

WE PLEDGE OUR HANDS TO LARGER SERVICE:
ADOPTING A SERVICE-LEARNING PEDAGOGY

Brandy Murray Calvert

The Graduate School
Morehead State University

March 9, 2020

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WE PLEDGE OUR HANDS TO LARGER SERVICE:
ADOPTING A SERVICE-LEARNING PEDAGOGY

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Brandy Murray Calvert

Richmond, Kentucky

Committee Chair: Dr. Jeannie Justice, Associate Professor

Morehead, Kentucky

March 9, 2020

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ABSTRACT OF CAPSTONE

WE PLEDGE OUR HANDS TO LARGER SERVICE:
ADOPTING A SERVICE-LEARNING PEDAGOGY

Service is at the heart of the 118-year-old 4-H program, yet there are few trainings or resources available to help 4-H Agents weave a thread of service-learning implementation into their county program. The road to servant leadership is paved with service-learning, yet few researchers make this connection. The distinction of a servant leadership style is the act of service before consideration of self.

While many servant leadership programs engage students in the academic theory of servant leadership style and fail to provide youth with service-learning opportunities to initiate that process within them; the 4-H program does the opposite. The 4-H program inherently has a component of service, but not necessarily the reflection piece that qualifies the experience as service-learning and Agents are certainly not provided with the tools or background information to recognize that service-learning experiences pave the way to servant leadership qualities.

The purpose of this capstone project is to equip educators (particularly 4-H Agents) with the necessary information, tools, and resources to adopt a service-learning pedagogy, with the objective of fostering servant leadership skills. The researcher designed a series of four learning modules for 4-H Agents that will: 1) enable 4-H Agents to understand true service-learning and its value, 2) teach the theory of servant leadership, 3) equip Agents to implement true service-learning opportunities more frequently and effectively into their county program for the 4-H

Youth that they serve, and that lastly 4) help 4-H Agents to connect that service-learning experiences for youth leads to the cultivation of servant leadership skills in youth.

KEYWORDS: Service-learning, servant leadership, experiential learning, educational leadership, transformational leadership, Kentucky 4-H Program, 4-H Positive Youth Development, Cooperative Extension Service, servant teacher

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CAPSTONE

Brandy Murray Calvert

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DEDICATION

For Myrtle, for spelling words recited while sitting on the washing machine.
For Jim, because a Q just won't do. For Jared, for doing life with me. For Jonah and
for Stella, of course. "I am sure of this, that He who started a good work in you will
carry it on to completion until the day of Christ Jesus" (Philippians 1:6, NKJV).

ACKNOWLEDGEMENTS

As a first-generation college kid from the sacred heart of Appalachia who is now earning a doctorate, I have a lifetime of acknowledgements to make. I acknowledge that the Lord made a way, time and time again, for me to reach this point in my education. I never intended to take this journey, but it was a part of His plan for my life that is still unfolding.

Teachers, University of Kentucky professors, Morehead State University professors, my University of Kentucky Cooperative Extension Service family, my brother, a special cousin, and many friends have pushed me to push myself. My early career in newspaper and my newspaper family helped me to overcome obstacles and fear. That resilience has been instrumental in my success as a servant leader and as a doctoral student. Stephanie Bundy, my Ed.D. B.F.F., we've earned two doctorates and one amazing friendship! I'm glad we got to walk this road together.

Dr. Maxwell, your optimism and love of life is contagious, thank you for your friendship, for sharing your incredible gift as an educator with my own children, and for the support as a committee member. Dr. Hughes, you are a tremendous educator and you have my utmost respect! Thank you for serving on my committee! Dr. Justice, you embraced me in the final stretch of my Ed.D. journey. As my final Chair, you reassured me, were open to my ideas, and provided clarity and insight. For that, I will always be grateful!

Dr. Curry, I'm going to pay it forward someday. You have been more than my Chair, you have been the lion in my corner, and I won't ever forget it. You were

a mentor, then a friend, and now a brother. You never accepted the first excuse and you pushed me to see my own potential. I am a better leader, educator, writer, and a better person because of you and this journey, with or without the fancy title.

I acknowledge my momma who poured herself, her time, her life, into mine. Her belief in my potential has always far surpassed my actual abilities. I have been a student of her grace, kindness, love, and joy for as long as I can remember. This degree is yours, too, Momma. Without your gentle push, your persistence, without such love, where would I be?

My daddy sent me to the University of Kentucky with money proudly earned in a coal mine. He works hard and loves fiercely. He's tremendously intelligent, warm, and wise. These are traits that he worked hard to instill in those he loves. He taught me that the right thing is sometimes the hard thing. He taught me to remember that I'm commanded to be strong and of a good courage. I hope that I always make him proud with what I achieve and how I achieve it.

Jonah and Stella, I want you to see your momma cross a stage that only one percent of this world gets to cross and always remember to set big goals in life and go after them relentlessly. You two are my life's work. The pride that I have in this accomplishment can't hold a candle to the pride that I have in you. You are both strong and kind and so brilliant and beautiful. You both have a servant's heart. Keep learning and teaching, keep serving the Lord. I am so honored and humbled to get to be your mother.

Jared Calvert, thank you. When I doubted, you did not. “Whatever you need, baby,” has sustained me through this, as it has throughout our marriage. Your love is a force.

My prayer is that the Lord uses me and this accomplishment to His glory and in His service! I want to be a servant leader in this life, because I long to hear these words in the next: “Well done, my good and faithful servant.”

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Core of the Capstone

The purpose of this capstone project is to provide educators (particularly 4-H Agents) with an understanding of service-learning and tools to implement service-learning in a holistic way into their instruction or program through the design of a series of learning modules. The objective is to encourage educators to adopt a service-learning pedagogy and in turn, cultivate servant leadership skills in youth.

The researcher designed a series of learning modules for 4-H Agents that will:

1) enable 4-H Agents to understand true service-learning and its value, 2) teach the theory of servant leadership, 3) equip Agents to implement true service-learning opportunities more frequently and effectively into their county program for the 4-H Youth that they serve, and that lastly 4) help 4-H Agents to connect that service-learning experiences for youth leads to the cultivation of servant leadership skills in youth.

Why is this work important?

There is a glaring lack of resources for 4-H Agents (though service is a cornerstone component to the program) to guide the implementation of service-learning holistically in the county-level 4-H program. There is no available research-based information on how the participation in service-learning experiences initiates servant leadership skills and style. Though service-learning is not a new pedagogy, there is a glaring gap in how an educator might adopt that pedagogy (Chung & McBride, 2015). Graham and Scott (2015) agree, and Camino (2005, par. 5) noted the gap, as well, “Although many service-learning programs now seek to promote civic engagement and to incorporate youth empowerment and voice into programming, there is paucity of implementation information in service-learning research.”

