



WE CU VOLUNTEER

\$4 for 4-H on April 4th

Fundraising initiative to kick off the upcoming summer season!



#InspireKidsToDo by giving to 4-H and give kids more opportunities to grow and lead in life and career—through hands on learning and doing!

Funds go to the South Carolina 4-H Endowment, which is an interest earning fund that pays out annual earnings to provide support for county and state programs and is critical to securing a perpetual solid financial future for South Carolina 4-H.

Our goal is to raise \$4,000 on April 4th to empower true leaders and help 4-H grow!

Mark your calendars or set a reminder to give \$4, 40, 400 or any amount you are comfortable with to 4-H on 4/4.

With your support, we can inspire 100,000 kids in South Carolina. #Give4for4H

GIVE NOW

Upcoming Statewide Programs:



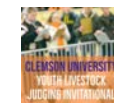
4-H Pinckney Leadership Conference
June 16-22 & July 21-27, 2019
Premier leadership conference at Clemson (for rising 10-11th grades)

Apply by Mar. 15th



4-H Pinckney Leadership Camp
June 23-28 & July 14-19, 2019
Premier leadership conference at Camp Bob Cooper (for rising 7-8th grades)

Register by Apr. 1st



Youth Livestock Judging Invitational
April 5, 2019
Livestock judging contest for 4-H and FFA (ages 5-18 years)

Register by Apr. 1st



WHEP State Contest
April 27, 2019
Develop skills and compete for prizes related to wildlife (for ages 9-18 years)

Register by Apr. 12th



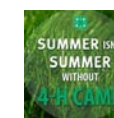
Small Garden Project
April-July, 2019
Independent-study project to learn gardening skills (for ages 9-18 years)

Register by Apr. 12th



Sporting Clays Tournament Fundraiser
May 31, 2019
Help us raise funds to support statewide 4-H opportunities (all ages)

Register by May 22nd



4-H Club Summer Camp
June 16-20 & July 21-25, 2019
Traditional camp activities with fun, friends, & adventure (ages 7-14 years)

Register at your local Extension Office

“Making the Best Better”

4-H Motto



Welcome New 4-H Staff

Cindy Welsh

Lee County 4-H Youth Development Agent

Please welcome our new 4-H Agent, Cindy Welsh, in Lee County. Cindy is not new to Extension as she has served as an EFNEP NEA since 2012. Cindy is a native of Lee County. She has a B.A. Degree in Sociology from Columbia College. Cindy brings over six years of experience in teaching nutrition and physical fitness in the Lee County schools, and to young homemakers through EFNEP. She has three years of experience assisting in the planning and participating with the Lee County 4-H2O Camp. Ms. Welsh is active in community organizations such as the Lee County Arts Council, Lee Cooperative Ministries and the Lee County Farm and Garden Market. Cindy is looking forward to serving Lee County as the 4-H Agent through the 4-H Youth Development Program with Clemson Extension. Her contact information: welsh@clemson.edu. Office: 803-484-4516 Cell: 803-428-8450.



Erika Jones

Dillon and Marlboro County 4-H Youth Development Agent

Erika Jones has joined Clemson Extension as the 4-H Agent for Dillon and Marlboro Counties. Her primary responsibilities will be youth development and the 4-H programs in the



two counties. Erika is a recent graduate of Clemson University with a Bachelor's of Science in Animal and Veterinary Sciences. Erika is a native of South Carolina from Columbia. She grew up involved in the Lexington County 4-H Horse Club and went on to serve on the South Carolina 4-H State Teen Council. During her time at Clemson University, she was an intern for Clemson Extension Services, working the State 4-H Office. Erika's passion for 4-H and Extension comes from the impact 4-H made on her life during her formative years. She is excited to start this journey with Clemson Extension and looks forward to serving the communities in Dillon and Marlboro Counties. The Clemson Extension offices are open 8:30-5:00 Monday through Friday and Erika can be reached by phone at 843-627-7113 or erikaj@clemson.edu



