes volunteer roles and logistics.
  - Team 3: Creates backup plans and ensures all resources are available.
- Each group should complete the "Who is Doing What?" section, assigning roles to specific individuals.

### KEY OBJECTIVES

- Develop a detailed timeline for a service event, including key milestones and deadlines.
- Assign responsibilities and ensure everyone knows their role before the event.
- Understand the importance of preparation, backdating, and adapting to challenges.

### FACILITATION TIPS

- For teams that are new to fast decision-making, guide them through an initial round of the game by giving them simple prompts to encourage quick choices.
- Model Decision-Making. Show participants how to make choices confidently, even when not all the information is available.

### Timeline Creation and Presentation

- Outline major milestones and set deadlines for each task.
- Walk through the backdating process to determine when each step must be completed.
- Teams should also consider potential challenges and add backup plans where needed.
- Once the worksheets are complete, each team presents their section of the plan.
- As a group, discuss any areas that need improvement or adjustments

### WHAT YOU'LL NEED

- Printed worksheets for everyone on the planning team
- Markers or pens for writing

## REFLECTION

- What did you learn about the importance of planning ahead and assigning clear roles?
- How did backdating help you see the full picture of what needs to be done?
- What is the most important part of planning an event, in your opinion?

## APPLICATION

- Have a discussion about times when last-minute issues arose at events they've attended or organized. How did the event organizers manage those challenges, and what could they have done differently with better planning?
- Dive Deeper Question: Why do some events feel effortless while others feel chaotic? What's the hidden work behind a smooth event that most people never notice?

**KEY TAKEAWAY:** Great events don't just happen—they're built with careful planning, clear roles, and smart preparation. The more effort you put into the details now, the smoother your event will run—and the bigger impact you'll have on the people you're serving.

## CHECK UNDERSTANDING

- Did participants grasp the importance of backdating and setting milestones?
- Were participants able to identify what resources are needed and who will do what?



# PLAN

Use this worksheet to create a timeline for what needs to be done, by when, and who is responsible. When planning, it's important to have milestones. These are short-term goals that help you achieve your goal of executing an awesome event! Some of these items may not apply to every service project. If they don't apply to yours, feel free to cross them off. You may need fewer or more milestones, but this is a good starting point. If needed you can use more blank sheets to expand on your notes and timeline.

## What are we doing and who are we here to serve?

Now that you've identified all the resources and collaborators, let's create a timeline of key milestones leading up to the service project. This will help you stay organized and ensure everything is in place by the event day.

## KEY MILESTONES & BACKDATING

Milestone	Deadline	Person(s) Responsible	Notes
Confirm the event location and time			
Finalize volunteers and assign roles			
Confirm any guest speakers/experts			
Secure additional supplies/equipment			
Set up social media flyers, advertising			
Finalize backup plan			
Hold volunteer orientation			
Event day: Setup execute project			
Event day: Cleanup and check out			

## HAS IT BEEN PLANNED FOR

## WHO IS RESPONSIBLE

- Volunteer Check In \_\_\_\_\_
- Supplies/ Equipment \_\_\_\_\_
- Welcome People to the Event \_\_\_\_\_
- Manage Volunteers During Event \_\_\_\_\_
- Food/Water Distribution \_\_\_\_\_
- Cleanup \_\_\_\_\_
- Location Confirmation \_\_\_\_\_
  - Contact Info for Venue: \_\_\_\_\_
- Transportation of Supplies \_\_\_\_\_
  - How will supplies be transported \_\_\_\_\_
- Materials/Supplies Confirmation \_\_\_\_\_
  - Where will supplies be stored before the event: \_\_\_\_\_
- Restrooms/Trash/Logistics \_\_\_\_\_
  - Additional Supplies: \_\_\_\_\_
- Back Up Plan \_\_\_\_\_

## VOLUNTEER ORIENTATION PLAN

## WHO IS RESPONSIBLE

- Orientation Content: \_\_\_\_\_
  - Purpose/Goal/Objective
  - Impact on the Community
  - Event Schedule
  - Emergency Procedures
- Communication with Volunteers \_\_\_\_\_
- Setup (Time & Tasks)
  - What needs to be set up: \_\_\_\_\_
  - Timeline for Setup: \_\_\_\_\_
- Event Oversight: \_\_\_\_\_
  - Floater Role: \_\_\_\_\_
  - Manager Role: \_\_\_\_\_



# INSTRUCTIONS & EXPECTATIONS

**Strong leadership** isn't about doing everything alone—it's about setting clear expectations and guiding a group toward success. When communication is clear, everyone knows their role, works efficiently, and collaborates with confidence. But when instructions are vague or leadership is absent, confusion takes over, leading to frustration and wasted effort. Through this activity, you'll see firsthand how clear leadership and communication shape team success.



**Conversation Starter:** Imagine you're giving directions to a friend who has never been to your house before. How would you explain it clearly so they don't get lost?

## SHAPE SHIFT: A GROUP CHALLENGE

**Instructions:** This activity has three rounds, each following the same basic steps:

- Have the group stand in a circle and hold onto a large looped rope with both hands. They may slide their hands along it but cannot let go.
- Everyone closes their eyes or wears a blindfold.
- Call out a shape for the group to form using the rope—without looking. They can talk to each other to figure it out.
- Once they believe they've made the shape, they open their eyes and check.

### KEY OBJECTIVES

- Understand the importance of clear communication and leadership in teamwork.
- Identify the challenges of working without clear direction and leadership.

### FACILITATION TIPS

Communication isn't just about talking—it's about making sure your message is understood. Good leaders ensure clarity by asking, 'Does everyone understand?'

### WHAT YOU'LL NEED

- Large looped rope (circle - long enough for all participants to hold with 3+ feet in between)
- Optional: Blindfolds for each person
- Shape Challenge Cards (See Appendix)

### Game Rounds:

**Round 1:** Simple Shapes (Triangle & Square) - No leader is assigned; participants must collaborate to form the shape.

**Round 2:** Trickier Shape (Crescent) - Secretly designate 1-2 people to open their eyes but they cannot tell anyone. Do Not give them any further instruction (no expectations). See if they take the opportunity to lead out.

**Round 3:** Complex Shape (Five-Pointed Star) - Again, discreetly select 1-2 different people. This time, instruct them to open their eyes and set the expectation that they actively lead the group, clearly guiding them in forming the correct shape.

## REFLECTION

- When forming your shape, what helped you decide who to listen to?
- When there was no assigned leader, what challenges did the group face? How did you overcome them?
- How did having a leader with expectations and the ability to give clear instructions, impact your team's success?