While many servant leadership programs engage students in the academic theory of servant leadership style and fail to provide youth with service-learning opportunities to initiate that process within them; the 4-H program does the opposite. The 4-H program inherently has a component of service, but not necessarily the reflection piece that qualifies the experience as service-learning and Agents are certainly not provided with the tools to recognize that service-learning experiences pave the way to servant leadership qualities. This work, the design of this resource, is important because it fills a gap in the field and connects the service-learning pedagogy with the servant leadership style in the periphery of educators.

Definition of terms

Service-learning: Service-learning is an experiential learning approach where youth complete a meaningful, organized service with three essential elements: adequate preparation with an obvious objective, performance of meaningful service, and reflection of their service (Boyd et al., 2003).

Servant leadership: Patterson (2003) defines servant leaders as those “who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are peripheral”

Experiential learning: Experiential learning is learning by doing. 4-H Programs nationwide adhere to the Experiential Learning Model.

Kentucky 4-H Program: Kentucky 4-H refers to the state-level, state-wide 4-H program.

County-level 4-H Program: County-level 4-H refers to 4-H Programs at the individual county-level. There is a 4-H Program in every county in the state of Kentucky.

4-H Positive Youth Development: The term 4-H Positive Youth Development refers to the broader idea of 4-H and the educational approach that 4-H uses to reach youth.

Cooperative Extension Service: 4-H Programs nationwide are housed under Cooperative Extension Service programs at land-grant Universities.

Servant Teacher: A teacher or 4-H Agent who implements service-learning into their teaching, while being a servant leader themselves.

Review of Literature

The 4-H Positive Youth Development organization (National 4-H Council, n.d.) is over 100 years old, and is grounded in four major underlying themes, most eloquently described through the organization's pledge:

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Some of the greatest leaders in this country's history have shared the common childhood experience of being in 4-H, through which they acquired skills and honed their talents and crafts, became great public speakers, participated in their first formal business meetings, maybe held an office for the first time, and through the combined experiences, embodied those qualities that youth pledge to uphold and agents seek to instill. The 4-H Positive Youth Development organization has a history of turning out effective leaders. But how does that happen and what type of leaders emerge from the program?

While the organization clearly prepares 4-H Agents and provides them with tools to be agents for change for youth through three of those four themes, it can sometimes be challenging for 4-H Agents to implement opportunities for youth to use their *hands for larger service* in a meaningful way. But when that does happen, it most often and most effectively looks like service-learning experiences.

This review of literature takes a deep look at service-learning, examines servant leadership theory, and looks for the commonalities between the two. The researcher used the existing body of knowledge to design a series of professional development learning modules for 4-H Agents to gain a deeper understanding of the value and implications of offering service-learning experiences in their county-level 4-H program.

Service-Learning

Service-learning is special. It differs from simple community service or acts of volunteerism. The difference is in the instructional design. Service-learning experiences deliberately include an element of reflection following the service. In their quest to determine what is best for 4-H Positive Youth Development programs, Boyd, Lindner, and Stafford (2003) sought to distinguish differences between volunteerism, service-learning, and community service. These researchers asked which method is best for teaching leadership life skills. They defined service-learning as an experiential learning approach where youth complete a meaningful, organized service with three essential elements: adequate preparation with an obvious objective, performance of meaningful service, and reflection of their service. These researchers found the most critical component of service-learning that distinguishes it from the other two activities (volunteerism or community service) is the reflection component, making it the most effective method for teaching leadership life skills.

According to Morris, Murray, and Pomery (2002), service-learning can be most beneficial to Extension stakeholders, members, and youth. Morris et al. (2003) establish that service-learning differs from community service and volunteerism because of reciprocity and reflection that is absent from the other two methods. Moreover, by implementing service-learning alongside classroom learning, participants will be more self-actualized, more community oriented, and the university will be a more engaged institution.

Service-learning is interpreted and defined in various ways. Finding a single, widely accepted definition of service-learning is not possible, though commonalities exist from one definition to the next (Wright, 2003). Service-learning was perhaps most eloquently defined by Jacoby as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Wright, 2003, p. 7). Service-learning is a tool that not only allows educators to focus on learning and development but can be utilized to also meet the needs of communities.

In their report, Bruce, Hoover, and Webster (2006) focused on providing a template for educators for incorporating service-learning experiences into curricula. Bruce et al. (2006) emphasized the importance of incorporating youth in the decision-making process for service-learning projects for youth. Researchers discovered that

youth do not feel that their opinions are considered throughout each step of the service-learning project (Bruce et al., 2006).

How Does Service-learning Effect Individuals and Communities?

Beyond how service-learning affects individuals, there is a serious focus on how service-learning can positively affect communities. Positive youth development organizations, such as the 4-H organization, continually seek to provide youth with service experiences and prefer to involve youth in a long-term 4-H experiences, as this promotes the most growth, development, and increase in leadership skills and confidence. Researchers agree that communities benefit when individuals experience service-learning (D'Agostino, 2006). Birdsall (2003) argues for ongoing service-learning projects, as opposed to sporadic or episodic experiences, as it produces a continuous impact. Prolonged service-learning increases community awareness and creates strong community involvement. For example, Tucker-Loner (2014) found that community awareness leads to community involvement, service-learning leads to personal growth and development, and service-learning participation leads to lasting behavior changes.

Verde et. al (2019) insist that there is a six-component framework for service-learning that is responsive to community needs. The Six R's of Service-Learning framework includes: 1) rigorous learning, 2) relevant and responsive service, 3) reciprocity and relationship-building, 4) reflection, 5) risk and reality assessments, and 6) recognition and celebration. Again, we see reflection from both the recipients

of service and from the students. Reflection seems to be a key component that sets service-learning apart, both as a quality leadership-building experience and in value to the community.

Learning to Give's (Stages of Service Learning, 2017) framework looks a little different and aligns closely with Merrill's First Principles of Design (2012). Learning to Give's Stages of Service Learning are as follows: 1) investigate, 2) prepare, 3) take action, 4) reflection, and 5) demonstration. This framework will prove particularly useful for the capstone project design of the service-learning workshop.