Rushawnda Olden

4-H Pinckney Leadership Program Director

A native of South Carolina, Rushawnda has lived with the belief that her purpose in life is to be a catalyst of change in every arena she is in. Inspired at a summer camp, she developed a strong sense of devotion to the nonprofit sector and youth working as a student mentor nearly 12 years ago. Her passion for youth and focus on community collaboration has led her to numerous volunteer opportunities and community leadership roles here in the upstate. She has spent the past three years serving as a Program Coordinator with Communities In Schools of Greenville; where she created intentional programming for youth in underserved communities. Rushawnda holds a Bachelor of Science in Marketing from South Carolina State University, and a Masters of Public Administration and Nonprofit Management from the University of Nebraska Omaha. As a former congressional page for the late Senator Pinckney, Rushawnda looks forward to continuing his legacy of empowering the next generation of leaders with the skills necessary to succeed.

roiden@clemson.edu or 864-986-1195

Monthly 4-H Club Activity Idea

By Ashley Burns, Assistant 4-H Director



Service Learning

Objective: To match youth interest with community need for maximum contribution.

Age Range: Grades 9 to 12

Hands-on Activity: perform service-learning activity of your choice.

Life Skills: HEAD - planning/organizing, decision making, learning to learn;
 HEART - communication, sharing;
 HANDS - self-motivation;
 HEALTH - character, self-discipline.

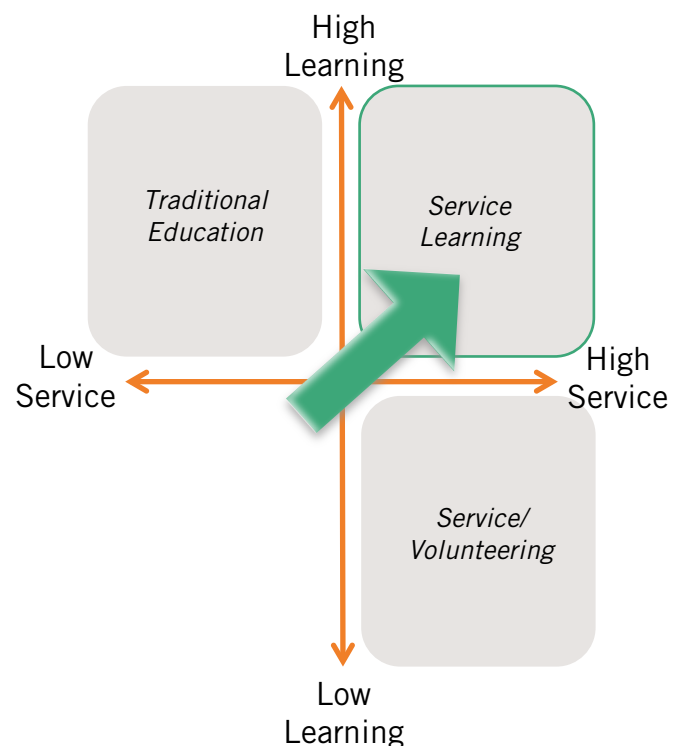
Introduction

Service learning combines service and learning objectives with the intent that the activity changes both the recipient and the provider of the service. It involves active learning, drawing lessons from the experience of performing service work. There are three basic components to effective service learning:

1. Set objectives for skills to be learned or issues to consider. Plan the project so that learning takes place at the same time that work gets done.
2. Perform the service.
3. Analyze the experience and draw lessons through discussion with others and reflection on the work.

Youth engaged in service learning not only provide direct service to the community, but also learn about the context in which the service is provided, the connection between the service and their own learning and development objectives, and their roles as citizens.

Sometimes, it is helpful to think of the relationship shown in the adjacent diagram (adapted from Geiger, 2001). The goal is to create programs and activities that are strong on both service and learning. If you are already doing projects that are strong in one or the other, this guide will help you build on these efforts to move into the upper-right quadrant.