## APPLICATION

- How does clear communication help a group work more efficiently?
- How can we ensure everyone has the same expectations when planning a service project?
- Dive Deeper: What's more important in leadership—having a great plan or being able to clearly explain that plan to others? Why?

**KEY TAKEAWAY:** Great leaders don't just give orders—they create structure, provide direction, and empower others to succeed. When communication is clear and leadership is strong, groups work together with purpose, turning challenges into opportunities for success.

## CHECK UNDERSTANDING

-Did participants experience how leadership structure affects teamwork? Did the discussion questions help them connect leadership and communication to real-world service projects?



# TEACHING MOMENTS

*Great leaders* don't just give orders—they mentor, guide, and empower others to grow. A truly effective mentor knows that learning is about experience, discovery, and growth, not just following instructions. Knowing when to step in and when to step back is a powerful leadership skill. Well-timed teaching moments inspire confidence, build independence, and turn small challenges into lifelong learning experiences. This activity helps participants explore mentoring styles and adapt their approach to better support others.



**Conversation Starter:** What is a teaching moment? Think about a time when someone taught you a new skill. What did they do that made learning helpful or frustrating? What did they do that made learning easier or harder?

## KEY OBJECTIVES

- Recognize and apply teaching moments to help others learn.
- Understand when to guide, when to step back, and how to support growth.
- Identify key qualities of effective mentorship and teaching.

## WHAT YOU'LL NEED

- Craft Supplies (choose one or provide a variety based on the group's needs):
  - Examples: Origami paper, colored paper, scissors, glue sticks, tape, markers or colored pencils, pipe cleaners, straws, paper clips, string or yarn.
- Timer
- Optional: Sample completed craft for demonstration
- Optional materials: Blindfolds

## CATCH THE TEACHING MOMENT

### Instructions

- Form small teams of 5–6 participants. Each team will work together to complete the task.
- Explain: “Your goal isn’t just to finish the task—it’s to ensure that everyone in your group succeeds. If someone is struggling, offer help in a way that supports their learning without taking over.”
- Select a simple hands-on activity such as making paper airplanes, origami, or another basic construction project.
- Set a timer for 10 minutes.
- Optional Challenge: Add an extra difficulty to encourage teamwork and creative problem-solving.
  - Partial Instructions – Give only part of the directions and let participants figure out the rest together.
  - One-Hand Challenge – Halfway through, tell the group they can only use one hand to complete the task.
  - Blindfold Challenge – Select one or more group members to complete the task without sight.
  - Team Relay – Each participant completes one step before passing the project to the next person.
- Once the time is up, each group will present their final product to the larger group.
- Discuss how they overcame challenges and helped each other succeed.

## FACILITATION TIPS

Let mistakes happen. Sometimes the best learning comes from trial and error. Instead of stepping in immediately when someone struggles, encourage them to explore, problem-solve, and ask questions. A little struggle can build confidence and deeper understanding.

## REFLECTION

- Please share how you were helped or if you helped another. How did it feel?
- What makes a good teacher in moments like this?
- What made someone's help feel supportive rather than controlling?

## APPLICATION

- How can we recognize when someone truly needs guidance versus when they just need time to figure things out?
- What makes a good teaching moment? (Think about things like keeping it short, asking guiding questions, and offering encouragement.)
- Dive Deeper: What's the difference between guiding someone to find an answer versus just giving them the solution? Why does figuring something out on your own lead to deeper learning?

## CHECK UNDERSTANDING

-Did the participants recognize and apply the concept of a teaching moment during the activity?

-Did participants experience moments where they had to support someone without taking over?

**KEY TAKEAWAY:** Great mentors don't just provide answers—they create opportunities for learning. They guide, encourage, and adapt their teaching to fit the learner's needs, fostering confidence and independence. The best mentors recognize that real growth happens not by simply giving answers, but by creating space for learning through experience.



# FLEXIBILITY & ADAPTABILITY

**Strong leaders** stay calm, think on their feet, and adapt when things don't go as planned. Flexibility is essential in leadership, teamwork, and service projects, where unexpected challenges are inevitable. This activity helps participants practice adjusting quickly, problem-solving under pressure, and staying focused on their goals, even when things don't go as expected.

**Flexibility** is staying open to change and adjusting your approach as needed. It's the attitude of remaining calm and going with the flow when plans shift.

**Adaptability** is about taking action—actively adjusting, problem-solving, and finding solutions when things don't go as planned.



## WHAT YOU'LL NEED

- Scenario cards (see appendix)
- Optional: Whiteboard, chart paper, or markers for brainstorming

**Conversation Starter:** Murphy's Law says, "Anything that can go wrong, will go wrong." Think of a time this happened to you—what went wrong, and how did you handle it?

## HOW TO BE FLEXIBLE: ADAPTING TO CHANGE

### Instructions:

- Divide participants into small groups.
- Give each group a scenario card with an event goal, a plan, and an unexpected challenge. Midway through, introduce a second surprise challenge to test their adaptability.
- Encourage groups to assign roles and act out their solutions, bringing the scenario to life through role-playing.
- Groups brainstorm how to adapt while keeping the event's goals in mind.
- Each group presents their solution, and the class discusses the different approaches teams used to solve the challenge.

## KEY OBJECTIVES

- Develop problem-solving skills in response to unexpected challenges.
- Understand why adapting to change is an essential leadership skill.
- Practice adapting to challenges through role-playing and group discussions.

## FACILITATION TIPS

Model flexibility in real time. If something doesn't go as planned during the lesson, point it out and adjust on the spot—this shows participants how to adapt under pressure.



## REFLECTION

- How do you usually feel when things don't go as planned? Frustrated? Excited? Stressed? Why?
- What strategies help you adjust when things change unexpectedly?
- If you could choose one word to describe how you'll handle challenges differently moving forward, what would it be?

## APPLICATION

- How could being flexible help you in a group project at school or youth council?
- As a group, let's create a 'Stay Calm Under Pressure' guide. What are the best strategies for handling unexpected challenges?
- How can we prepare for unexpected problems in leadership?
- Dive Deeper: What's more important—having a perfect plan or being able to adjust when things change? Why?

## CHECK UNDERSTANDING

-Did participants see how flexibility and problem-solving make leaders more effective?

-Did participants relate this activity to real-life situations where adaptability helps overcome obstacles?

