

UTAH STATE UNIVERSITY EXTENSION

20
20



TEEN SPHERES
OF INFLUENCE

ADVISOR TRAINING

CURRICULUM

FACILITATION
METHODS

LEADERSHIP
PRACTICE

DEVELOPMENTAL
RELATIONSHIPS

OCTOBER 9-10
WASHINGTON, UT



EXTENSION 
UtahStateUniversity.

VISIT WWW.UTAH4H.ORG/TSI FOR MORE INFORMATION

TSI Advisor Training: Schedule Overview

Friday, October 9, 2020

- 4:00 PM Visioning
- 4:30 PM Networking Strategies
- 5:00 PM Dinner
 - Positive Youth Development
 - Youth Leadership
 - Youth Adult Partnerships
- Closing

Saturday, October 10, 2020

- 8:30 AM Opening
- 9:00 AM Curriculum & Training Techniques:
 - Leadership & Facilitation Methods*
 - Service Learning & Empowering Youth*
- 11:00 Expectations & Evaluation
- 11:30 AM Lunch
- 12:30 PM Curriculum & Training Techniques:
 - Career Readiness & Delivery Modes*
 - Developmental Relationships & Group Dynamics*
- 2:30 PM Bringing it All Together
- 3:15 PM Mechanics of the program
- 4:00 PM Closing



CONTACT INFORMATION

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YOUTH COUNCILS

GEOGRAPHIC SIMILARITIES

SALT LAKE AREA

1. NCM LEADERSHIP AMBASSADORS/ OGDEN CITY YOUTH COUNCIL
2. 4-H GROWING LEADERS
3. SOUTH SALT LAKE YOUTH CITY COUNCIL
4. DAVIS COUNTY 4-H AMBASSADORS
5. SYRACUSE YOUTH COMMISSION
6. SALT LAKE COUNTY 4-H TEEN COUNCIL/JR. TEEN COUNCIL
7. EVIDENCE2SUCCESS KEARNS COALITION
8. MAGNA UNITED YOUTH COUNCIL
9. MENTES SANAS
10. NORTH DAVIS COMMUNITIES THAT CARE YOUTH COUNCIL

UINTAH AREA

1. CARBON 4-H TEEN COUNCIL
2. 4-H TEEN COUNCIL TNT (TWEEN 'N' TEENS ADVISORY)
3. DUCHESNE COUNTY TEEN COUNCIL
4. TOOELE 4-H TEEN COUNCIL
5. UINTAH COUNTY 4-H TEEN COUNCIL
6. WAYNE COUNTY 4-H TEEN COUNCIL

SANPETE AREA

1. SANPETE COUNTY 4-H TEEN COUNCIL
2. RICHFIELD YOUTH CITY COUNCIL
3. SEVIER COUNTY TEEN COUNCIL (4H)
4. SAN JUAN COUNTY 4-H AMBASSADORS
5. SAN JUAN COUNTY PREVENTION ACTION COLLABORATION COALITION YOUTH COUNCIL

WASHINGTON AREA

1. WASHINGTON COUNTY YOUTH COALITION
2. IRON COUNTY 4-H TEEN COUNCIL
3. 4H TEEN COUNCIL KANE COUNTY
4. WASHINGTON COUNTY TEEN COUNCIL
5. IRON COUNTY TEENS AGAINST DRUGS
6. BEAVER COUNTY TEEN COUNCIL
7. KANAB MIDDLE SCHOOL LEADERSHIP TEAM
8. HURRICANE YOUTH CITY COUNCIL





YOUTH COUNCILS

CHARACTERISTICALLY SIMILAR

GROUP 1

1. IRON COUNTY 4-H TEEN COUNCIL
2. KANE COUNTY TEEN COUNCIL
3. WAYNE COUNTY 4-H
4. CARBON TEEN COUNCIL
5. WASHINGTON COUNTY TEEN COUNCIL
6. BEAVER COUNTY TEEN COUNCIL

GROUP 2

1. UINTAH COUNTY 4-H TEEN COUNCIL
2. SALT LAKE COUNTY 4-H JR. TEEN AND TEEN COUNCIL
3. DAVIS COUNTY 4H AMBASSADORS
4. DUCHESNE COUNTY 4-H CLUB
5. TOOELE TEEN COUNCIL
6. SEVIER COUNTY TEEN COUNCIL
7. SANPETE COUNTY 4-H TEEN COUNCIL