The hope of the researcher is that a service-learning pedagogy will be more firmly and purposefully adopted by 4-H Agents throughout the state of Kentucky. If a service-learning component could be incorporated into instructional design of 4-H clubs, then the 4-H program could make good on its pledge of "hands to larger service" (National 4-H, n.d.). Webster (2006) described a model that incorporated service-learning into science-based curricula for inner-city school students. This successful collaboration between Extension and the school system achieved goals for the science curriculum and made the learning more meaningful because of the experiential, service-learning component. This was an action research project that blended science education and service-learning. This resulted in the creation of environmental stewards within the community, the learned value of home, school and environment, and engaged parents in the learning of their children.

Service-learning integration is a tool that both new 4-H Agents and their more experienced counterparts can implement into their program to make meaningful connections with 4-H youth, with the community that is being served, and with community partners. Meek (2004) investigated differences in student achievement of service-learning elements between pupils of experienced teachers and pupils of beginning teachers of service-learning. Through qualitative study, it was discovered that both beginning and experienced teachers provide service-learning experiences with no significant difference in levels of achievement of pupils (Meek, 2004). This goes to show that 4-H Agents and educators should simply offer students the service-learning experience. Meek concluded that “service-learning is not only a valuable teaching tool that builds actively engaged learners and student citizens, but also an excellent opportunity to build and nurture quality relationships with community partners” (2004, p. 128). According to Schukar (1997), curriculum that builds in a service-learning component helps bridge the gap between theory and practice and student achievement. “However, the most important benefits of service-learning are found in its direct, day-to-day impact on students, communities, and schools. It is the doing, caring, helping, and linking that occurs within a service enhanced curriculum that is primary” (Schukar, 1997, p. 180).

Service-learning implementation should not be an afterthought or hidden in the framework of the instructional design. Harriman (2015) urges that it is important for service-learning teachers to be intentional with goals and outcomes when

implementing service-learning projects. Though educators may intend to teach civic knowledge, skills, and values (service-learning); when those skills are not explicitly stated as learning outcomes, this may lead to students not feeling accountable for service-learning components (Tucker, 2010). Youth need some skin in the game. They should be involved in every component of the process, from planning the service-learning experience all the way to the reflection on the experience.

4-H Agents and other educators need resources to adopt a service-learning pedagogy. It is important for educators who implement service-learning experiences to learn from their peers by observation, mentoring, and through professional development (Harriman, 2015, p. 24). Training and support are vital in implementing service-learning into the program. This capstone addresses that need by designing a resource for educators.

Servant Leadership

Professionally, the researcher was compelled by the servant leadership style and inspired by true servant leaders on the community-level and beyond. Leadership is one of seven core components of the 4-H Youth Development program and service has been a priority since the program's inception, evident in the third H, which stands for *hands* that youth pledge to *larger service*. The 4-H Youth Development program, in its 117 years, has produced thousands of leaders. Notably, alumni includes former U.S. Presidents, Senators, Congressmen, Governors, Nobel Prize winners, Pulitzer

Prize winners, and many other well-known artists, athletes, musicians, and business leaders (National 4-H, n.d.).

With such a history of turning out transformational leaders, specifically many servant leaders, it is clear to educators that the commonality of the 4-H experience encourages the servant leadership style. 4-H Extension Agents seek to implement service-learning as often as possible in the 4-H programs that are offered to youth in their county. Through greater implementation of service-learning into the researcher's program, the realization was made that when 4-H Agents adopt a service-learning pedagogy, servant leadership qualities are promoted. The researcher then settled on a capstone project that would prepare other 4-H Agents to adopt a service-learning pedagogy.

In 1969, Robert Greenleaf combined two paradoxical terms, leader and servant, and established himself as the widely recognized founder of servant leadership theory (Littlefield, 2016). Greenleaf essentially worked as an instructional designer for AT&T and was himself a servant leader. His backstory is quite relevant in the continuing and evolving conversation on servant leadership, not just because he established servant leadership as a theory, but because of the origins of how he developed the theory.

Greenleaf (2002) concedes that his theory was written from a practical standpoint, understood through his years in private industry, and not from an office on a college campus: "I give you this much of a view of my adult life so that you will

have some perspective on where the content of this book comes from, because it comes largely out of my own experience, plus watching and talking to able practitioners, and not from scholarship” (p. 17). Greenleaf retired from AT&T and began writing about his theory of servant leadership in 1969. He became the foremost authority on the subject, lecturing at MIT, Harvard Business School, Dartmouth and more. He established The Greenleaf Center for Servant-Leadership, a foundation which continues to research and support research on servant leadership, even following Greenleaf’s own death in 1990.

In the almost half-century since Greenleaf first coined the term servant leadership, scholars have disagreed on an officially recognized definition of the theory, have discussed and disagreed on theoretical framework, and are still designing programs that they hope will produce servant leaders. Littlefield (2016) argued that “because Greenleaf did not create an empirically valid definition of what servant leadership is,” a myriad of definitions and theoretical frameworks have been proposed in the leadership world (p. 41).

What is obvious to this researcher is this: because Greenleaf’s theory of servant leadership originated from a practical standpoint (he was a practitioner scholar) and not from a strictly scholarly standpoint, it has been difficult for academia to translate Greenleaf’s model into a widely accepted definition and a tight theoretical framework. Littlefield (2016) acknowledges that Greenleaf conceded that American educational systems were not designed to prepare students to be servant leaders (p. 19).

Greenleaf believed that a great leader must be a servant first (Sergiovanni, 2013). Littlefield (2016) simply defined servant leadership as the act of putting others before self (p. 13). Patterson (2003) defines servant leaders as those “who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are peripheral” (p. 5). Simpson (1998) uniquely describes service-learning to parallel with this definition of servant leadership, “Service-learning blends community service goals and formal and informal (standard/academic and experiential/non-standard) educational goals in a manner that benefits participants and recipients (p. 2).”

Three prevailing leadership models to consider are: transactional leadership, transformational leadership, and servant leadership. Transactional leadership is often found in business settings, particularly in industry and technical vocations. In transactional leadership, there is a focus on getting the job done. Khan et al. (2016) concluded that transactional leaders will either focus on rewarding followers if they meet prescribed expectations, will push followers to meet a targeted goal or satisfactory standard, or will lead without clear expectations, make assumptions about followers, and will only take action after expectations are not met. There may be an upside to a transactional leadership style in other arenas, but in education, it does not inspire students to excellence, encourage creativity, and is not met with positive reactions. Perhaps some state-standards and testing expectations are applied with a transactional approach from administrative levels to classroom educators, which is difficult for educators, who typically do not lead youth in a transactional method.