**KEY TAKEAWAY:** Great leaders stay calm, adapt, and find solutions when things go wrong. Flexibility and problem-solving turn obstacles into opportunities for success.



## Community Fundraiser – Bake Sale Gone Wrong

**Goal:** Your youth group is hosting a bake sale to raise money for a community event.

**Plan:** It's a busy Saturday morning at the local farmers' market, and you've set up a table to sell baked goods. You've baked cookies, cupcakes, and brownies, all neatly arranged to attract buyers. The community members are excited, and you're ready to raise money for a great cause.

**Challenge #1:** A gust of wind knocks over the table, ruining half the baked goods. With fewer items to sell, how will you adjust your plan?

(Give this second challenge out halfway through their planning)

**Challenge #2:** The cash box is missing! Without a way to collect money or give change, how can you continue the fundraiser?

---

## Community Talent Show - Tech Trouble

**Goal:** You're organizing a community talent show to showcase local performers of all ages.

**Plan:** It's a lively evening at the community center. The stage is set, the performers are backstage practicing, and everyone is excited about the show. Your team is responsible for ensuring that everything runs smoothly.

**Challenge #1:** Right as the first performance begins, the microphones stop working. Without them, the singers and speakers won't be heard. How do you fix this problem quickly?

(Give this second challenge out halfway through their planning)

**Challenge #2:** The key act cancels last-minute. How will you fill the time and keep the show flowing?

---

## Community Park Cleanup – Nature Disaster

**Goal:** Your volunteer group is cleaning up a local park and planting flowers to make it more welcoming for the community.

**Plan:** It's a beautiful Saturday morning at the local park. Volunteers are ready with trash bags, gardening tools, and plants. You can already imagine how much nicer the park will look.

**Challenge #1:** Trash bags rip, spilling everything back onto the ground. Now it's messier than when you started. How will you stay motivated and get back on track?

(Give this second challenge out halfway through their planning)

**Challenge #2:** Just as you're wrapping up the trash cleanup, dark clouds roll in, and heavy rain starts. The ground is too wet to plant flowers. What's your backup plan?

## Community Sports Tournament – Game Day Chaos

**Goal:** Your community is hosting a recreational soccer tournament. You're part of a team that's been practicing hard.

**Plan:** It's game day, and the field is buzzing with excitement. Teams are warming up, and the crowd is cheering. Everything is set.

**Challenge #1:** A star player doesn't show up. How do you adjust the lineup and strategy to make up for it?

(Give this second challenge out halfway through their planning)

**Challenge #2:** Mid-game, the referee leaves unexpectedly due to an emergency. Now there's no official to make calls. How will you handle disputes and keep the game fair?

---

## Community Newsletter – Last-Minute Deadline

**Goal:** Your local youth group is in charge of putting together a community newsletter to share news, upcoming events and important updates.

**Plan:** The community center is busy with volunteers typing up articles and editing photos. The newsletter needs to be printed and distributed before the big weekend community event.

**Challenge #1:** The computer crashes, deleting one of the major stories. How will you recover the lost content and still meet the deadline?

(Give this second challenge out halfway through their planning)

**Challenge #2:** The printer breaks down, and now you can't print copies. With the community event approaching, how will you make sure the newsletter reaches the community?

---

# DAY OF ACTION

*Great leaders* do more than just make a plan—they know how to adjust when things don't go as expected. A well-organized schedule keeps events running smoothly, but no plan is foolproof. When unexpected challenges arise, strong leaders don't freeze—they stay calm, think fast, and adapt. This activity will help you practice creating effective schedules while also learning how to handle last-minute changes like a pro!.



**Conversation Starter:** What if you planned a 60-minute service project, but volunteers finish in just 25 minutes? How would you adjust to keep everyone engaged and productive? What challenges might arise from finishing too early?

## CREATING A SCHEDULE: PLANNING FOR THE UNEXPECTED

### Instructions:

Small Group Planning Challenge

- Divide participants into small groups.
- Provide each group with:
  - A 'Day of Action: Service Schedule and Checklist' worksheet.
  - A 'Scenario Card' detailing the 'Community Garden Revitalization' project.

Task each group to

- Create a detailed schedule for the “Community Garden Revitalization” service project, encompassing:
  - Pre-Service: Preparation steps before the event.
  - Service Experience: Tasks volunteers will complete during the event.
  - Post-Service: Reflection and follow-up after the event.
- Utilize the checklist to identify tasks relevant for this service project.
- Upon completion, share with the whole group 2-3 key points from their schedule.
- Discuss one challenge they addressed during planning.

### KEY OBJECTIVES

- Create and adjust schedules to manage time effectively.
- Practice adapting to unexpected changes in a plan.
- Understand the balance between structure and flexibility in leadership.

### WHAT YOU'LL NEED

- Day of Action: Service Schedule and Checklist (Worksheet 6 - Day of Action)
- Scenario cards (unexpected challenges that impact the schedule)
- Optional: Whiteboard, chart paper, or markers for brainstorming

### FACILITATION TIPS

- Remind participants that no schedule is perfect
  - building in extra time for transitions and unexpected delays makes a plan stronger, not weaker.
- Help participants recognize which tasks must happen at a specific time and which can be flexible when things don't go as planned.

## REFLECTION

- How did your group decide what tasks needed the most time?
- Did you modify the checklist? Why or why not?
- What strategies allow you to adjust your schedule when things didn't go as planned?

## APPLICATION

- Why is it important to build flexibility into a schedule?
- What strategies can you use to stay calm and problem-solve when plans change?
- How can good time management help leaders stay organized and productive?
- Dive Deeper: What's the difference between a well-organized event and one that's over-scheduled? How can too much structure actually cause problems?

### CHECK UNDERSTANDING

Did participants recognize the importance of both structure and flexibility in leadership? Did the discussion questions help them connect scheduling skills to real-world leadership situations?

**KEY TAKEAWAY:** Effective leaders balance structure with adaptability. A solid schedule keeps things on track, but the ability to adjust when needed ensures that challenges don't derail progress.



# SCENARIO CARD

## Your team will need:

- Pencil/pen
- Paper
- Day of Action: Service Schedule and Checklist

## Scenario: Community Garden Revitalization

A local community garden has been neglected and needs a refresh before the spring growing season. Your group, along with 50+ volunteers, will work together to clean up debris, plant new flowers and vegetables, and build raised beds. The project will last approximately 3 hours and will involve collaboration with a local gardening club and a neighborhood association to ensure it meets the community's needs.