GROUP 3

1. EVIDENCE 2 SUCCESS
2. GROWING LEADERS AT THANKSGIVING POINT
3. TNT TWEEN N TEENS YOUTH COUNCIL
4. SYRACUSE YOUTH COMMISSION
5. MENTES SANAS
6. NCM LEADERSHIP AMBASSADORS/ OGDEN CITY YOUTH COUNCIL
7. IRON COUNTY TEENS AGAINST DRUGS
8. NORTH DAVIS COMMUNITIES THAT CARE YOUTH COUNCIL
9. HURRICANE CITY YOUTH COUNCIL

GROUP 4

1. SAN JUAN COUNTY AMBASSADORS/SJCPAC YOUTH COALITION
2. SOUTH SALT LAKE YOUTH CITY COUNCIL
3. RICHFIELD YOUTH CITY COUNCIL
4. KANAB MIDDLE SCHOOL LEADERSHIP TEAM
5. MAGNA UNITED YOUTH COALITION
6. WASHINGTON COUNTY YOUTH COALITION
7. SAN JUAN COUNTY PREVENTION ACTION COALITION YOUTH COUNCIL

EVALUATION PLAN

WHEN

WHAT

HOW

QUARTERLY

Advisors will complete a report on qualtrics to answer questions about their youth council. Questions will ask about how often they met, how many TSI lessons were taught, and how many people were served.

QUALTRICS

UPON COMPLETION OF MINIMUM CURRICULUM REQUIREMENTS. AT LEAST ANNUALLY.

Youth from each council will complete a report on Qualtrics during a Youth Council meeting on smart devices. Questions will be asked about youth competencies and intentions based on curriculum content. Ipads are available for checkout and area coordinators are available for support if needed.

QUALTRICS

DURING CONFERENCES

Youth attendees will be asked to complete a survey about competencies and intentions based on the conference content.

PAPER/WRITTEN

DURING CONFERENCES

Youth focus groups will be asked about their experience throughout the conference and how much they were able to share through near-peer mentoring.

FOCUS GROUP



UTAH 4-H & UTAH STATE UNIVERSITY EXTENSION

COLLEGE & CAREER READINESS

DESIGNING YOUR LIFE

Material adapted from "Designing Your Life" by Bill Burnett and Dave Evans, 2016.

UTAH 4-H

4-H specializes in helping students find college and career options related to their interests and passions. Approaching major life decisions with a designer's mindset can help youth identify options and make decisions that are unique to their needs.

"YOU CAN'T KNOW WHERE YOU'RE GOING UNTIL YOU KNOW WHERE YOU ARE."

The first step to navigating the future is to identify an individual's starting point, or "dashboard" (Designing Your Life, 2016). Think of this dashboard like the gauges in your car. Do you have enough to complete your journey? Are things going to keep running smoothly? These gauges can help you understand the four things that provide energy and focus as you plan for the future.

Based on the following definitions, complete the dashboard for your current situation:

LOVE GAUGE: Love makes the world go 'round, and when we don't have any, our world isn't as bright. It is as critical to feel loved by others as it is to love – it has to go both ways. Love comes from a primary relationship, family, community, pets, and more.

PLAY GAUGE: Play is about activity that brings joy just for the pure sake of doing it. It can include productivity, but only if the activity is done for fun – not merit.

WORK GAUGE: Make sure to consider all responsibilities that are considered work – not just the one's you are paid for. This can include homemaking, school work, volunteerism, typical employment, etc.

HEALTH GAUGE: This measurement includes mind, body, and soul. Consider each of these in your own life as you make an assessment.

Dashboard

WORK	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FULL
PLAY	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FULL
LOVE	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FULL
HEALTH	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FULL

Note any observations, and what decisions you could make in the future to create a more balanced dashboard. What is one adjustment to your life that would help you to achieve more balance?

