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Volume II, Issue I

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**On The Horizon**

**Community Service Vs. Service Learning**

*Cheryl Newberry, Extension Program Specialist-4-H, District 10*

The 4-H program is known for incorporating community service into the 4-H experience and we do that quite well. There are always 'opportunities' for 4-H'ers to donate brownies, pick up trash for the Adopt-A-Highway section, or clean the stock show grounds. But what projects are being done through 4-H that are actually more in line with the philosophy of service learning?

Before we can identify some examples, let's define the difference between community service and service learning.

**Community service** refers more to the "make it, take it"

form of service. For example, those brownies we talked about earlier are donated to the stock show concession stand. Community service also involves volunteering your energy and time to assist with a project such as collecting canned goods for the food pantry or cleaning the show barn. In most community service examples, an adult provides these opportunities for youth without any input from the youth.

**Service learning** focuses more on allowing youth to determine the projects they want to work on through incorporating their service projects with a learning component. Here's a good definition from the National Service Learning Clearinghouse: "Service-learning combines service objectives with learning objectives with the intent that the activity change both the

recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content."

Service learning is a method by which young people learn and develop through active participation in a thoughtfully-organized service experience. There are a number of common characteristics that are related to service learning:

- The project actually meets community needs.
- The project is a collaboration between the group of youth and the community or organization which they are helping.

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**Shining Stars**

**High School Financial Planning**

Leticia Ezell, Martin CEA-FCS, conducted the NEFE Financial Planning program for the seniors at Stanton ISD and Grady ISD. Both schools allow this program to be taught as a part of the senior Economics class. During the past year, 94 seniors from the classes of 2005 and 2006 completed the program.

The students learn basic con-

cepts of preparing a financial plan and managing that plan. Creating a budget, career planning, savings, credit, debt and insurance are all necessary financial skills that are covered in the class. As a part of the program the students participate in a variety of activities such as preparing a monthly budget, learning to use financial calculators, and creating a plan to become debt free.

The NEFE curriculum is free including a workbook for every

student. To order the curriculum, go to [www.nefe.org](http://www.nefe.org) to get the order form or contact the John Parfrey, Director, NEFE High School Financial Planning Program at (303) 224-3516 (telephone), (303) 220-0838 (fax), or [jp@nefe.org](mailto:jp@nefe.org)

For more information about Martin County's program, contact Leticia Ezell, Martin County CEA-FCS.

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## Under The Blazing Sun

### What Makes A Great Manager of Volunteer Resources?

By Nan Hawthorne, Editor

Nan Hawthorne is a professional journalist and writes for numerous volunteer management publications. This article was born from an online discussion group that was posed with the question: "What qualities, skills or experience are the 'make or break' of a really good manager of volunteer resources?" Nan took all of the responses and compiled this list of the top 10 characteristics of a great manager of volunteer resources.

Do you have these characteristics or are you hesitant to let go and let others have ownership in your county 4-H Program? As we have more demands on our time as professionals, we must adopt skills that will enable us to be better volunteer recruiters, trainers and especially managers!

1. *A good manager of volunteer resources must act as a human resources/staffing specialist so organizational needs are met and staff and volunteers work well together.*

It is important to recognize that while your job may include the "care and feeding" of volunteers, volunteers and their work serve the organization and its mission. Keeping the mission of the organization foremost in your mind will allow you to create and recruit for a volunteer program that contributes in a measurable way to the success of everyone who works there, as well as the recipients of the work you do. Many paid employees resent working with volunteers because they see them as simply a burden. If volunteers advance the employees' work and status, they will be more likely to embrace them and you.

Although many organizations do not realize this, practicing good human resources management for non-paid workers is not only good practice; it may be necessary to protect the organization. Therefore, it is a good idea to learn what you can do about human resources management, by conducting informational interviews with people in that profession, taking courses, or at least boning up via sites such as About Human Resources Management at [http://humanresources.about.com/od/hrbasicsfaq/a/hr\\_onestop.htm](http://humanresources.about.com/od/hrbasicsfaq/a/hr_onestop.htm)

2. *A good manager of volunteer resources must understand that volunteering is an exchange and know what volunteers want to get back out of the experience.*

Yes, volunteers serve the needs of the organization, not the other way around. Your job is to figure out what the "pay" is for volunteers, collectively and individually. The institution of volunteer resources management has over-relied on two items of exchange: altruism and trinkets (recognition parties and gifts). As Scott Martin so aptly points out in his articles on volunteer management that volunteer populations are growing into better "consumers." Learning what they are looking for in exchange for their time, effort and talent is no longer a job for extraordinary volunteer resources managers, but of all of us.