## Challenge:

1. Develop a schedule that includes Pre-Service, Service Experience, and Post-Service.
2. Use the checklist to identify relevant tasks. (Feel free to add/remove items as needed.)
3. Upon completion, share with the whole group 2-3 key points from their schedule.

## Additional Considerations for the Schedule:

- Team Assignments: With 50+ volunteers, organize clear teams for weeding, planting, and building.
- Safety & Tool Use Orientation: Plan a brief training session to ensure proper use of gardening tools.

**Time Management:** Ensure all activities fit within the 3-hour window while allowing for flexibility.



# DAY OF ACTION

Use this worksheet to help you create a schedule and checklist for your service experience. Additions can be added as needed.

## SCHEDULE OF EVENT DAY

Time	Action	Who - Targeted Group	When - How Long
	Pre-Service Review	Leadership team	60 minutes before start
	Team Orientation	Planning team	30 minutes before start
	Volunteer Check-in	All volunteers	15 minutes before
	Event Orientation	All participants	5-15 minutes
	Service Experience(List all actions that need to occur)	All participants	30 minutes - 4+ hours
	Volunteer Reflection	All participants	10-15 minutes
	Final Cleanup	Planning team and volunteers	10-30 minutes

## 1. Review Worksheet 5 - Follow up

- a. Have all the resources you need arrived and are ready to be used?
- b. Have you connected with your contacts from facilities or collaborators to ensure everything is in place?
- c. Is any signage or other physical stations set up? (water stand, volunteer check in, etc.)
- d. Are all planning team members on-site?
- e. Verify data collection: Who is collecting photos, quotes, numbers, etc.?

## 2. Team Orientation

- a. Review safety protocols with the team.
- b. Review assignments and roles. Do volunteers know where and what they are supposed to do?
- c. Make adjustments based on current circumstances

## 3. Event Orientation

- a. Meet with volunteers and the planning team.
- b. Define goals, the project (work to be done), and set clear expectations.
- c. Identify bathrooms, medical personnel, and other important details.
- d. Break into groups and provide clear instructions.
- e. Assign mentors and role models for newer participants.

## 4. Service Experience

- a. Identify all service tasks, sequence of tasks and locations.
- b. Is transition time needed between tasks?
- c. Are snacks and water breaks necessary?
- d. Is one task dependent on another?

## 5. Reflection with Volunteers

- a. What did we accomplish?
- b. How did this impact the community and ourselves?

## 6. Final Cleanup

- a. Ensure all equipment and supplies are returned to the correct locations.

# DAY OF SERVICE - OPERATIONS PLAN CHECKLIST

Note: Few schedules go as planned. Adjustments may be necessary. Allow for flexibility.

Ready	Time Start	Done	Item	Responsible individual
<b>Pre-Service (On-site before the event)</b>				
			Supplies are all on-site and ready to use	
			Tools and equipment on site and ready to use	
			Site manager visit - Any updates?	
			Partnering groups visit - Any updates?	
			Planning team is on site and ready	
			Planning team orientation	
			Physical stations are set up and supplied	

# DAY OF SERVICE - OPERATIONS PLAN CHECKLIST

Note: Few schedules go as planned. Adjustments may be necessary. Allow for flexibility.

Service Experience				
Ready	Time Start	Done	Item	Responsible individual
			Event/Volunteer Orientation	
			Group Leaders - Prepared?	
			Start service experience	
			Tasks to be done:	
			Tasks to be done:	
			Tasks to be done:	
			Collect photos, quotes, observations	
			Review progress and make adjustments as needed	
Post-service Experience				
			Reflection with volunteers	
			Final cleanup	
			Check-in with Site Manager - Final Review	

# RECOGNIZING STRENGTHS

*Great leaders don't just focus on what they need to improve—they recognize their strengths and how they can use them to help others. When we understand what we're good at, we build confidence, connect better with others, and contribute in meaningful ways. It's easy to focus on what we struggle with, but true leadership comes from embracing what makes us unique and helping others do the same. In this activity, you'll explore your own strengths, recognize the value in others, and see how great teams are built from different talents, perspectives, and skills.*



**Conversation Starter:** Think about someone who has had a positive impact on your life. What qualities or strengths made them stand out? How did they influence or inspire you?

## RECOGNIZING STRENGTHS IN OURSELVES AND OTHERS

### KEY OBJECTIVES

- Recognize and appreciate personal strengths.
- Identify strengths in others and explore how differences build stronger, more collaborative teams.

### WHAT YOU'LL NEED

- Sticky notes
- Card stock or heavy paper
- Pens or markers

- Take a moment to reflect on your strengths.
- Have each participant write their name at the top of a piece of cardstock and list three strengths or qualities they appreciate about themselves.
- Form two circles. One inner circle where they are all facing inward. Then the outer circle will form around them, facing the inner circle's backs. Each participant should have a partner.
- The outer circle participants write down one strength or positive quality they notice in their partner on a sticky note and attach it to their partner's back anonymously. (Encourage the inner circle to keep their eyes closed. This will be a silent activity.)
- The outer circle continuously rotates to a new partner and repeats the process until the inner circle has received sticky notes from everyone on the outer circle.
- Then switch so the outer circle are facing inward and the participants that just received sticky notes are now giving them to the
- Once everyone has received several sticky notes, give

### FACILITATION TIPS

- Remind participants that strengths come in all forms –not just skills, but also personality traits like kindness, resilience, and creativity.
- If someone focuses on weaknesses, guide them back to recognizing their strengths.

them time to read their strengths and attach them all to their piece of card stock.



## REFLECTION

- How did it feel to recognize and acknowledge your own strengths?
- Did you find it easier to notice strengths in others or in yourself? Why?
- How did it feel to hear others recognize your strengths?
- How does recognizing strengths—both in ourselves and others—help us become better leaders?

## APPLICATION

- Think of a time you focused too much on your weaknesses. How might recognizing your strengths have helped?
- In leadership, why is it important to understand and appreciate the strengths of your team members?
- Dive Deeper: Why do people sometimes struggle to recognize their own strengths but easily see strengths in others? How can we help others recognize their strengths?

**KEY TAKEAWAY:** Recognizing our own strengths—and those of others—helps us build confidence and stronger groups. When we understand and appreciate the unique strengths of those around us, we create a more supportive, capable, and well-balanced group where everyone can thrive.

### CHECK UNDERSTANDING

Did participants recognize and reflect on their own strengths? Were they able to connect self-awareness and recognizing others' strengths to leadership and teamwork?