UTAH 4-H



Career Readiness Workshops



Acing the Interview

Developed by:

Barbie Pearson, Sevier County 4-H Extension
Craig Dart, 4-H Extension Youth Programs
Kelsey Romney, 4-H Extension Youth Programs



Interviewing Skills

Introduction



Interview skills are key to achieving employment and obtaining scholarships. Learning how to present themselves in a professional manner, and communicate previous experience effectively will help youth achieve their goals. First impressions can make-or-break whether a person is selected for the position or scholarship. This workshop is designed to teach youth how to make a positive first impression, regardless of what they are applying for.

Supplies

- Handshake cards printed and cut
- Body language cards
- Chairs and tables for the attendees
- Video recording devices – can be personal cell phones/ipads if needed
- Printed list of interview questions for activity 3

Activity One: Handshakes



Explain to the group that how a person shakes another's hand can communicate volumes without a single word. A handshake should be proof of a person's enthusiasm, confidence, and their social awareness. Pass out the cards to each person in the group. Give them 2 minutes to mingle and introduce themselves to several people in the room, shaking hands in the way their card explains. When the time is up, ask a person with each type of card to read their description. As each person explains the different type of handshakes, ask others to see if they can remember which people they "met" who also had those cards.

Wrap Up



1. How did you feel when someone with a _____ card shook your hand? Would you have hired that person?
2. What did you think about the person who shook your hand with a _____ card?
3. How did you feel as the person with a _____ card as you shook hands? Did you feel like it could set the tone for the remainder of the interview?
4. With the current Covid 19 pandemic situation, how should you safely greet people?
5. What does non physical greetings convey to the person you are meeting?

Tips for Non-Physical Greetings

From: <https://www.townandcountrymag.com/society/a32129875/handshake-alternatives-etiquette-coronavirus/>

“Meier has come up with two creative alternatives that she believes could become widely accepted. The first she calls the “Stop, Drop, and Nod,” a method of greeting that involves holding your hands behind your back and giving a single nod of your head with a smile. Her second option—the “Grasp and Greet”—is done by clasping your hands in front of you and nodding your head once while saying hello.”

Activity One: Zoom Adaption



Showing up to an interview online can be daunting with so many unknowns. Applicants may be wondering: “Will my equipment work? Is the lighting, right? Is my positioning okay?” Help the group understand the best way to make a first impression by having everyone act how the cards on your shared screen read. This is a great icebreaker, and a way for youth to see many examples at once. Instruct the group to stop when your screen changes, so you can move to the next example.

1. “Can you hear me now?” Pretend you are having some type of technical difficulty.
Explain that there are video conferencing platforms where anyone can test their equipment before the interview such as Google Hangouts, Face Time, or Zoom.
2. “Way Too Interested” Position yourself to where you think you are too close to the camera.
Show the right place to be for an interview in the computer’s camera. The picture should be at a good angle from your waist up when you are sitting.
3. “Ol’ Yeller” / “The Humble Mumbler” Talk way too loudly, or way too quietly into your mic.
This is another skill to practice. It can be hard to gauge your vocal volume while you are aren’t in the same room as others. Make sure you practice and test your sound before the interview.

Wrap Up



1. How did you feel when someone with a _____ card tried to communicate? Would you have hired that person?
2. What did you think about the person who spoke to you with a _____ card?
3. How did you feel as the person with a _____ card as you tried to present? Did you feel like it could set the tone for the remainder of the interview?
4. What does non physical greetings convey to the person you are meeting?



Activity Two: Self Presentation

Talk to the group about how body language can convey as much as how they answer interview questions verbally. In this exercise, you will need to select five people who will each role play assigned moods through their body language as the facilitator asks general interviewing questions. Hand each of the body language cards out to 5 volunteers from the group. Give them a moment to get into character, then ask them to come in front of the group to answer 2-3 interview questions. Keep the interview questions fun and easy to answer, for example:

- “Tell me why you are interested in becoming a ____ (zookeeper, rocket scientist, math teacher, veterinarian, doctor, etc.)”
- “Where do you see yourself in 5 years?”
- “Why do you think it is important to have a good work ethic?”
- “Do you have a record of showing up on time to work?”
- “Why should we consider you for this job?”