3. *A good manager of volunteer resources must be a good networker and encourage resource sharing and partnerships, promote the profession.*

Often the best, if not the only, source for information, training and tools is your colleagues. Networking will bring you information and advice that will serve you well and probably help advance your own career.

4. *A good manager of volunteer resources must be able to communicate the value of and advocate for the volunteer program within organization.*

There is a site that calculates the average value of an hour of volunteering. Go to the Independent Sector website at: <http://www.independentsector.org/programs/research/gv01main.html>

Classify your volunteers — that is, determining what the duties of any given worker are worth in the job market. If you can determine an average based on your location and the work your volunteers do, you can determine an hourly and total value that is relevant and defensible to your organization. The payoff, so to speak, is offering something credible that will not simply be dismissed as wishful thinking on your part.

Nor is money the only standard. If you can document other benefits volunteers bring to your organization, so much the better. Volunteers bring resources and tools, such as monetary donations or access to discounted or free supplies, space or talent. They bring the best

*"Character is like a tree and reputation like its shadow.*

*The shadow is what we think of it; the tree is the real thing"*

*-Abraham Lincoln*

## The Sky's The Limit

### American Honda Foundation

**Description:** National organizations working in the areas of youth and scientific education may be eligible for grants from the American Honda Foundation. The foundation's policy is to seek out those programs and organizations with a well-defined sense of purpose, demonstrated commitment to making the best use of available resources, and a reputation for accomplishing their objectives. While the American Honda Foundation recognizes that there is a broad range of organizations worthy of support, budget limitations necessitate a focus on those with the broadest national interest and support and, therefore, the highest potential for success.

Application Deadlines: February 1, May 1, August 1, and November 1 each year

For more information and the application, contact: American Honda Foundation, P.O. Box 2205, Torrance, CA 90509-2205 Tel: (310) 781-4090 Fax: (310) 781-4270

### Captain Planet Foundation

The mission of the Captain Planet Foundation is to fund and support hands-on environmental projects for children and youths. All projects must:

- promote understanding of environmental issues
- focus on hands-on involvement
- involve children and young adults ages 6-18 (elementary through high school)
- promote interaction and cooperation within the group
- help young people develop planning and problem-solving skills
- include adult supervision
- commit to follow-up communication with the foundation (specific requirements are explained once the grant has been awarded).

All applicant organizations or sponsoring agencies must be exempt from federal taxation under the Internal Revenue Code Section 501 in order to be eligible for funding (this includes most schools and nonprofit organizations). Funding range – \$250-\$2,500.

For more information and an application, contact: Captain Planet Foundation, 133 Luckie Street, 2nd Floor, Atlanta, GA 30303 Tel: (404) 522-4270 E-mail: [tarynm@turnerfoundation.org](mailto:tarynm@turnerfoundation.org)

### Finish Line Youth Foundation

Finish Line Youth Foundation believes that providing funding and assistance for education, sports, and exercise will consistently propel kids in the right direction. These athletic and wellness programs place importance on living a healthy lifestyle, bolstering kids' confidence and leadership skills, and teaching them the importance of teamwork. This funding source would be an excellent for programming in childhood overweight programming.

Organizations interested in applying must:

- be registered as a 501(c)(3) organization
- focus primarily on assisting children and young adults ages 18 and under
- concentrate on athletics or wellness
- benefit communities from which the donations were generated or be located in the areas Finish Line serves.

The Finish Line Youth Foundation typically grants awards in the range of \$1,000-\$5,000. However, the foundation will review and consider proposals of any amount, but only a portion of the total amount requested may be awarded.

Contact Information: The Finish Line, Inc., 3308 N. Mitthoeffer Road, Indianapolis, IN 46235 Tel: (317) 899-1022 Web: [http://www.finishline.com/store/corporate\\_info/youthfoundation.jsp](http://www.finishline.com/store/corporate_info/youthfoundation.jsp)

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*“To help the young soul, to add energy, inspire hope, and blow the coals into a useful flame; to redeem defeat by new thought and firm action, this, though not easy, is the work of divine man.”*

*-Ralph Waldo Emerson*

### On The Horizon...Continued

- The project is integrated into each young person's educational experience. This is generally tied to school but can also be through organizations like 4-H!
- The project provides a structured time for youth to think, talk and write about what he/she did and say during the service activity. In most instances, this is the step that we often leave out of service projects in 4-H (unless the child writes about their service project in their recordbook story!).
- The project provides youth with opportunities to use newly acquired skills and knowledge in real-life situations in their communities.
- The project enhances the learning experience for youth beyond the 4-H program (or classroom, depending on where the service learning is being conducted).
- The experience helps foster the development of a sense of caring for others.