# CONSTRUCTIVE FEEDBACK

*Feedback is one of the most powerful tools for growth, but it can either build people up or tear them down, depending on how it's given and received. Too much criticism can discourage someone, while empty praise without guidance does little to help them improve. Great leaders understand that the best feedback balances honesty with kindness—it points out areas for growth while also recognizing strengths. In this activity, you'll learn how to give and receive feedback in a way that encourages progress, builds confidence, and strengthens relationships within a team.*



**Conversation Starter:** What was some of the best advice you ever received? What was the worst?

## FEEDBACK IN ACTION

### FACILITATION TIPS

- Before the activity, demonstrate how to give constructive feedback using real examples. Show the difference between harsh, vague, and effective feedback so participants can see it in action.

- Harsh feedback - overly critical, focusing only on mistakes without offering solution.
- Only positive feedback - all praise, but too vague to be useful.
- Constructive feedback - clear, supportive, and focused on how to improve.
- Give every group a chance to perform their skits. Everyone in the audience, depending on if they are sitting on the right left or middle has to give critical, constructive, or only positive feedback.

- Divide into 2-4 groups.
- Give each group a random skit topic from the cards below.
- Each group has 4 minutes to plan and 1 minute to perform their skit.
- After each skit, the audience will give feedback—but with a twist! The audience is divided into three groups, each giving a different style of feedback:



### KEY OBJECTIVES

- Practice giving and receiving constructive feedback.
- Recognize the impact of different feedback styles.

### WHAT YOU'LL NEED

- Print the Page below of Notecards with random skit topics
- Timer or stopwatch

## FEEDBACK SANDWICH APPROACH

Good feedback follows a simple recipe:

- Start with a positive comment (what worked well).
- Add a helpful suggestion (what could be improved and how).
- End with encouragement (motivate the person to keep going).

This makes feedback easier to give and receive—honest but kind, clear but supportive.

## REFLECTION

- How did it feel to receive different types of feedback? Which type was the most helpful and why?
- What was harder—giving feedback or receiving it? Why?
- How can we share and accept feedback in a way that builds confidence instead of fear?

## APPLICATION

- In what ways does feedback shape us into stronger leaders?
- How can we be honest in our feedback while still being kind and encouraging?
- What are the best ways to accept feedback without letting it feel personal?
- Dive Deeper: How can we tell the difference between feedback that is meant to help us grow and feedback that is just criticism?

**KEY TAKEAWAY:** The way we give and receive feedback shapes how we grow. Effective feedback isn't just about pointing out mistakes—it's about helping others improve while making them feel valued. When we learn to balance honesty with encouragement, we build stronger teams, better leaders, and a mindset that welcomes growth.

### CHECK UNDERSTANDING

Did participants practice both giving and receiving feedback in a way that was helpful and encouraging? Did they understand how specific, constructive feedback leads to real improvement?



Create a 60 second skit with the following prompt:

Aliens visit Earth... and are very confused

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Create a 60 second skit with the following prompt:

You discovered the City of Atlantis...but it's not what you expected

---

Create a 60 second skit with the following prompt:

You are a group of superheroes trying to help a citizen...but your powers are weird and/or useless

---

Create a 60 second skit with the following prompt:

You are a spy on a top-secret mission... but you're a terrible spy

# GROWTH MINDSET

*A growth mindset transforms setbacks into opportunities. Instead of seeing mistakes as failures, we can use them as stepping stones toward improvement. Every challenge is a chance to adapt, learn, and strengthen our skills. Whether in event planning, leadership, or everyday life, success comes from embracing change, staying flexible, and finding new ways to move forward. This lesson will help you shift your perspective—so instead of fearing failure, you'll learn to use it as fuel for growth.*



**Conversation Starter:** What was a time you failed, but really learned from it?

## REVERSE MUSICAL CHAIRS

### KEY OBJECTIVES

- Develop a growth mindset by seeing mistakes as opportunities to learn.
- Practice flexibility and adaptability when facing challenges.

### WHAT YOU'LL NEED

- Chairs

### Setup:

- Arrange all the chairs in a circle. The number of participants should match the number of chairs.
- Select one person to start in the middle, leaving one chair empty. That person tries to sit in the empty chair while the rest of the group works together to keep the seat occupied.
- Players may only move to sit in the empty chair—no using hands to block.

### Game Progression:

- If the person in the middle successfully sits in a chair, the player who let them sit moves to the middle now.
- If the person in the middle struggles to sit after multiple attempts, announce that anyone in the circle can now try to steal the empty chair.
- This creates a new challenge—now two people will be racing for empty chairs, making the game more dynamic.

### FACILITATION TIPS

- For younger groups, simplify the rules of Reverse Musical Chairs or give the person in the middle more chances to succeed.
- For advanced groups, increase the challenge by adding more people in the middle or speeding up the rounds.



## REFLECTION

- How did you feel when you were blocked from sitting in the chair?
- After being blocked, did you try a different strategy? What did you learn from that experience?
- Did anyone else try to jump up and steal a seat? What made you (or them) take that risk? Were they successful? Why or why not?

## APPLICATION

- Why can failure be a good thing?
- Instead of seeing setbacks in event planning as problems, how can we turn them into learning opportunities?
- How does a growth mindset help you stay flexible when unexpected problems come up in event planning or service work?
- **Dive Deeper:** Mistakes are part of learning, but why do some people see them as failures while others see them as stepping stones? How can shifting your mindset about mistakes change the way you approach challenges in life, school, or leadership?

## CHECK UNDERSTANDING

- Did the participants recognize how mistakes and failures in the game helped them develop new strategies?
- Can they apply the same reflective process to real-life situations, like service events, and view mistakes as opportunities for learning and growth rather than failure?

**KEY TAKEAWAY:** Success often comes from learning through failure and trying new approaches. A growth mindset helps us see challenges as opportunities to improve and adapt. Mistakes aren't roadblocks—they're stepping stones to better solutions.



# REFLECT

Taking time to reflect after a service project helps us see what worked, what didn't, and how we can improve for the future. Reflection isn't about judging ourselves—it's about learning. When we think about both our successes and challenges, we start to see patterns, gain new insights, and become stronger leaders. Every experience, even the difficult ones, teaches us something valuable. By reflecting, we grow, develop problem-solving skills, and find better ways to make a difference in our communities.



**Conversation Starter:** Think about a time you tried something new but didn't get it right away. What did you learn from that experience? How did you feel afterward?