Continued on page 3

There are the eight quality standards, focused on community-based organizations:

1. **Youth Voice**—Effective service learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences, with guidance from adults. This strong youth voice not only ensures that the experiences will be meaningful and relevant for them, but it also teaches them leadership, planning, decision-making, and civic engagement skills that will last a lifetime. (See Points of Light Foundation, 2008; and RMC Research, 2007.)
2. **Meaningful Service**—Effective service learning is purposeful, connected, relevant, and useful. It engages participants in activities that are age- and ability-appropriate, personally relevant, as well as interesting, and the outcomes of the service are visible, attainable, and valuable to both the youth and those being served.
3. **Link to Curriculum**—Effective service learning is intentionally and specially designed to tie to the educational and developmental goals or curriculum standards of the sponsoring organization. These goals should be clearly articulated, and activities reviewed in light of these goals. Particular attention needs to be paid to ensuring that participants learn how to transfer knowledge and skills from one setting to another.
4. **Reflection**—Effective service learning incorporates multiple challenging and engaging reflection activities that prompt deep thinking and analysis about oneself, one's relationship to society, and complex community challenges. Reflection involves a variety of verbal, written, artistic, and nonverbal activities during and after service experiences. (See RMC Research, 2007)
5. **Diversity**—Effective service learning promotes understanding of diversity and mutual respect among all participants, including both those offering and receiving service. It helps participants identify and analyze different points of view, overcome stereotypes, and value diverse backgrounds and perspectives. It seeks to include a wide range of youth offering service to others. (See Roehlkepartain, 2007.)
6. **Partnerships**—Effective service learning forms partnerships with youth, educators, families, community members, community-based organizations, and/or businesses that are collaborative, mutually beneficial, and address community priorities. Partners see each other as resources and

collaborate to establish a shared vision, set goals, and implement plans. (See Roehlkepartain & Bailis, 2007.)

7. **Progress Monitoring**—Effective service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified learning, service, and growth goals. It uses evidence from multiple sources for improvement and sustainability.
8. **Duration and intensity**—For service learning to have a real and lasting impact, it needs to have sufficient duration and intensity to complete all the core components—investigate, prepare, act, reflect, demonstrate and celebrate, and sustain. Only then are all the elements in place to address identified community priorities and achieve the learning outcomes. This typically takes concentrated blocks of time across several weeks or months.

Instructions

1. With the group, brainstorm issues in your community and potential solutions using attached worksheets.
2. Reflect on the ideas presented and come to a mutually agreed upon project to pursue as a group.
3. Reflect on the experience of implementing service learning.

Conclusion

Service learning can be an ideal combination of putting youth's knowledge and skills to action in the community and seek greater mastery in a given area. There are lots of activities to choose from. Find one that generates an interest in making the best better!

Resources:

- 50 Ways to include Science, Engineering, or Technology in 4-H Service Learning Projects. 2014. University of California 4-H Youth Development Program. <http://4h.ucanr.edu/files/117133.pdf>
- 50 Ways to include Healthy Living in 4-H Service Learning Projects. 2014. University of California 4-H Youth Development Program. <http://4h.ucanr.edu/files/117240.pdf>
- Service-Learning in Community-based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs. 2009. Search Institute for Learn and Serve America's National Service-Learning Clearinghouse. <https://www.extension.iastate.edu/4h/files/page/files/servicelearningcommunitybasedorganizations.pdf>

Clemson University Cooperative Extension Service offers its programs to people of all ages, regardless of race, color, gender, religion, national origin, disability, political beliefs, sexual orientation, gender identity, marital or family status and is an equal opportunity employer.



Notes from Our Service-Learning Community Walk

Strengths and Resources in Our Community	Concerns We Have About Our Community	Service Opportunities We See in Our Community

Web 2.0 Idea: Map your walk in Google Maps or another similar program. This will give the youth a visual reference for their work.