What about examples within our own 4-H program..."Don't Be Crude", the oil recycling project that was begun in Victoria County by 3 4-H members is an excellent example. One of the girls saw her Dad pour out oil in a drainage ditch because he had no other way to dispose of it and she and her friends did some research and collaborated with the County to have recycling sites established. The County has since taken over the project and continue to offer this service to its residents.

The Texas 4-H Council's coordination of the Tsunami Relief Donation for the Mercy Ships is another great example! The Council saw the devastation and wanted to help. They put together a plan and developed the information flier and went to work in their Districts to spread the word and help collect the funds. At Texas 4-H Roundup we saw incredible pictures of the Tsunami and the smiling faces of the three fishermen who now have new fishing boats to continue their livelihood.

Neither of these examples had youth who went through formal training in service learning, but they took the lead in identifying the problem and figured out how to solve the problem! That's what true service learning is all about!

**How can 4-H incorporate service learning into county programs?** Service learning would be a great emphasis for several audiences. County 4-H Council, 4-H Ambassadors, or a Senior 4-H Club would be great audiences to target for service learning. Service learning might also be a good curriculum enrichment project in a middle school or high school. An afterschool program would also be an excellent place to implement service learning!

**What resources will be needed to incorporate service learning into 4-H?** There are a number of resources available that have lesson plans on teaching youth about service learning. Most service learning curriculum teach youth how to survey their community and map out what the needs are. Youth then determine the project(s) to adopt and plan out what will need to be done to accomplish the each task. The service project is conducted and time is incorporated throughout the program for reflection and evaluation of the project. Below are some websites where you can find out more information on service learning.

- **National Service Learning Clearinghouse** - this website lists a variety of lesson plans for community, school, and more. The one I like the best is the one developed by the Peace Corps which is under the first link – Community Based Organizations Curricula. It has 6 lessons. [http://www.servicelearning.org/resources/lesson\\_plans/index.php](http://www.servicelearning.org/resources/lesson_plans/index.php)
- **Students in Service to America** – click on "curriculum connections" for a long list of resources! [http://www.studentsinservicetoamerica.org/tools\\_resources/index.html](http://www.studentsinservicetoamerica.org/tools_resources/index.html)
- **University of Illinois Extension** – Leadership Development Through Community Action Curriculum and Teacher's Guide. This curriculum is available for \$40.00 and can be ordered from their website at: <https://webstore.aces.uiuc.edu/shopsite/> (I have a copy of this curriculum if anyone would like to look at it!)

*"If you can  
dream it, you  
can do it.*

*Always remem-  
ber that this  
whole thing was  
started with a  
dream and a  
mouse."*

*-Walt Disney*

## Shining Stars...Continued

### Families are Forever Extravaganza

Families are Forever Extravaganza was an exciting event conducted, coordinated and provided by Grace Guerra-Gonzalez, Extension Agent (CEP) FCS, Jacqueline White, CEP Family Specialist and Patrice Hertzock-Barnes, Extension Agent (CEP) 4-H. The program focused on two program components, FCS and 4-H. The Extravaganza was an exciting event designed to provide local families with educational information, and programmatic opportunities in the areas of health and well being and 4-H & Youth Development. The goals of the Extravaganza were met, because we identified and worked with audiences that utilized the information to strengthen their lives and their children's lives. In today's society families themselves are changing. In the mist of this change, youth are our most present concern.

The Extravaganza addressed educational opportunities in regards to health and youth and family development. The program produced an increased number in TLC 4-H club participation to 13 TLC 4-H clubs. During the Extravaganza, youth and families gained knowledge and skills in leadership, entrepreneurship, natural resources, and career development. The event enabled the participants exposure to information about college opportunities, 4-H programs and 4-H club information. Families received the TLC 4-H newsletter and information about upcoming 4-H events. 4-H Specialists from CEP presented information about State 4-H program opportunities, and events for the families in attendance. A stronger network of 10 local youth agencies was established and more of these agencies see TLC 4-H as viable after-school program. This past year TLC 4-H reached a larger diversified 4-H audience through networks and partnerships established during the Families are Forever Extravaganza.