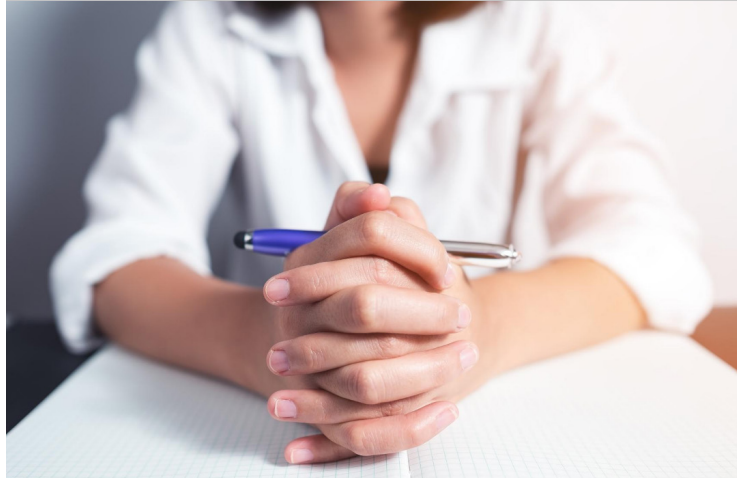
Body language cards:

Uninterested
Airheaded
Over Excited
Too Cool for School
Shy or Afraid

Discussion Questions - Ask after each role-playing scenario

Ask the group to guess what the person being interviewed is acting like. Talk to them about why the person looks that way, and what they would think as a potential employer. Would they hire the applicant? Then ask the person who had been acting how it made them feel. Did they feel like they would get the job? Has anyone ever had these feelings in a new or awkward situation? What did they do to hide those feelings? What did they wish they had done differently?





Activity Two: Self Presentation (Continued)



Next, talk about how each part of a person's appearance should be portrayed. Ask for a few more volunteers to come sit in front of the group, and face each other to display the right body language. Have each person model the behaviors that the facilitator reads aloud:

1. **Eye Contact:** Make an appropriate amount of eye contact. Don't stare people down awkwardly, or stare at your feet. Smile politely and look the interviewer in the eye to be sure they know you are interested and paying attention. Look to others in the room as you are answering each question.
2. **Body posture:** Sit up comfortably straight, and be sure your shoulders are squarely facing each person you are speaking to, in order to show respect for each person you are greeting.
3. **Hands & Feet:** Your hands can move while you speak, but while at rest the should be calmly set in your lap or casually crossed near the edge of the table. Don't fidget with anything such as your resume or a pen so that it doesn't appear that you are uncomfortable or hiding something. Your feet should be still and on the ground. You can cross the bottom half of your legs to feel more comfortable if needed. If you are standing, try to turn your feet toward the person you are speaking with, so they know you are interested in the conversation.
4. **Confidence not arrogance:** There is a big difference between having confidence and coming off as arrogant. Practice having confidence that is warm and makes people want to talk with you more. People who portray confidence are welcoming, and kind, while being sure of their answers. Make sure portray these characteristics through your posture, without acting like you are above anyone or the position you are interviewing for.

Activity Three: Do' and Don'ts of Interviews



Explain that there are many more elements to being a good interviewer such as:

- Dressing for Success: knowing the difference between casual, business casual, and professional appearances.
- Preparing for the interview: Researching the position, the organization, and knowing what questions they may ask.
- Answering questions: Learning to be candid and competent.

For this exercise, we will focus on the last element: answering questions in a candid and competent manner. Youth should try to incorporate the handshake and body language lessons we have already discussed. Ask each person to partner with someone in the room. They will then practice interviewing and recording each other to discuss how they can improve, and self-evaluate their video. Ask the groups to decide who is going to be the applicant first, and ask the interviewer to record their responses. The exercise should start with a handshake, then interviewers should ask the following questions:

1. Tell me a little about yourself and your personal interests.
2. What do you think is the most important characteristic an employee can have?
3. How does this position align with your personal goals?
4. Why should we select you for this job?

Ask the interviewer to share with the applicant one thing they felt they did really well, and one thing they thought they could improve upon. Then allow the applicant to watch their video back for a self-assessment. Switch roles, and repeat the exercise.

Discussion Questions - Ask after each role-playing scenario



1. What did you learn about yourself in an interview session that was surprising?
2. What do you think you will do differently in an interview based on what you learned from this lesson?
3. What was the most challenging thing you faced as the interviewer and as the applicant?
4. Would you hire yourself based on this interview? Why or why not?