There are few similarities between transactional leadership and the other two leadership styles: transformational leadership and servant leadership. In stark contrast, transformational leadership and servant leadership are concerned with the followers and not just the directive of completing a task.

Transformational leadership and servant leadership are quite similar in conceptual framework, in fact, though the difference lies in the focus of the leadership (Khan et al., 2016). Transformational leadership focuses on the organization first, then seeks to build followers around common visions and objectives for the organization. Transformational leadership inspires followers to contribute to the best of their ability, welcomes their creativity, motivates, and instills self-confidence (Khan et al., 2016). Transformational leaders would have effective communication with followers, clear expectations, would prioritize according to their organization's direction, and are in many cases, very effective.

Alternatively, the servant leader is focused on the follower first, and the organization second. The servant leader will exhibit important qualities like a commitment to building community, are effective and active listeners, are good stewards of resources, demonstrate foresight, have awareness, and are committed to the growth of people (Sergiovanni, 2013). When an educational leader possesses these qualities, their professional environment is sure to experience positive and tremendous growth. Like the transformational leader, the servant leader inspires, encourages creativity, and expects and achieves excellence. Unlike the transformational leader, the servant leader does not delegate and prioritizes with the

followers in mind before the organization. When organizational goals are achieved, servant leaders attribute that success to followers.

In sharp contrast to most leadership models, servant leadership does not depend on the direct use of power to influence followers or to meet organizational goals. “A distinction that sets servant leadership apart is reflected in whom it directly benefits: the leader, the company, or those who are being led” (Littlefield, 2016, p. 29). Though the servant leader may recognize the desires and needs of their followers before the followers see those things themselves, Sergiovanni (2013) emphasizes that it is critical that followers help establish goals and direction for themselves. Sergiovanni is speaking of an organizational tool of servant leadership: *purposing*. A servant leader is tasked with building and reminding those whom he or she serves of the shared values and purpose of the group. Once shared values are established, the servant leader empowers followers. Empowerment is allowing everyone to do what makes sense to them, as long as it follows the lines of shared values. Lastly, from an organizational standpoint, the servant leader’s responsibility is to “challenge the conventional wisdom that leaders should be poker-faced, play their cards close to the vest, avoid emotion, and otherwise hide what they believe and feel” (Sergiovanni, p. 380). Sergiovanni refers to this as *leadership by outrage* but this is simply the task of reacting honestly. This means that the servant leader must be the chair of those shared values, and when a follower does not contribute to the overall mission, then the servant leader should investigate the derailment and help the follower to get back on track.

The character of servant leaders is developed through service to others, with personality and any achievement of power being secondary or unrelated as qualities of leadership. A study of American leadership in the last half-century reveals that a paradigm shift has occurred, in that leaders emerged based on personality instead of character (Covey, 1998). Servant leadership is *power to* leadership rather than *power over* leadership (Sergiovanni, 2013). “*Power over* emphasizes controlling what people do, when they do it, and how they do it. *Power to* views power as a source of energy for achieving shared goals and purposes” (Sergiovanni, 2013, p. 383).

Most leadership scholars and experts, regardless of the type of leadership that they support or promote, agree that the key to being an effective leader is possessing good character (Covey, 1998; Maxwell, 1999; Greenleaf, 2002; Littlefield, 2016). Littlefield believes that “the attitude of a servant leader should be that serving others comes first” (2016, p. 18). Greenleaf (2002), even in the 1970’s, asserted that America was entering a crisis because of the lack of leadership. Greenleaf’s intuition about generational changes and how they would affect leadership was very forward thinking. Littlefield suggests that some generations exhibit entitlement, self-centeredness, and reactionary decision-making. These characteristics are contrary to the list of attributes that Littlefield establishes as important to servant leaders: altruistic, healing, wisdom, persuasive, stewardship. Greenleaf believed that traditional schools of leadership were rendered ineffective, and basically believed that servant leadership was the only path forward.

In the quest to compose a theoretical framework for servant leadership in the last half-decade, many lists of characteristics have been proposed as the defining set of attributes for a servant leader. The ten main characteristics of Greenleaf's servant leadership model are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and community building (Westfield, 2010). Researchers agree that servant leaders share certain characteristics, though they do not all agree on which ones. Though scholars disagree on the list of attributes that a servant leader should possess, most agree on the foundational characteristic of a moral base to decision-making (Bohanek, 2007; Boyum, 2012; Markwardt, 2001; Nsiah, 2009; Russell, 2000; Spain, 2014). Many characteristics are listed by scholars as traits that a servant leader should possess: adept at building community, committed to the growth of people, conceptualization, persuasion, listening, empathy, healing, awareness, foresight, and stewardship (Spain, 2014). While one may embody many of these characteristics, it is the opinion of the researcher that servant leaders will not be carbon copies. Though some of these characteristics may be present as strengths or tools in a servant leader's toolbox, every person who succeeds as a servant leader will not embody all of these descriptors.

Inspirational Servant Leaders

The researcher is inspired to find a path to instill servant leadership skills and qualities in 4-H youth. The first inspiration is faith-based, as servant leadership is not just found in churches, but is a foundational, guiding principle for the researcher.

Secondly, the researcher discovered a force of servant leadership when introduced to Henri Landwirth through his autobiography after having experienced the other side of service through his establishment, Give Kids the World. The last example of servant leadership is former United States President George H.W. Bush.

Jesus Christ understood servant leadership and taught his disciples to be servant leaders as they went out to share the gospel. The greatest and one of the first examples of servant leadership is when Christ washed the feet of his disciples. We find the account of this act in the Book of John. Christ washed the feet of his disciples, his followers or students. He then explained: “You call me teacher and Lord, and you are right, for so I am. If I then, your Lord and teacher, have washed your feet, you also ought to wash one another’s feet. For I have given you an example, that you also should do just as I have done to you” (John 13:13-15, English Standard Version).

Many acknowledge Jesus as the original author and creator of servant leadership (Iken, 2005; Moore, 2012; Russell, 2000). Jesus boldly stated that he came to serve but did so while he led: “You know that those who are considered rulers of the Gentiles lord it over them, and their great ones exercise authority over them. But it shall not be so among you. But whoever would be great among you must be your servant, and whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many” (Mark 10:42-45, English Standard Version). Perhaps Jesus defined servant leadership for us at Capernaum, when he told his disciples, “If anyone

would be first, he must be last of all and servant of all” (Mark 9:35 English Standard Version).