As a result of the TLC 4-H program evaluation,

**GOT A COOL PROGRAM?  
TELL US!**

Do you conduct 4-H or youth development programming? Have you had success with a new audience, new program, a grant project? Tell us about it and you may be able to add a newsletter article to your dossier! Each issue of The West Wire will feature success stories of agents in the West Region. If you have something you want to share, e-mail a 2-3 paragraph article to Cheryl, Matt or Charla. Include pictures in jpg format if you have them! The next issue will be April 2006.

youth participants made significant change in their behaviors and became more involved in school and community projects. The evaluation also found that the project was a success in helping youth to enhance their leadership and character development skills.

### Hike Across America

Get Healthy Challenge and the Hike Across America programs were presented to the residents and elementary students in Sterling County. Get Healthy Challenge was an eight week program where adults participated in weekly educational health and nutrition programs. They met weekly to discuss their eating habits, workout activities and an educational program. The participants have lost 245 pounds during the eight week period, Each person has average 3.39 pounds per week. They have reduced their stress level, lowered their blood pressure, improved their energy levels and increased awareness of the daily recommended nutrients they need.

Hike Across America is a year long walking/hiking program in the Sterling City elementary physical education classes. As of today the students have hike 5452 miles across the states. They started in Austin, south to Florida to the New England States and are currently in Kansas. As they travel they learned about the state capital, crops they grow and much more. A food and nutrition program is given to the classes quarterly. They have developed everyday exercise habits, increased their awareness of nutritional food choices and have become more physically active on the weekends. At the end of the year a grand presentation will be made to the students who have step the farthest Across America.

For more information on either of these programs, contact Jan Yanez, Sterling CEA-FCS.

*“People grow through experience if they meet life honestly and courageously.*

*This is how courage is built”*

*-Eleanor Roosevelt*

## Landscapes & Cityscapes...Focus on Diversity

### Glory Road – Choose Your Road

The film *Glory Road* tells the true story of the first all African-American starting lineup to win the NCAA basketball championship game in 1966. Future hall of famer Don Haskins (Josh Lucas) is the newly hired coach of little known Texas Western College in El Paso, Texas. Unlike his contemporaries, Don Haskins is color-blind in his recruitment of high school players. Driven by his passion to win, he recruits seven promising African-American players from around the country.

A facilitator guide has been developed through a collaboration between F.I.L.M. (Finding Inspiration in Literature & Movies), a partnership of the National Collaboration for Youth and the Heartland Film Festival's Truly Moving Pictures. This guide is entitled *Glory Road: Choose Your Road* and has three modules which are: The Courage of Conviction, 40 Years of Civil Rights Progress, and Taking the Lead. These lessons will be an excellent exercise in cultural diversity and standing up for what you believe in.

Go to: [www.youthFILMproject.org](http://www.youthFILMproject.org) and the first sections has the link to the facilitator guide.

### Diversity Central

Here is a great website for diversity articles and information. Diversity Central can be found at <http://www.diversitycentral.com/index.php> and has information related to inclusion, education, and more.

### Diversity Activity: Group Membership

**Goal:** To create a supportive environment in which the learners can disclose their group memberships and to allow them to experience what it is like to be part of a minority group.

**Instructions:** Have the learners form a large circle. As you call out different group names, the members of the circle who fit that group will take one step into the circle, forming a new circle. Applause as each group forms in the middle. After each new group is formed, ask them what they think is the most positive thing about being a member of this group.

With each successive circle, make the type of group more difficult. Begin with "low-risk" groups (e.g. brown hair, large family) and work up to groups that are typically discriminated against or under represented (e.g. African American, Asian, female, person with disabilities).

Call out a new group and have any of the inner circle of participants who fit that group take another step into the circle.

Here is an example of a list of groups to use:

1. All members with blonde hair.
2. All members with tennis shoes on (change shoe type for time of year, i.e. flip flops, bare-foot)
3. All members who have more than 2 brothers or sisters.
4. All members who live with only one parent.
5. All members who have a disability.
6. All members who have dyslexia.

If there are still several members in circle 6, select a group that would narrow down further such as race or gender.

### Discussion Questions:

- How did it feel to be in the center of the circle? (Were you comfortable being stared at?)
- How did it feel to be on the outside of the circle?
- How did you feel about those with you in the center of the circle or about those in the outer circle?
- Did anyone not make any trip into the circle? How did that feel?

### Diversity Activity: Getting To Know You

**Goal:** To learn about each other.

**Instructions:** Divide the learners into small groups. Provide each group a large sheet of flip-chart paper and markers. Have them to draw a large flower with a center and an equal number of petals to the number of learners in their group. Through discussion with their group members, have them find their similarities and differences. They should fill in the center of the flower with something they all have in common.

Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group. Students should be instructed that they cannot use physical attributes such as hair color, weight etc. This encourages them to have more meaningful discussions with their group members).