For more resources about how to improve your interview skills, visit:
<https://career-services.usu.edu/students/interviews>

Handshake Cards

THE DEAD FISH

THIS HANDSHAKE HAS NO ENERGY, THERE IS NO SHAKE, NO SQUEEZE, NOT EVEN A PINCH, AND IT GIVES THE FEELING YOU ARE HOLDING A DEAD FISH INSTEAD OF A HAND.



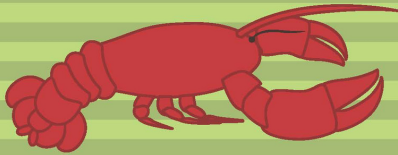
THE BOARD

THIS HANDSHAKE IS GOING IN STIFF AS BOARD, HAVING LITTLE TO NO FEEL, AND USUALLY ONLY GRABBING THE FINGERS.



LOBSTER CLAW

LIKE THE CLAW OF A LOBSTER, THE OTHER PERSON'S THUMB AND FINGERS TOUCH THE PALM OF YOUR HAND.



THE POLITICIAN

USUALLY SEEN AMONG POLITICIANS, THIS TYPE OF HANDSHAKE IS GOING IN WITH TWO HANDS AND HOLDING THE OTHERS HAND, AS IF YOU WERE COMFORTING THEM.



THE BONE CRUSHER

THIS FORM OF SQUEEZING YOUR HAND UNTIL YOU CRINGE IS CLEARLY DESIGNED TO INTIMIDATE YOU AND VERY UNCOMFORTABLE.



THE PUSH AND PULL

WHILE THIS PERSON SHAKES YOUR HAND, SHE EXTENDS HER ARM SO THAT YOU CAN'T GET CLOSE TO THEM.



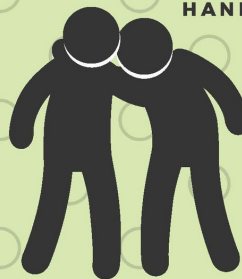
THE PRO

THE PRO, KNOWS HOW TO PROPERLY GIVE A FIRM HAND SHAKE WITH EYE CONTACT AND CONFIDENCE.



THE BRO SHAKE

THE SAME WAY YOU WOULD GREET YOUR "BROS", THIS HANDSHAKE IS CAUSAL AND RANDOM AT TIMES.



Body Language Cards

UNINTERESTED



AIRHEADED



OVER
EXCITED



TOO COOL
FOR SCHOOL



SHY OR AFRIAD





K-12 Service-Learning Standards for Quality Practice

The K-12 Service-Learning Standards for Quality Practice were developed by the National Youth Leadership Council with funding from State Farm Companies Foundation. Working from a base of 20 years of professional wisdom and practice, NYLC worked with other leaders in service-learning and engaged RMC Research Corporation to ensure that the standards included the strongest evidence-based elements of effective practice. Then young people, teachers, school and district administrators, community members, staff from community-based organizations, policy-makers, and others interested in service-learning participated in panels across the United States to strengthen the language of the standards their indicators. For more information, visit www.nylc.org/standards.

Meaningful Service

Service-learning actively engages participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

A close-up photograph of several hands of different skin tones painting a globe. One hand is holding a red brush, another is holding a blue brush, and a third is holding a yellow brush. The globe is partially painted with these colors.

K-12 Service-Learning Standards for Quality Practice

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.



A close-up photograph of several hands of different skin tones painting a globe. One hand is holding a red brush, another is holding a blue brush, and a third is holding a yellow brush. The globe is partially painted with these colors.

K-12 Service-Learning Standards for Quality Practice

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.



A close-up photograph of several hands of different skin tones painting a globe. One hand is holding a red brush, another is holding a blue brush, and a third is holding a yellow brush. The globe is partially painted with these colors. The background is a soft, out-of-focus green and blue.