## REFLECT WORKSHEET

- **Introduction** (5 minutes): Explain why reflection is important in service-learning. Show how looking back on what went well—and what didn't—helps us learn and improve.
- **Individual Reflection:** Hand out the reflection worksheet. Give participants time to think and write about the event and answer honestly. Remind them that both successes and challenges are learning opportunities.
- **Group Discussion** (10-15 minutes): Bring everyone together to share their thoughts. Use the worksheet questions to guide the discussion. Encourage participants to listen actively, ask thoughtful questions, and build on each other's ideas.

### KEY OBJECTIVES

- Understand why reflecting on service experiences helps us grow.
- Identify what went well and what could be improved in a service project.

### WHAT YOU'LL NEED

- Service Event Reflection Worksheet (printed or digital) for each participant
- Pens, pencils, or digital devices for typing responses
- Optional: Whiteboard or large poster paper and markers

## FACILITATION TIPS

- Let participants know there are no right or wrong answers. The goal is to learn, not to judge. Remind them that challenges and mistakes are just as valuable as successes.
- Don't let the discussion end at "what happened." Guide participants to think about what they will do differently next time and how they can apply these lessons to future service experiences.

## APPLICATION

- How can what you learned today help improve the next service experience you help lead?
- If you face a similar challenge in the future, how will you handle it differently based on what you learned today?
- **Dive Deeper:** Think about the best teams or leaders you've ever worked with—what made them successful? How do you think reflection played a role in helping them improve over time?



**KEY TAKEAWAY:** Looking back on our experiences helps us grow. When we take time to reflect, we recognize what worked, what could be better, and how we can improve. Every project—whether a big success or filled with challenges—teaches us something valuable. The more we reflect, the better we become at leading, problem-solving, and making a real impact.

### CHECK UNDERSTANDING

- Did participants recognize how reflecting on their service experience helped them see both successes and challenges?
- Did they connect what they learned to ways they can improve future projects and grow as leaders?



# REFLECT

Use this worksheet to reflect on what went well, what you wish went better, and any important information to record if you plan to do this event again next year. Many times, when an event is successful and people want to repeat it, we forget things like: Who did we call to reserve the location? When did we have the event? What did we want to change for next time? This worksheet is meant to be kept in your records so you can refer back to it if you plan a similar event in the future.

**Event Name:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Date of Event:** \_\_\_\_\_

- What was the goal of the service project?
  
- Did we achieve our goal?
  
- What was a success?
  
- What was a challenge?
  
- If we could do it over, what would we do differently?
  
- What did I learn from this experience?

## IMPORTANT CONTACTS FOR FUTURE REFERENCE

Who were the key people involved in this event (volunteers, leaders, community partners, etc.)? List any important contacts for future events or follow-ups.

Name: \_\_\_\_\_ Role: \_\_\_\_\_ Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_ Contact Information: \_\_\_\_\_

# PRESENTING:

## *Communicating with Others*

The way we communicate shapes how people understand and engage with our ideas. Great leaders know that communication is more than just speaking—it's about making sure the message is clear and meaningful for the audience. Some people learn best by seeing, others by hearing, doing, or reading. By recognizing these different styles, we can adjust our approach to make sure our message truly connects. In this lesson, you'll explore different ways people learn, practice presenting in multiple formats, and discover how adapting your communication style can make a real impact.



### KEY OBJECTIVES

- Recognize different communication styles and how they affect understanding.
- Adapt the way you share information to fit different audiences.
- Build confidence in presenting ideas in different formats.

**Conversation Starter:** How do you like to learn new things? Think about a time when you had to explain something important to someone. How did you present your message? Did they understand it easily, or did you have to adjust how you explained it?

### Different Types of Learners:

- **Visual** Learners – Understand best through images, diagrams, charts, and videos. They prefer maps, infographics, and color-coded notes.
- **Auditory** Learners – Learn best by listening to discussions, stories, or explanations. They benefit from group conversations, podcasts, and reading aloud.
- **Kinesthetic** Learners – Learn by doing. They absorb information through hands-on activities, acting things out, or physically engaging with the material.
- **Reading/Writing** Learners – Retain information best by reading and writing. They like taking notes, making lists, and learning through written instructions.
- **Social** Learners – Thrive in group settings. They enjoy teamwork, group discussions, and learning by sharing ideas with others.
- **Solitary** Learners – Prefer working independently. They learn best through self-study, quiet reflection, and personal research.
- **Logical** Learners – Excel at recognizing patterns, solving problems, and organizing information. They enjoy analyzing data, making lists, and using logical reasoning.

### FACILITATION TIPS

- Encourage participants to use props, gestures, or visuals to bring their presentations to life.
- Encourage participants to present using a style different from their natural preference. This helps them step out of their comfort zone and develop more flexible communication skills.

### WHAT YOU'LL NEED

- Paper and pens or digital devices
- Visual aids (optional)
- Prewritten prompts (e.g., "Last vacation," "A favorite memory," "An important lesson learned")
- Optional: Props for the skits

## TARGETED PRESENTATIONS

1. As a large group, discuss different ways people like to learn. Write them on the board. Guide the discussion to capture all the “Types of Learners” listed above.
2. Form small groups, and have each group select a Type of Learner.
3. Each group will prepare a two-minute presentation about a vacation or favorite memory, tailoring it to either children, teens, or adults.
4. Each group shares their presentation with the larger group.

## CHECK UNDERSTANDING

Did participants experiment with different ways of presenting information? Did they reflect on how adapting their communication style affected audience engagement?

## REFLECTION

- What happens when others present information in a way you find hard to follow?
- How would you adjust your presentation if your audience changed?
- What happens when a speaker doesn’t adjust their message to fit their audience?

## APPLICATION

- How can you adjust the way you communicate to help different people understand you better?
- Not all audiences share the same Types of Learners. How could you present to mixed groups?

**Dive Deeper:** How do cultural or personal experiences shape the way people understand information?

**KEY TAKEAWAY:** Great communicators don’t just share information—they make sure their message connects with the audience. The way we present something can make all the difference in how it is understood. Whether in leadership, teamwork, or daily life, learning to adjust how we communicate helps us become more effective and engaging.



# ADVOCATING

Change doesn't just happen—it starts with people who care enough to speak up. Advocacy is about using your voice to educate others, raise awareness, and inspire action. The most effective advocates don't just state opinions; they use powerful stories, facts, and clear calls to action to make people care. Whether you're standing up for a cause, influencing a decision, or helping your community, knowing how to communicate persuasively is a skill that can create real change. In this lesson, you'll learn how to craft strong advocacy messages, connect with different audiences, and make your voice heard in a way that truly matters.