Our next example of a servant leader is another Jewish man, Henri Landwirth. Landwirth is an unlikely success, and especially an unlikely servant leader.

Landwirth (1996) developed his sense of purpose through conditions that were unimaginably desperate. He was a holocaust victim who lived in Nazi death and labor camps for five years, from the ages of 13 to 18, including Auschwitz.

Landwirth (1996) spent 50 years in the hotel industry, where he learned and did every job in the industry, and where he obtained great wealth. He retired from the hotel industry and founded the Mercury Seven Foundation, which is now known as the Astronaut Scholarship Foundation, providing scholarships to young scientists. He built a senior citizens center and a children’s school and founded another scholarship program for underprivileged children in Israel. He founded an organization to provide clothing to children and families who are homeless, abused or abandoned, supporting shelters throughout the country. Landwirth earned numerous honors, including being named in 1988 as one of the 12 Most Caring Individuals in America by the Caring Institute and as Parents Magazine’s Humanitarian of the Year and the Orlando Sentinel’s Floridian of the Year in 1994. Landwirth proudly wrote that he has twice been invited to carry the Olympic Torch.

Though those are impressive feats, Landwirth’s most notable and profound accomplishment is that he founded Give Kids the World, a non-profit resort that provides children who have life-threatening illnesses a week-long vacation in a magical

atmosphere (Landwirth, 1996). They accommodate around 7,000 families per year. The concept of Give Kids the World began in Landwirth's heart and mind and in free rooms in his hotels. This service and the need grew and he slowly bought land, built condos and developed his dream into a reality. Landwirth personally tells the story of how Give Kids the World came to be in his autobiography, *Gift of Life* (1996). In his own words, readers learn of how he navigated through his career as a hotel giant, but as a servant leader. He applied the same principles to the creation of Give Kids the World, personally doing the laundry, donating his own money and then asking for donations from wealthy friends. He led by example and with grace and in the spirit of servant leadership, gave "certainty and purpose to others who may have difficulty in achieving it for themselves" (Sergiovanni, 2017, p. 377).

"Henri had such a horrific childhood that could have resulted in a very bitter and angry, resentful man. And he turned it around and basically gave back to kids what had been taken from him," the GKTW Director of Facilities Neal McCord said of Landwirth (YouTube GKTW, 2011). In Henri's own words, he said that once he started helping these children, "I couldn't do enough" (Landwirth, 1996).

Landwirth used his devastating childhood experience in such a profound way. He let that experience serve him as a reminder to do good unto others. His very success was defined in a service industry and his legacy is in his service to children.

"I couldn't do enough." That simple statement can be found at the heart of any effective servant leader. To be a servant leader is both a burden and a privilege, as we see in both Christ and Landwirth.

A nation that was built on the idea of servant leadership before the term was coined and before leadership became a field of study mourned its 41st President in 2018. America's 43rd President, George H.W. Bush's son, George W. Bush delivered a eulogy for his father, speaking of the legacy George H.W. Bush leaves on his family and his country. In this eulogy, George W. Bush used these descriptors of his father: dedicated, loving, caring, strong, servant, diplomatic, accomplished, dignified, dutiful, and honorable. He described him as a devout husband, loyal friend, a loving parent. America's 41st President thought it important for citizens to leave their neighborhood, home, and town better than they found it. George H. W. Bush's advice was to be more driven to succeed than anyone around you. The last adjectives George W. Bush used to describe this leader were decent, sincere, and kind. George W. Bush painted a picture of servant leadership in his eulogy for his father, a perfect reminder for this researcher of the importance and effectiveness of this leadership style- in the political realm, in education, and beyond.

Service-learning Produces Servant Leaders

The road to servant leadership is paved with service-learning. Servant leadership skills are developed through life experiences and moral, ethical, and/or religious obligations. What should have been obvious to scholars who sought to create a servant leadership framework is the connection between service-learning and the development of servant leaders. Engaged 4-H members who frequently participate in service-learning experiences later exhibit servant leadership style.

These are the youth who show up to events first and leave last, who are happy to do any job that they are asked to do, and these are the youth who develop the capacity to determine and address the needs of others without being told to do so. Servant leaders are born out of service-learning (Littlefield, 2016). While many servant leadership programs engage students in the academic theory of servant leadership style and fail to provide youth with service-learning opportunities to initiate that process within them; the 4-H program does the opposite. The 4-H program inherently has a component of service, but not necessarily the reflection piece that qualifies the experience as service-learning and Agents are certainly not provided with the tools to recognize that service-learning experiences pave the way to servant leadership qualities.

Greenleaf suggested that the answer to many of America's educational problems was to offer voluntary servant leadership programs where youth could discover the experience of raising others' spirits (Littlefield, 2016). "The opportunities students are given to serve others beside themselves may help them develop servant leadership traits that change them into servant leaders" (p. 4). What Greenleaf was truly suggesting is the implementation of experiential service-learning opportunities.

Service-learning opportunities are an integral part of positive youth development and should be implemented through every stage and phase of learning, with the objective of grooming a future generation of servant leaders. Littlefield

profoundly explained, “Leadership is better learned than it is taught” (2016, p. 30). This gets at the heart of why experiential service-learning opportunities are key to producing servant leaders. The study of servant leadership theory and its components is idle chatter and consideration. Without the experience of serving others, one cannot ascribe to and practice servant leadership.

Time and time again, we see that individuals who experience service-learning go on to become servant leaders. Westfield (2010) posited in his study on servant leadership skill development among student-athletes that because student-athletes are engaged in experiential service-learning activities, they develop servant leadership behaviors “such as empathy for others, a willingness to serve and help to build their community, listening skills, self-awareness to issues affecting those in the community and providing that extra support to help heal community members broken spirits during difficult times” (p. 46). The research shows that student-athletes are largely committed to volunteer work, which positively impacts the communities in which they serve, as well as positively impacting the athletes’ leadership development.

Curtis and Mahon (2010) implemented service-learning in their university agribusiness courses with many benefits to their students: improved depth of content knowledge, improved professional understanding, self-reliance, deeper awareness of strengths, value of hands-on learning, and critical comparison. Croymans and Olson (2008) implemented experiential service-learning with their 4-H club to promote leadership. End of program evaluation results indicate that leadership skills were

enhanced. As a result of their service-learning project, youth reported that they were: more competent and confident in making consumer decisions, had expanded communication skills, committed to share their experience and expertise with others, committed to apply what they learned to their personal lives, and committed to share their time and resources with local community non-profit agencies. In other words, servant leadership skills were developed through service-learning implementation.

