

HI-Y Service-Learning . . .

Building Better Futures for All

The HI-Y family of programs believes that leadership develops by connecting meaningful community service with personal and group growth, civic responsibility, community building and reflection.

Youth initiating civic action and volunteer service with adult advice and mentoring remain the central expression of *HI-Y's founding values . . . youth are important to the world and are best served when they serve.*

All HI-Y programs bring life to these values. Local HI-Y's, Youth in Government and Model United Nations delegations make service central to the experience. At the same time these service experiences cause YG delegates to focus legislation on issues encountered through service while UN delegates make connections between world issues and home. YG, UN, Horseshoe Leadership Summits and all HI-Y programs strengthen student service initiatives.

This inter-woven cycle of service and learning strengthens the individual as well as HI-Y's while they build stronger homes, schools, communities and yes our world.

HI-Y service-learning takes service projects to a higher level through a process of . . .

- * creating a service response to strengthen existing assets, solve a problem, or meet a need;
- * establishing learning objectives;
- * performing meaningful service based on the objectives; and
- * structured reflection on the experience.

“HI-Y has meant fun, hard work, doing good, helping others and strengthening my community. HI-Y has helped me become more of an asset to my city doing useful service for Middletown.”

“HI-Y helped me build character and confidence. HI-Y helped me believe I was important because I could help people. I have a much greater respect and appreciation for people. HI-Y has meant learning about the community and my place in the world. HI-Y took the emphasis off ‘me’ and put it on ‘us’.”

HI-Y Members

HI-Y's Service-Learning Continuum

Stage one: <i>Offering volunteer opportunities</i>	Stage two: <i>Offering service-learning project opportunities</i>	Stage three: <i>Operating service-learning programs</i>	Stage four: <i>Becoming a service-learning HI-Y</i>
<p>HI-Y provides opportunities for people to serve their school and communities through volunteer activities.</p> <p>These volunteer opportunities are extremely valuable though they do not fall under the definition of service-learning unless they are driven by learning objectives and accompanied by structured reflection.</p>	<p>HI-Y offers service-learning projects that include learning objectives, meaningful service, and structured reflection. Examples of meaningful service: members tutor children, serve as literacy volunteers, gather food for a food pantry, volunteer at homeless shelters, clean up the environment, etc.</p>	<p>HI-Y operates a program or programs that have the service-learning process as a central focus; their service-learning method is infused into the heart of the program, and thus, into the heart of the participant's experience.</p> <p>Example: The HI-Y incorporates service-learning into all its volunteer activities.</p>	<p>HI-Y makes a commitment to service-learning. This might mean that most, if not all programs, are service-learning programs or incorporate service-learning projects. It might also mean that service-learning is incorporated into many other aspects of the HI-Y's operations, for example, into all volunteer assignments or into all member training sessions.</p>

Everyone Gains From Service-Learning!

HI-Y Members gain skills, confidence, connections and ideals that shape the ways they relate to the world.

HI-Y's

- * *Build closer relationships among members and the community;*
- * *Develop an ethic of civic responsibility resulting in more active participation;*
- * *Gain a reputation as a champion of helping others;*
- * *Increase positive media attention and good public relations;*
- * *Build relationships with community organizations that may then help with HI-Y projects and support members' attendance at HI-Y conferences;*
- * *Support goals related to member recruitment and involvement, civic leadership and character development.*

Partner Organizations benefit as better prepared young people become active community members.

Families and parents get support to raise their children into healthy, responsible, productive and contributing adults.

Schools get young people promoting a positive learning atmosphere and taking responsibility to create more effective student leaning and governance.

Communities reap rewards as prepared and committed participants become more effective citizens working to renew family, school, institutional and community life.

“It was gratifying to see a group of creative ad engaging young adults [HI-Y members] who were willing to take time to provide some imaginative fun for their neighbors, while collecting food for the needy.”

Sam Salvucci, Mayor of Reedy, WV

“The sense of empowerment is amazing. I came out of Youth in Government on fire. I can conquer the world. We go home and get others involved. I know I can make a difference. This program works for everyone.”

Youth in Government Student

“The leadership skills and knowledge gained through Youth in Government will be invaluable in preparing young adults to be successful future leaders. We all need to support programs such as Youth in Government to help our students understand what it means to live under the rule of law.”

Thomas J. Moyer, Chief Justice, The Supreme Court of Ohio
HI-Y Youth in Government Alumnus

“The HI-Y Model United Nations is quality in academics, student growth and development and enabling youth to work and grow together. Without doubt, the HI-Y approach is best.”

Patricia Bosh, Teacher
Columbus, Ohio

HI-Y GETS THINGS DONE

HI-Y extends classroom lessons through active service that also helps youth become better able to handle personal, family, civic, community and career responsibilities

Leadership

- * effective group membership
- * how to conduct successful meetings
- * getting things done through working with others
- * committee work
- * translating ideas into action
- * individual and group decision making
- * working with adults, groups and organizations
- * parliamentary procedure
- * helping others succeed

Youth Voice

- * confidence to speak out, take action, serve
- * a forum to express ideas, to discuss, debate and seek consensus
- * Newsletter, idea exchanges
- * Youth in Government
- * Model United Nations

Citizenship

- * democratic decision making
- * role and process of government
- * erasing boundaries of age, gender, race, geography, background as people work together
- * commitment to civic responsibility
- * understanding being *citizen*
- * responsibility, initiative, action
- * voting & voter registration

HI-Y To The Rescue

- * ready and willing to respond
- * giving help to local groups, schools, communities, etc.
- * help to families in disaster (fire, flood, illness, hunger, etc.)