**Conversation Starter:** If you could change one thing in your community, what would it be? How would you convince others to support your cause?

## KEY OBJECTIVES

- Learn how to educate others on important issues through advocacy.
- Create a persuasive argument that blends facts, storytelling, and a clear call to action.
- Recognize how advocacy can inspire positive change in a community.

## ADVOCACY PITCH CHALLENGE

Divide into teams of 4–6 participants.

- Each team selects a local issue they care about (e.g., cleaner parks, safer streets, mental health awareness).
  - Use The “Sample Advocacy Topics” if they need help getting started
- Teams have five minutes to use the Advocacy Cue Card to create a short, persuasive pitch.
- Each team delivers a two-minute persuasive pitch.

After each pitch, discuss as a group:

- What made the pitch effective?
- How did they use facts, emotions, and storytelling to strengthen their argument?

## FACILITATION TIPS

- Advocacy is about both speaking and listening. Help participants strengthen their message by understanding different perspectives.
- Not all topics may be accepted equally by all. It is important to encourage that advocacy is done with respect and consideration for others.

## REFLECTION

- What made some arguments stand out more than others?
- Which was more persuasive—facts or emotions? Why?
- If you had more time, what would you add or change to make your pitch stronger?

## WHAT YOU'LL NEED

- Paper and pens or digital devices
- Printouts with sample advocacy topics (optional)
- Copies of Advocacy Cue Cards (see Appendix)
- Fact sheets or research materials (optional)

# APPLICATION

- Can you think of an example where advocacy led to real change? (e.g., climate action, school policies, social justice movements.)
- What's one issue you care about and what's one small action you could take today to support it?

**DIVE DEEPER:** What makes advocacy persuasive? Why do emotion, storytelling, and urgency influence people's willingness to take action? How can advocates balance facts and emotions to make a strong case?

**KEY TAKEAWAY:** Great advocates don't just share opinions—they inspire action! By combining facts, emotions, and a clear message, you can help people connect with and support the issues that matter most.

## CHECK UNDERSTANDING

Did participants successfully create and present a persuasive advocacy pitch? Did they take time to reflect on how advocacy can lead to real change in their community?



# SAMPLE ADVOCACY TOPICS

## School & Education

- Improving school lunches (healthier options, variety, or affordability)
- Anti-bullying initiatives and mental health support
- More funding for extracurricular activities, sports, or the arts
- Addressing school dress codes and fairness in enforcement
- Advocating for later school start times or better homework policies

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## Community & Social Issues

- Creating safer parks and recreational spaces
- Reducing littering and improving recycling programs in schools and neighborhoods
- Raising awareness about homelessness in the local area and ways to help
- Expanding access to public transportation for students
- Promoting kindness campaigns or community service projects

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## Health & Well-being

- Increasing access to counseling or mental health resources at school
- Encouraging more physical activity and outdoor programs
- Advocating for better health education, including nutrition and mental wellness
- Addressing vaping, smoking, or substance abuse prevention in schools

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## Environmental Issues

- Organizing tree-planting or community garden projects
- Reducing food waste in school cafeterias
- Advocating for cleaner water or air in local communities
- Promoting sustainable practices, such as banning plastic utensils/straws in schools

# ADVOCACY CUE CARD

Use this card to outline your persuasive pitch and organize your key points effectively.

- The Why – Why is this issue important? Why should people care?
- Supporting Facts – What key facts, statistics, or evidence make your argument stronger?
- Real-Life Impact – Share a story or example of how this issue impacts real people or your community.
- Call to Action – What do you want people to do? What specific steps can people take to support your cause?

Tip: Keep your message clear and compelling. Use emotions, facts, and a strong call to action to make an impact!

# RECOGNITION:

## *Celebrating Efforts and Success*

Feeling valued and appreciated makes a big difference. Whether it's recognizing a major achievement or simply acknowledging someone's kindness, showing appreciation helps people feel confident, connected, and motivated. Recognition isn't just about big celebrations—it's about creating a culture where everyone feels seen and valued. In this activity, you'll practice giving meaningful compliments and explore simple ways to celebrate the success of those around you.



**Conversation Starter:** Think about a time when someone recognized your effort or achievement. How did it make you feel? Did it motivate you to keep going?

## RECOGNITION RUNWAY

### Part 1: Recognition Wall

- Write each participant's name on a separate piece of paper and tape them to the wall.
- Give everyone sticky notes to write positive comments about their peers, focusing on things like:
  - Strengths they admire.
  - A time they saw them succeed.
  - Something they appreciate about them.
- Participants place their comment sticky notes on the corresponding person's paper.
- Have volunteers consolidate the notes on an index card for each person.

### Part 2: The Recognition Walk:

- Form two lines facing each other to create a walkway.
- Play upbeat music. (optional)
- Each participant takes a turn walking down the aisle as their strengths are read aloud.
- The group claps and cheers to celebrate each person.

### KEY OBJECTIVES

-Understand why recognition matters in leadership and teamwork.

-Practice giving meaningful compliments that make others feel valued.

-Explore how recognition builds confidence and stronger connections.

### WHAT YOU'LL NEED

- Sever sheets of paper (one for each participant)
- Sticky notes
- Pens or markers
- Optional: Prewritten appreciation prompts (see Appendix)
- Optional: Music for the recognition walk

### FACILITATION TIPS

- Encourage participants to highlight real strengths, not just general praise.
- As a facilitator, set an example. Show appreciation for small acts of kindness, leadership, and effort to create a culture of recognition.

## ALTERNATIVE: PARTNER RECOGNITION

- Pair participants up and ask them to take one minute to share something they admire about their partner.
- Encourage specific compliments, like 'I admire how you always encourage others' instead of just saying, 'You're nice.'
- Each person writes down the compliments they received and thinks about how it made them feel.

## REFLECTION

- Why do specific compliments feel more meaningful than general praise?
- How does receiving recognition make you feel? Does it boost confidence or motivation?
- What made the recognition meaningful?

## CHECK UNDERSTANDING

Did participants experience the power of both giving and receiving recognition? Did they understand how recognition can help improve teamwork and motivation?

## APPLICATIONS

- How can we make recognition a bigger part of leadership and teamwork?
- What are simple ways to celebrate and appreciate people in daily life?
- How does recognizing others help build a stronger, more connected team?