Sample Learning Emphases in Different Settings

	Examples of Possible Learning Emphases in . . .		
Service Project	Youth-Serving Organizations	Faith-Based Organizations	Social Service Organizations
Organizing a food drive for a food shelf	Job skills such as keeping inventory Leadership skills in planning the drive	How their tradition asks them to address poverty in the world	Social conditions in the community that contribute to poverty
Tutoring younger children	Educational enrichment Social skills (talking with younger children, problem solving, etc.)	Developing spiritual qualities such as patience, listening, and caring	The role of education in healthy development
Studying and cleaning up a river or lake	Appreciating nature Responsibility for the environment	Faith perspectives on the environment and stewardship	Sustainable neighborhoods
Building a home for a low-income family	Planning and organizing skills Understanding different people	Social and economic justice from a faith perspective	Project planning and implementation Home maintenance skills
Participating in a voter registration drive*	Civic responsibility Commitment to the community	The responsibility of people of faith to participate in the political process	Neighborhood organizing Civic participation
Developing a presentation about racism	Community organizing skills Appreciating differences in society	Faith perspectives on racial justice and reconciliation	Community history with civil rights

*Funds from the Corporation for National and Community Service may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization; to assist, promote or deter union organizing; to finance, directly or indirectly any activity designed to influence the outcome of an election to any public office; or to impair existing contracts for services or collective bargaining agreements.

This worksheet may be reproduced for nonprofit educational purposes. From: Roehlkepartain, E. C. *Service-Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2009. www.servicelearning.org/filemanager/download/cbo_toolkit



Setting Service-Learning Goals and Indicators

	Goals: What Will We Accomplish?	Indicators: How Will We Know?
Service	What will participants accomplish that will meet real community priorities?	How will you know when these efforts enhance community life?
	1. 2.	1. 2.
Learning	What skills, knowledge, or attitudes will participants learn?	How will you know when this learning has occurred?
	1. 2.	1. 2.
Growth	How will this service-learning activity help participants grow and develop?	What evidence will you see that participants are growing?
	1. 2.	1. 2.

When you're developing goals, try to make them SMART:

- S pecific
- M easurable
- A ttainable
- R ealistic
- T imely



Quality Check-Up: Investigate

Use the following questions—based on eight standards for quality service-learning—to shape your exploration of community priorities.

Meaningful Service	<p><i>Are the potential opportunities for service . . .</i></p> <ul style="list-style-type: none"> ▪ Appropriate to participant ages and abilities? ▪ Personally relevant to participants? ▪ Likely to lead to outcomes that are valued by those being served?
Link to Curriculum	<ul style="list-style-type: none"> ▪ Would the potential opportunities for service contribute to programmatic learning goals for participants?
Reflection	<p><i>Would the potential opportunities for service . . .</i></p> <ul style="list-style-type: none"> ▪ Lead participants to think deeply about complex issues and solutions? ▪ Encourage participants to examine their preconceptions?
Diversity	<p><i>How will the investigation process facilitate . . .</i></p> <ul style="list-style-type: none"> ▪ Identifying and analyzing different points of view? ▪ Developing skills in conflict resolution and group decision making? ▪ Understanding and valuing the diverse backgrounds and perspectives of those offering and receiving service? ▪ Recognizing and overcoming stereotypes?
Youth Voice	<ul style="list-style-type: none"> ▪ Are participants actively engaged in the investigation process? ▪ Do participants have decision-making roles in selecting the service opportunity? ▪ Are participants acquiring knowledge and skills in the investigation process? ▪ Do you have plans in place to cultivate youth-adult partnerships?
Partnerships	<ul style="list-style-type: none"> ▪ Have partners collaborated to establish a shared vision and set common goals to address community priorities? ▪ Do partners know about the contributions others offer to the project? ▪ Are there any missing partners or others who should be a part of this program?
Monitoring Progress	<ul style="list-style-type: none"> ▪ How will participants begin to identify the evidence they will need to show progress toward meeting goals for service, learning, and growth? ▪ Will the plan foster youth’s ability to examine their project with a view to evaluating progress, continual improvement, and impact?
Duration and Intensity	<ul style="list-style-type: none"> ▪ Have you focused enough time on investigating priorities so that you have confidence that the service you provide will be meaningful and have the desired impact?