HI-Y Meets Local and National Priorities

Education

- * Tutoring programs
- * New student orientation
- * Work with special need students/classes
- * After school child programs
- * After school child programs
- * Faculty/staff appreciation
- * Law related education
- * Turn eyesores into green spaces
- * HIV/AIDS education
- * Youth in Government
- * Creating clean and positive school environments

Human Needs

- * Sponsor Red Cross Bloodmobiles
- * Assist food pantries
- * Intergenerational activities
- * Link efforts with Salvation Army, Habitat for Humanity, DHS, Community Action, etc.
- * Help homeless shelters, soup kitchens

Environment

- * Community clean up
- * Adopt a highway, classroom, park
- * Creating recreation areas
- * Store front clean-up
- * Christmas tree recycling
- * Monitor water quality
- * Environmental awareness
- * Stewardship projects
- * Plant trees and flowers
- * Create a nature trail
- * Urban gardens

Public Safety

- * Peer drug/alcohol education
- * Building/maintaining playgrounds
- * Engaging youth with local govt.
- * Tot nights for children
- * Positive social activities
- * After prom drug-free activities

HI-Y lifts up concerns for a better community for all, instills a vision for a better future, builds commitment to bring about needed change through individual and group effort, and enables youth to develop the skills required to affect positive change throughout their lives.

How Is A Service Activity Set Up?

1. Start with the World at Home
 - What are needs in the school and/or community?
 - What will benefit the most people?
 - What would benefit a family, a person in special need, a small group?
 - What is possible?
 - What can the HI-Y delegation? How much money can we give and earn?
 - What other resources do we have and/or get?
 - What most interests our group?

2. Make a Plan
 - Define the group's goal.
 - Set a schedule - - how much time will the project take? - - - how much planning must be done?
 - Set a date - - - when will the project take place?
 - Estimate the costs - - - how much money is needed to do a good job (if any) ? What supplies are need and who will provide them?
 - Think about the project - - - is it realistic? - - - too simple or too difficult? how can it be improved?

3. Consider the Recipient
 - Be sure whatever group or population being served has a need for the service being provided. The aim of a service project is to do something of benefit, not to do it because the volunteers want to do something.

4. Get Permission to Conduct the Project or Service Event
 - HI-Y Advisor
 - YG or Delegation Leader
 - School Principal and/or Teachers
 - Parents
 - Leadership of organizations to receive service
 - Others?

5. Make a Budget - Consider All Possible Expenses
 - Will goods be needed to do the activity?
 - Will goods be given to a group, organization or individual?
 - Transportation?
 - Publicity (flyers, postage, etc.)
 - Photography?
 - Scrapbook?
 - Celebration?
 - Refreshments?
 - Other expenses?

6. Where Will the Money Come From:
 How much will members contribute?
 How much and how will members raise money?
 Where and how can members secure gifts of supplies?
 Other sources?

7. Reflection

HI-Y service-learning includes reflection as part of the learning process to allow participants to think about and grow from their experiences. Structured time and planned activities allow participants to think, talk and write about what each participant and the group did, observed, learned and thought before, during and after the service activity. Reflection helps individuals and groups continually improve their service initiatives as well as their own skills and outlook. Reflection activities may include . . .

Speaking

- * one-on-one presentations to groups/classes
- * whole group/class discussion
- * discussion with community members, groups and organizations, experts
- * public speaking to parents, teachers, school board, city council, etc.
- * teach another group of youth or adults

Writing

- * position or research paper, essay
- * journal or log kept for each activity
- * case study, history
- * special project report
- * narrative for video, slide show
- * newspaper, magazine and other published articles

Activities

- * gather information needed to serve on or understand a project
- * conference or workshop presentations
- * plan and conduct a training for others
- * recruit others
- * develop a project budget

Multimedia

- * photo, slide, or video shows
- * paintings, drawings, collages
- * dance, music or theater
- * scrapbook of the group or individual's experiences
- * print a book or other publication

Questions that prompt reflection

- Can you visualize the effects of what we did today? Describe what we think the recipients' reactions are to the work we did.
- What was the best thing that happened today?
- What was the hardest part of the experience?
- If you had a magic wand and could change the lives of the people worked with today, what would you change and why?
- Can you talk more about that?
- Why do you think that happened?
- Do you see a connection between this and _____ ?

- What compliments did you receive and how did you respond to them?
- What criticisms did you receive and how did you respond to them?
- What have you learned from the people involved in this project?
- What did the people involved in the project learn from you?
- What did you learn about the community through doing this project?

Questions that support reflection

- You can find a why that works for you when you are ready.
- I like talking like this.
- You can learn from what does not work for you.
- Your reflections are important.
- I want to know what you think about the project.

Questions that contribute to action and growth

Personal writing in a journal, drawings, poems, stories, essays, videos
 What did the group learn we use again?
 What did the group accomplish? Did it achieve the project's goal?
 What did people feel while working - fear, excitement, etc.
 Would the delegation do such a project again?
 How could this project be approved?
 What has the group learned that will help in future service activities?
 What did the people being served think of the project and our work?
 What benefit did service recipient receive?

“There is virtually no limit to what young people - with appropriate education, training and encouragement - can do, no social need they cannot meet . . . young people are essential resources, and society needs their active participation as citizens.”

The Forgotten Half: Pathways to Success for America's Youth and Young Families: The W. T. Grant Foundation
 1998