**DIVE DEEPER:** How does giving recognition to others impact your own confidence and leadership skills?

**KEY TAKEAWAY:** Recognizing and celebrating others helps create a positive, supportive environment where everyone feels valued. Whether through words, actions, or small gestures, making people feel valued builds confidence, strengthens teams, and encourages everyone to keep growing.

## FACILITATION TIPS

Prewritten appreciation prompts, to give ideas.

- "One thing I admire about you is..."
- "One of your strengths is..."
- "I noticed that you..."
- "You made a difference by..."
- "Something you did that really stood out was..."
- "You are great at..."



# CONFIDENCE AND ADAPTABILITY

Public speaking can feel intimidating, especially when there's little time to prepare. Strong leaders learn to think on their feet, adapt, and communicate with confidence in any situation. Whether giving a planned speech or responding at the moment, adaptability and self-assurance help speakers stay clear, composed, and effective. In this activity, you'll practice both prepared and spontaneous speaking, learning how to stay calm and engaging no matter the circumstances.



**Conversation Starter:** Why do people feel nervous about public speaking? What makes a speaker engaging and memorable?

## PRESENTING ON THE SPOT

Spontaneous Presentations:

1. Form groups of four.
2. One person volunteers to present while the other three each secretly select one of the following:
  - a. A prompt (e.g., "Why everyone should know basic first aid")
  - b. A picture (e.g., a rocket, a puppy, a flower)
  - c. A quote (e.g., "Be the change that you wish to see in the world." – Mahatma Gandhi)
3. Now, the challenge begins!
  - a. The speaker starts with only the prompt and speaks for 30 seconds.
  - b. After 30 seconds, the picture is revealed—the speaker must creatively tie it into their speech.
  - c. Near the end, the quote is revealed—the speaker must connect it to their conclusion.
  - d. Each speech lasts about one minute.
4. If there is time, switch roles. This time, the new presenter will receive all three elements (prompt, picture, and quote) at the start and have one minute to prepare before speaking.
5. Compare: How did extra preparation time affect confidence and clarity?

### KEY OBJECTIVES

- Develop confidence in both prepared and spontaneous speaking.
- Learn how to adapt messages on the spot.

### WHAT YOU'LL NEED

- Prompts, images, and quotes (see Appendix)
- Scissors to cut them apart

### FACILITATION TIPS

- Focus on building confidence, not perfection.
- Encourage participants to have fun with the challenge.

# REFLECTION

- What did you learn about thinking on your feet?
- How did adapting mid-speech impact your confidence?

## CHECK UNDERSTANDING

Did participants recognize how preparation impacts their speaking skills? Did they practice staying adaptable and confident in unexpected situations?

## APPLICATIONS

- When have you had to speak with little time to prepare? What strategies helped?
- What strategies help you stay calm and confident when speaking unexpectedly?

**DIVE DEEPER:** Why do some people seem naturally confident in speaking, and how can others build that skill?

**KEY TAKEAWAY:** Confidence and adaptability are just as important as preparation in leadership and communication. Learning to think on your feet while staying clear and engaging will help you in any speaking situation.



# DEMONSTRATE IMPACT

Service isn't just about what you do—it's also about sharing why it matters. When we reflect on our experiences and communicate the impact of our efforts, we inspire others to get involved, create lasting change, and strengthen our leadership skills. When you use storytelling, facts, or advocacy, you help others see why your work matters—and inspire them to get involved.



## KEY OBJECTIVES

- Learn how to explain why your service project mattered.
- Use leadership skills to share your story in a way that inspires others to act.
- Think about how sharing your experience can inspire others to take action.

## WHAT YOU'LL NEED

- Paper, pens, or digital devices
- Photos, quotes, or facts from past service projects (optional)
- Prewritten prompts or templates to help organize ideas (optional)

**Conversation Starter:** Think of a time when you heard a story that really inspired you. What made it stand out? How did it inspire you?

## COMMUNICATING SERVICE IMPACT

**Step 1:** Choose a Past Service Project: Think about a service project your group has worked on. Use Worksheets 7 to write down what you achieved and why it mattered.

**Step 2:** Break Into Small Groups

**Step 3:** Decide How to Share Your Story: Using Worksheet 8, each group chooses how to tell their service story in a way that connects with others. Consider:

- Who do you want to share it with? (classmates, community members, local leaders, social media)
- What details will make your story meaningful? (facts, photos, quotes, personal experiences)
- What format will work best? (speech, presentation, social media post, thank-you note, video, poster, blog, newsletter, etc.)

**Step 4:** Share: Have some of the groups share what they discussed

## REFLECTION

- How can the strengths of your team affect how you share your service story with others?
- How can sharing your experience inspire others to get involved?
- What makes a service story powerful and easy to remember?

## FACILITATION TIPS

Stories that connect with people stick with them! Encourage participants to use emotions, facts, and visuals to make their message memorable.

## CHECK UNDERSTANDING

Did participants try different ways to share their service stories? Did they think about how their message can make a bigger impact?

## APPLICATIONS

- Why does sharing your service work matter?
- How can presentations, social media, or thank-you notes help you lead and inspire others?
- How can we encourage people to serve in simple ways each day?

**DIVE DEEPER:** How does storytelling help create lasting change? How does the way we share a message affect whether people take action?

**KEY TAKEAWAY:** When you share your service story –through storytelling, facts, or recognition–you inspire others and keep the momentum going. It strengthens leadership and builds a culture of giving back.



# DEMONSTRATE

Use this worksheet to reflect on and share your service project experience.

## TELLING OTHERS ABOUT YOUR SERVICE

After completing your service project, it's important to tell others about:

1. What you did
2. What impact it made
3. What you learned
4. What can happen next
5. Thanking those who helped support

### 1. Who Should You Tell About Your Project?

- Who helped with this project and should know about the results? (Example: Volunteers, organizations, or community members)
- Who else might be interested in hearing about the project? (Example: Local news, schools, city officials)

### How Can You Share Your Experience?

(Check the best ways to share your impact. You can choose more than one.)

- Write a short report or article
- Give a presentation (in class, at a club, or to a group)
- Post on social media or create a video
- Send a thank-you letter to those who helped
- Other: \_\_\_\_\_

### Inspiring Others to Take Action

- How could you encourage others to take action? (Example: Invite them to join, show them what's possible, challenge them to continue the work.)
- What would you say to someone to get them excited about joining your cause?

### Next Steps

- Who can you ask for help continuing this service opportunity or starting a new one?
- What are the specific steps you will take next?

# SERVICE LEARNING IN ACTION



Extension  
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DEPARTMENT OF  
**WORKFORCE  
SERVICES**

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