The experiential component of service-learning is necessary to the development of servant leadership. Rohm (2013) focused on college students and the topic of servant leadership and learned the importance of experiential service-learning toward the end of developing servant leadership skills. Rohm asserted that one could study servant leadership, but “until one has to actually practice and experience it, the concept of servant leadership is not fully embraced” (p. 138).

Becoming a Servant Teacher

Is there a special distinction for educators who offer service-learning experiences and instill servant leadership in youth? Hays (2008) had an interesting way of referring to teachers who exhibit a servant leadership style: servant teachers. How would one become a servant teacher? “Becoming a servant teacher is not a matter of adopting a gentler, kinder demeanor, though these may be a part of the role” (p. 131). Hays proposes that a servant teacher must: have deeper, more thoughtful analysis, increase their assumption of responsibility for students’ learning, have greater investment in class success, have a greater appreciation for their community,

value citizenship, have an interest in contributing to the greater good, have high levels of autonomy and initiative, be honest and open, and have high regard for subordinates, younger students, and peers.

Hays (2008) argues that servant teachers benefit from adopting this leadership style as well as students. His study found that a servant teacher style results in: greater appreciation for diversity and more inclusiveness, having greater and more enraging impact, empowerment of students, a reduction in competitiveness and increase in collaborative efforts, and richer student-teacher relationships.

Not only should we implement service-learning into our programs for the benefit of grooming servant leaders, but there are many other motivational benefits, as well. Service-learning experiences aid in increasing critical thinking skills (Armstrong, 2004; Haines, 2002; Smith, 2014). Critical thinking component skills (analysis, induction, inference, deduction, and evaluation) are promoted by service-learning experiences (Smith, 2014). When greater degrees of servant leadership (or service-learning) are practiced, there are higher rates of achievement (Herbst, 2003). Principal servant leadership behaviors have a significant influence on student achievement, school culture has a significant influence on student achievement, and the combination of principal servant leadership and school culture has a significant influence on student achievement (Herndon, 2007).

Hairston (2004) sought to evaluate the effects of long-term service-learning experiences among 4-H youth, specifically through 4-H Congress. Through

quantitative analysis, Hairston polled 415 youth, each completed open-ended reflection to address research questions (2004). Youth reported they learned the importance of community engagement, new skills and information, to value teamwork, learned new project ideas, and they found resources available to them (Hairston, 2004).

A review of the necessary leadership skills of Extension educators logically proposes that the servant leadership model is the most applicable and effective model (Astroth, Goodwin, & Hodnett, 2011). Referencing Robert Greenleaf's original theory of servant leadership, the writers agree on seven key practices of servant leaders: self-awareness, listening, inverting the pyramid, developing your colleagues, coaching, unleashing the energy and intelligence of others, and foresight. They believe there are five necessary steps to promote and practice the concept of servant-leadership in Extension: hone your skills, elevate servant leaders in hiring practices, reward servant leadership in performance reviews, ensure servant leadership education, and demonstrate the magic (or live servant leadership out).

Servant teacher Benstead believes that educators should infuse philanthropic lessons in their teaching and uses service-learning to encourage what she calls, "everyday philanthropists" (Giving is Powerful, 2019). Benstead refers to the giving of time, talents, and treasures (the three T's) by her students as important to their positive youth development as learning the three R's: reading, writing, and arithmetic. By implementing service-learning as a regular part of the learning experience, youth

will grow to be more willing to give back and more likely to become servant leaders in their futures.

Instructional Design Strategy

David Merrill's Instructional Design Theory: First Principles of Instruction, is a home-base for those practitioner scholars who are seeking to answer the question, "How do we design instruction to be more effective, efficient and engaging?" In his First Principles of Instruction, Merrill assumes a problem-centered instructional strategy. He often refers to the principles as the "five first principles", but for some, it makes more sense to understand that Merrill asserts that "learning is promoted when learners are engaged in solving real-world problems" (Merrill, 2002, p. 44). The capstone assumes a problem-centered instructional environment and four principles follow (Merrill, 2002):

1. Learning is promoted when existing knowledge is activated as a foundation for new knowledge.
2. Learning is promoted when new knowledge is demonstrated to the learner.
3. Learning is promoted when new knowledge is applied by the learner.
4. Learning is promoted when new knowledge is integrated into the learner's world.

Once students are given a problem, instructors should meet up with them in the activation principle, where you build upon existing experience or knowledge. This is the phase of instruction where instructors make a connection with students.

Educators are sometimes guilty of simply verbally recalling information before jumping into new material.

Principle two is demonstration where the educator actually provides the new information or skill through examples and portrayals. First Principles of Instruction says that educators should show rather than tell. In his models of instruction that followed First Principles of Instruction, Merrill expressed that too much education at the demonstration principle is “information rich but portrayal poor” (p. 48). “Information is general and inclusive and refers to many cases or situations. Portrayal is specific and limited and refers to a single case or a single situation” (Merrill, 2002, p. 48).

The third principle is the application principle, where knowledge and skills are used to solve problems. The application phase is also where the educator will conduct evaluations. It is of critical importance that the instructor looks back at the point of application and verify that their evaluation matches their objectives. Just as it was important in the activation phase to provide an actual activation experience for students, it is important in the application phase to allow for actual application of new knowledge and skill. First Principles of Instruction urge reflection and expect creation during the application phase. “Learners need the opportunity to reflect on, defend, and share what they have learned if it is to become part of their available repertoire,” Merrill explains (p. 51).

The application phase is where instructors find the need for feedback and scaffolding. Merrill has examined the wealth of instructional design theories and has found that all advocate feedback as necessary to learning. “Making errors is a natural consequence of problem solving. Most learners learn from the errors they make,

especially when they are shown how to recognize the error, how to recover from the error, and how to avoid the error in the future” (p. 50).

The final principle is the integration part of learning, where students proficiently adopt the newfound skill or information or ability to think critically to their toolbox. In the integration phase of learning, Merrill makes a profound observance, “The real motivation for learners is learning,” he says (p. 50). Instructors can try to dress up instruction and courses and add in media and technology, but if learning is not the motivation, if learners do not see the big picture from the activation phase, then there is little instructors can do to really motivate. True learning, integration, happens when the learner is intrinsically motivated.

Merrill’s framework works nicely when applied to service-learning. Service-learning is problem-based learning. Service-learning occurs through a series of five chronological components: investigation, preparation, action, reflection, demonstration. Those components align with Merrill’s framework as follows: prior learning is activated in the investigation component, learners are presented with new knowledge in the preparation component, new knowledge is applied in the action component, and finally, learners are encouraged to integrate new knowledge in the final two components of reflection and demonstration.