K-12 Service-Learning Standards for Quality Practice

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

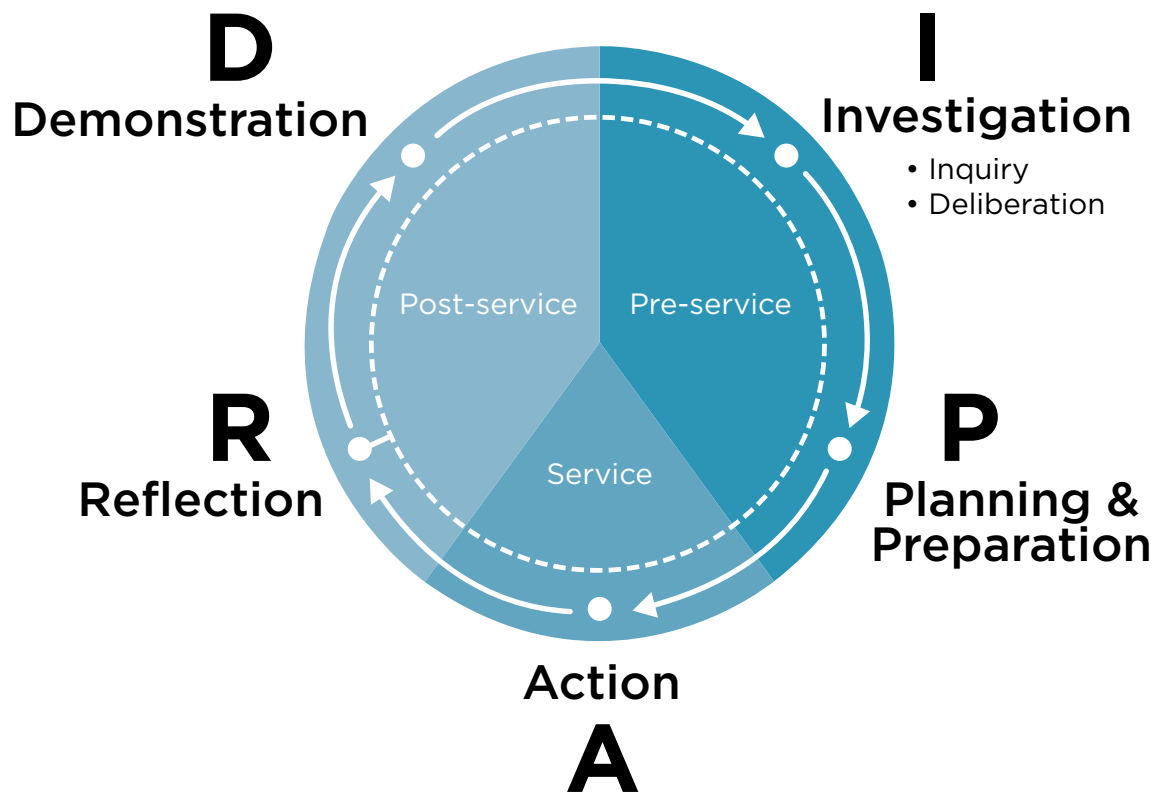
Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.





Below is an opportunity to plan the activities in each stage of the IPARD cycle. Throughout the IPARD model be sure that you have identified how the K-12 Service-Learning Standards for Quality Practice will be integrated throughout. Note that the beauty of service-learning is that everyone has a voice which means your plans below may change accordingly.

The following questions should not be answered in isolation but should be built on the foundation of Stages 1 and 2. Activities should lead you toward mastery of the outcomes and goals listed in Stage 1 as well as the sub-skills and knowledge needed to master those skills.

Investigation

Through research and inquiry, you identify a genuine community need and its root causes.

Questions to consider:

- What community will you be serving (world, nation, local, specific population)?
- What is the community need you identified and how do you know it is a genuine community need?
- What research have you done to refine the community need? What further research can you do to prove this is a community need?
- What additional skills may you need to develop?
- Who are possible community partners, either individuals or organizations that are also invested in this issue?
- How will you come to a consensus of one community need?
- How feasible is your identified project? What are some potential barriers you might face? Who can help you overcome those barriers?

Examples of Investigation activities:

- Community mapping of assets and needs
- Surveys
- Formal research online or offline
- Newspapers or newscasts
- Community interviews with citizens or leaders
- Personal interest surveys
- Listening to speakers
- Community observations
- Field trips

How will you identify, investigate, and research a community issue?

What products are students producing that they can be assessed on?