They should be encouraged to be creative in their ideas and drawings.

After the small group activity, have them share with the large group, about similarities and differences in their group.

*“The best index to a person’s character is*

*(a) how he treats people who can’t do him any good, and*

*(b) how he treats people who can’t fight back.”*

*-Abigail VanBuren.*

### Under the Blazing Sun...continued

kind of public relations and media. Even something as simple as featuring the volunteer program in the organization's literature can enhance community goodwill for the organization. Most important, be always at the ready with this information whether you might run into your boss, someone at the supermarket, a funder, or a reporter or public leader.

5. *Even the best human resources oriented professional cannot lead without building trust and excitement. Listening and being honest can make you a success.*
6. *Looking back at #5, nevertheless you must remember that the balancing act of the manager is strong human resources skills and that warm and caring person. If a volunteer is not contributing or is detracting from the work of the organization, it is up to you to evaluate the situation and find solutions, even if it means letting the volunteer go.*
7. *A good manager of volunteer resources must be familiar with the tools and techniques available to you as a manager of volunteer resources.*
8. *A good manager of volunteer resources must commit to continuous learning including from one's own.*

Networking and training are the best sources for these, and you can connect with one while pursuing the other.

9. *A good manager of volunteer resources must assess the character and skills of the potential volunteer without bias or prejudice.*
10. *Again, two words that the institution of the profession relies on rarely succeed. In the case of recruitment, those two words are: need and any form of desperate. Both can scare away the average person: if they are desperate, what is wrong with the job? In these consumer times, you must appeal to what potential volunteers want from the experience.*

What do you need to do on this list of ten to get you one step closer to being a better volunteer manager?!!

*Adapted and used with permission from Nan Hawthorne.*

### The Sky's the Limit...Continued

#### 2006 ESRI GIS Grant Program

ESRI, in cooperation with National 4-H Headquarters and Cooperative State Research, Education, and Extension Service (CSREES)/U.S. Department of Agriculture (USDA), announces two 2006 ESRI GIS Grants for U.S. 4-H to support its geospatial outreach, education, and community involvement efforts. The goal of this program is to foster and support the integration of geographic information system (GIS) software in U.S. 4-H clubs. Grant categories include an introductory grant for 4-H clubs new to GIS and global positioning systems (GPS) and an intermediate grant for those 4-H clubs that received previous ESRI 4-H grants and completed the grant requirements.

Application Period: January 1-March 31, 2006

For more information and the application go to: <http://www.esri.com/grants/esri/education.html>

*“The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves.”*

*-Helen Keller*

**WEST REGION 4-H**

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We're On The Web!  
<http://Uvalde.tamu.edu/xtension/4-H/westregionindex.htm>



## Around The Bend...Upcoming Events & Activities

**February 2006**

- |             |   |
|-------------|---|
| 2           | District 10 4-H Training - Taming the Public Speaking Monster - Kerrville                 |
| 3-19        | San Antonio Livestock Exposition - San Antonio  |
| 4           | Consumer Judging - San Antonio Livestock Expo<br>District 10 4-H Consumer Judging Contest |
| 4           | Youth Day - San Antonio Livestock Expo  |
| 9           | Horse Judging - San Antonio Livestock Expo<br>District 10 4-H Horse Judging Contest       |
| 17-26       | San Angelo Stock Show - San Angelo  |
| 28          | District 7 Roundup Training - Runnels County  |
| 28-March 19 | Houston Livestock Show - Houston  |

**March 2006**

- |       |   |
|-------|---|
| 1     | 4-H Program Development Committee Meeting - Uvalde                            |
| 2     | District 10 4-H 101 Training — Uvalde   |
| 11-26 | Star of Texas Livestock Show & Rodeo - Austin                                 |
| 27    | District 10 4-H Recordbook Training - Medina Valley High School, Castroville  |
| 28    | District 10 4-H Recordbook Training - Kerr County Extension Office, Kerrville |
| 30    | NEATO - Ft. Stockton  |

**April 2006**

- |    |   |
|----|---|
| 1  | District 7 Rifle Contest - Brownwood  |
| 8  | District 7 Horse Judging - Stephenville   |
| 11 | District 7 Consumer Decision Making - Coleman   |
| 22 | District 10 Wool, Mohair and Range Contests - Kerrville (Wool & Mohair Open Contest also) |
| 29 | District 10 Rifle Contest - Location TBA  |
| 29 | District 7 Wool & Mohair Judging and Range Evaluation - Eldorado                          |
| 29 | District 10 Fashion Show & Fashion Design Contest - San Marcos                            |