A service-learning professional development for Extension Agents should include an actual service-learning experience, in its truest form. Meaning, Agents should be presented with a problem or need. Agents should consider that problem and be charged with drawing on prior experience or knowledge to relate to the

problem. This follows David Merrill's phases for effective instruction and allows the Agents to see the importance of the Activation principle. Following, new research-based material on service should be presented to Agents, they should be provided with the resources needed to move on to the next phase. Agents should develop a plan to address the need or problem and then apply that plan next, which is the Application principle of Merrill's First Principles of Instruction. Lastly, and most importantly, Agents should then reflect on the experience. In the true spirit of experiential learning that Extension embraces, this would be the best training experience for Extension Agents to come to an understanding of the value of service-learning and adopting a service-learning pedagogy into their county program.

Intended Impact

This capstone, when completed, will contribute to field of educational leadership on the transformational leadership style of servant leadership. This will impact graduate students who study educational leadership and particularly servant leadership, as well as service-learning. This project will serve educators who seek to cultivate servant leadership in their students through experiential learning or service-learning experiences. This project will impact the field of education as a whole by reinforcing the value of service-learning and the impact those experiences can have on individual development and eventually, the benefits to schools, community, and in broader contexts. The project will provide educators, particularly 4-H Extension Agents, with an understanding of service-learning and tools to adopt a service-learning pedagogy into their Positive Youth Development 4-H Programs through the design of training materials. In addition, the training material will highlight the servant leadership model.

Limitations of the study

Because the researcher only gives consideration to the 4-H program and is designing the learning modules (completing the capstone) from the perspective of a 4-H Agent with just 4-H Agents targeted, the end conclusions may not be applicable or generalizable to an outside audience. Furthermore, the capstone only takes into consideration the structural framework of the Kentucky 4-H program. Across the national landscape, there may be less applicability.

Though the materials promoted in the training for 4-H Agents will be sourced from researched-based and approved curriculum, as with any qualitative project, researcher bias could be called into question. To be clear, the researcher is not making an attempt to prove a causal relationship between service-learning and servant leadership although research and personal observation does suggest that such a relationship exists. The goal of this study is to produce a training that provides other 4-H Agents with the information, tools, and experience to adopt a service-learning pedagogy into their own program.

Implementation

The We Pledge Our Hands to Larger Service: Adopting a Service-Learning Pedagogy capstone project's main intent is to lead University of Kentucky Cooperative Extension Service 4-H Agents to adopt a service-learning pedagogy for their individual county program. This requires the researcher to demonstrate through her own leadership abilities, a servant leadership style. The researcher will act as an instructional designer, determining the specific needs of the Agents, activating their prior knowledge, demonstrating new information and materials and tools, and then will help with implementation and reflection. The researcher's program should model the qualities that the capstone seeks to teach. In order to lead other educational leaders, the researcher must design a professional development series worthwhile of other professionals' time and energy.

Capstone

The researcher designed the following:

- 1) Instructional design materials for development and presentation for each of the four modules:
  - a. Service-Learning
  - b. Servant Leadership
  - c. Tools to Implement a Service-Learning Pedagogy/Becoming a Servant Teacher
  - d. The Road to Servant Leadership is Paved with Service-learning.
- 2) The presentation, We Pledge Our Hands to Larger Service: Adopting a Service-Learning Pedagogy.
- 3) Learner materials to accompany the presentation.

Capstone: Instructional Design Materials

**WE PLEDGE OUR HANDS TO LARGER SERVICE: ADOPTING A
SERVICE-LEARNING PEDAGOGY | INSTRUCTOR MANUAL**

Instructional Design notes for development and presentation

The author wishes to provide the instructional design framework for educators that will implement this training. Following David Merrill's First Principles of Instruction (2002), each module was designed to

1. Activate prior learning
2. Demonstrate new knowledge to the learner
3. Allow the learner to apply new knowledge
4. Encourage integration of new knowledge

Merrill asserted that “learning is promoted when learners are engaged in solving real-world problems” (p. 44). Service-learning is task or problem-centered learning, and when a student is involved in an experiential service-learning project, then they can reach the final stage of learning, according to Merrill, which is integration (2002). Merrill explained that “learning is promoted when new knowledge is integrated into the learner's world” (2002, p. 50). In the integration phase of learning, Merrill makes a profound observance, “The real motivation for learners is learning,” he says (2002, p. 50).

We Pledge our Hands to Larger Service: Adopting a Service-Learning Pedagogy

| **SERVICE-LEARNING** | LEARNING MODULE 1

1. HOW IS THIS MODULE PROBLEM-CENTERED?

The objective of the first learning module is to help educators distinguish between service-learning and other forms of service. The problem which this module intends to solve is to instill an appreciation a service-learning pedagogy.

2. HOW WILL THIS MODULE ACTIVATE PRIOR LEARNING?

- Service-learning share session
- Video of service-learning project

3. WHAT NEW KNOWLEDGE WILL BE DEMONSTRATED?

Participants will learn to distinguish between service-learning, volunteerism, and community service. The three essential elements of service-learning will be demonstrated. Components of service-learning will be presented. The four types of service-learning will be presented.

4. HOW WILL THIS NEW KNOWLEDGE BE APPLIED?

Through an educator engagement activity, learners will actually participate in a service-learning experience during the module.

We Pledge our Hands to Larger Service: Adopting a Service-Learning Pedagogy

| **SERVANT LEADERSHIP** | LEARNING MODULE 2

1. HOW IS THIS MODULE PROBLEM-CENTERED?

The objective of the second learning module is to help educators distinguish between servant leadership and other forms of leadership. The problem which this module intends to solve is to instill an appreciation of the servant leadership style.

2. HOW WILL THIS MODULE ACTIVATE PRIOR LEARNING?

- Servant leadership share session
- Video highlighting the works of a servant leader
- *Paint a Picture of Leadership* activity

3. WHAT NEW KNOWLEDGE WILL BE DEMONSTRATED?

Participants will learn to distinguish between servant leadership, transformational leadership, and transactional leadership. The characteristics of servant leadership will be presented. Participants will see the servant leadership style applied in education.

4. HOW WILL THIS NEW KNOWLEDGE BE APPLIED?

Through an educator engagement activity, learners will evaluate their own leadership style.