Planning and Preparation

Based on initial research, you identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

Questions to consider:

- Issues can often be complicated and have different viewpoints. How will you incorporate multiple viewpoints in your service?
- Are there community partners, either individuals or organizations, who are also invested in this issue? Who are they?
- How will you stay in communication with community partners and their peers throughout the project?
- Planning and preparing often requires you to work as a team. What activities will help you communicate and collaborate effectively?
- What are the short- and long-term service goals?
- What is your timeline?
- What resources do you already have for the project? What additional resources do you need?
- How will you ensure you are meeting the service goals and timeline?

Examples of Planning and Preparation activities:

- Create a timeline
- Create a budget
- Break into committees
- Meet with community partners
- Create a plan
- Plan an event

What activities will you participate in to plan and prepare for your project?

What products are students producing that they can be assessed on?

Action

You implement the plan through direct, indirect, or advocacy-based service. Throughout the act, you collect evidence of your project and impact.

Questions to consider:

- What service actions will you take to make an impact on the community?
- How will you address the root causes of the identified community need/issue?
- How will you document their service activities?

What action activities (or possible action activities) will you take as a part of your project?

What products are students producing that they can be assessed on?

The service component of a service-learning project usually falls into one of three broad categories:

Direct Service

These activities involve establishing personal contact with people in need.

Examples: working with senior citizens to create oral histories, tutoring younger participants, and delivering meals to people with physical limitations.

Indirect Service

These activities usually happen at school, channeling resources to the area of need, rather than working directly with the recipients of the service. You may have little to no direct contact with the service recipients.

Examples: writing children's books to be donated to a homeless shelter, raising funds to protect an endangered species, and collecting supplies for a community recovering from a hurricane.

Advocacy

These activities involve lending your voice and talents to help eliminate the causes of a specific problem. In a sense, this is also a form of indirect service.

Examples: making a presentation to the city council in support of a specific policy, launching a PR campaign about a health issue, and mobilizing community support for a piece of public policy.

Large projects may incorporate several service components, covering two or even three of these categories.

For example, a school-wide project to address hunger could include work at a food shelf (direct), a canned-goods drive (indirect), and lobbying state legislators to implement policies that help low-income families (advocacy).

National Youth Leadership Council

Reflection

Through a variety of cognitively challenging activities, reflection takes place at every stage of the cycle to assist in understanding the connection between what is being learned and the action taken.

Questions to consider:

- How will you ensure that reflection is cognitively challenging?
- How will your service-learning reflections be connected to formative and/or summative assessments?
- How will you vary reflection activities to support multiple intelligences (spatial, linguistic, kinesthetic, interpersonal, musical, logical-mathematical, linguistic)? How will diverse team members' strengths and needs be considered in the development of reflection strategies?
- How can you utilize the K-12 Service-Learning Standards for Quality Practice within your reflections?
- How will you reflect before, during, and after?
- What strategies will you use to incorporate challenging reflection opportunities through the service-learning experience?
- How will you use reflection as a guide for improvement?
- How will you ensure that reflection goes beneath the surface and that you are thinking deeply about complex community problems and alternative solutions?

Examples of Reflection activities:

- Write a poem, story, essay, article, or speech
- Create a podcast or video
- Analyze service data, create graphs, flowcharts, puzzles
- Act out a skit, dance, plan, or create art
- Create a presentation, website, bulletin board, mural, cartoon, poster, scrapbook, or model
- Write and perform a song
- Discuss as a small or large group, interview beneficiaries of services, teach others, or interview each other
- Complete a self-assessment

How will you reflect on your service action?

What products are students producing that they can be assessed on?

Demonstration

You showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.

Questions to consider:

- How will you publicly demonstrate your knowledge gained and service completed?
- What plans for demonstration will allow you to meet project goals? In what way can demonstration support your summative assessment goals?
- How will you celebrate your accomplishments?
- How can you gain closure on your efforts while still remaining inspired to take further action?
- If the project is continuing, how will you start the IPARD cycle again?
- If the project is ending, how will you either pass on your work to others or inspire others to take action?
- What are your recommendations for future service?
- How have you developed or grown as a result of the project?

Examples of Demonstration activities:

- Events (informal to formal)
- Portfolios (hard copy or online)
- Present at a conference
- Share with the media (television, radio, newspaper)
- Social Media
- Reach out to a community leader

How will you demonstrate what you have learned?

What products are students producing that they can be assessed on?