We Pledge our Hands to Larger Service: Adopting a Service-Learning Pedagogy

| **BECOMING A SERVANT-TEACHER** |

LEARNING MODULE 3

1. HOW IS THIS MODULE PROBLEM-CENTERED?

The objective of this learning module is to provide learners with a toolkit to implement a service-learning pedagogy in their own program or classroom.

2. HOW WILL THIS MODULE ACTIVATE PRIOR LEARNING?

Agents will be reminded of their experience and knowledge in experiential learning, positive youth development, and service-learning. Learning from the two previous modules should be reactivated or summarized.

3. WHAT NEW KNOWLEDGE WILL BE DEMONSTRATED?

This module will concentrate on:

- Experiential learning
- Positive youth development
- Service-learning
- The types of service
- Resources

4. HOW WILL THIS NEW KNOWLEDGE BE APPLIED?

Learners will refer to Learner's Materials to find implementation tools for their program or classroom.

We Pledge our Hands to Larger Service: Adopting a Service-Learning Pedagogy

| THE ROAD TO SERVANT LEADERSHIP IS PAVED WITH SERVICE-LEARNING |

LEARNING MODULE 4

1. HOW IS THIS MODULE PROBLEM-CENTERED?

The objective of the final module is to link service-learning to servant leadership and encourage educators to adopt a service-learning pedagogy.

2. HOW WILL THIS MODULE ACTIVATE PRIOR LEARNING?

Learners will recall the previous three learning modules, activating their prior learning about service-learning, servant leadership, and how to become a servant-teacher.

3. WHAT NEW KNOWLEDGE WILL BE DEMONSTRATED?

The final learning module will make the following connections:

- Compare service-learning outcomes to servant leadership qualities
- Consider the benefits of adopting a service-learning pedagogy
- Reflect on prominent servant leaders

4. HOW WILL THIS NEW KNOWLEDGE BE APPLIED?

This module will be the point where application meets integration. Educators will have the opportunity to make the conscious decision to adopt a service-learning pedagogy into their existing program or classroom.

Capstone: Adopting a Service-Learning Pedagogy Presentation

We Pledge Our Hands to Larger Service: Adopting a Service-Learning Pedagogy

PROFESSIONAL DEVELOPMENT PRESENTATION

BRANDY MURRAY CALVERT, MOREHEAD STATE UNIVERSITY, 2020

WE PLEDGE OUR HANDS TO LARGER SERVICE: ADOPTING A SERVICE LEARNING PEDAGOGY

A professional development series to help 4-H Agents adopt a service-learning pedagogy and encourage servant leadership in four parts



WE PLEDGE OUR HANDS TO LARGER SERVICE: ADOPTING A SERVICE-LEARNING PEDAGOGY by Brandy Murray Calvert, Morehead State University, 2020.

LEARNING MODULE #1

Service-Learning

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SERVICE-LEARNING Learning Module #1

For this first learning module, we will concentrate on:

- ▶ Defining service-learning
- ▶ The benefits of service-learning
- ▶ The components of service-learning
- ▶ The types of service-learning

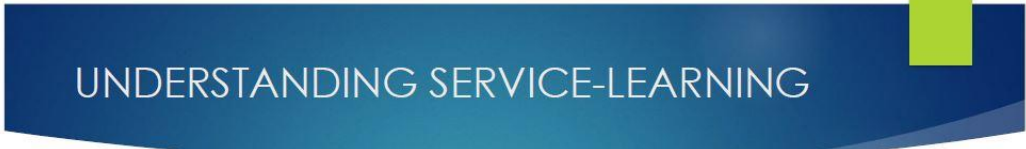
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UNDERSTANDING SERVICE-LEARNING

- ❖ Service-learning is an experiential learning approach where youth complete a meaningful, organized service with three essential elements (Boyd et al., 2003).

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UNDERSTANDING SERVICE-LEARNING

THREE ESSENTIAL ELEMENTS

- ❖ Preparation & obvious objective
- ❖ Performance of meaningful service
- ❖ Reflection of service

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UNDERSTANDING SERVICE-LEARNING

Community Service

- ✓ Participant in a volunteer effort, through physical or intellectual services, or through monetary donations or fundraising
- ✓ Usually planned by a group or organization
- ✓ Benefits a specific community, usually for an isolated time

Volunteerism

- ✓ To volunteer as an individual or within a group
- ✓ To frequently volunteer your physical or intellectual services

Service-Learning

- ✓ Participants are involved in planning and determining objectives
- ✓ The performance of meaningful service
- ✓ Reflection on service

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UNDERSTANDING SERVICE-LEARNING

The difference is in the instructional design:

- ❖ Service-learning differs from community service and volunteerism because of RECIPROCITY AND REFLECTION, that is absent from the other two methods (Morris et al., 2003).
- ❖ The distinguishing component of service-learning is REFLECTION, making service-learning the most effective method for teaching leadership skills (Boyd et al., 2003).

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“Service-learning is not only a valuable teaching tool that builds actively engaged learners and student citizens, but also an excellent opportunity to build and nurture quality relationships with community partners.”

MEEK, 2004, p. 128.

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Who benefits
from
service-learning?



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COMPONENTS OF SERVICE-LEARNING

Learningtogive.org gives us a great break-down of the components of service-learning with this video:

STAGES OF SERVICE-LEARNING

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COMPONENTS OF SERVICE-LEARNING



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COMPONENTS OF SERVICE-LEARNING



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COMPONENTS OF SERVICE-LEARNING



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COMPONENTS OF SERVICE-LEARNING



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COMPONENTS OF SERVICE-LEARNING



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COMPONENTS OF SERVICE-LEARNING



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What are the types of service-learning?



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Types of
Service-Learning:

**DIRECT
SERVICE**

- 
- ▶ Direct service occurs when students work directly with people, animals, or for the environment or community (Stages of Service Learning, 2017).

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Types of
Service-Learning:

**INDIRECT
SERVICE**

- 
- ▶ Indirect service is when you take action without seeing or making contact with who you help (Stages of Service Learning, 2017).

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Types of
Service-Learning:

ADVOCACY

- 
- Service-learning can take the form of advocacy, where you lend your voice to a cause or movement (Stages of Service Learning, 2017).

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Types of
Service-Learning:

RESEARCH
TO INFORM
OTHERS

- 
- Gathering information to inform others of how they can take action can be a form of service-learning (Stages of Service Learning, 2017).

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Educator engagement

Choose to participate in an indirect service-learning experience:

Write a letter

Write a letter of encouragement to a peer educator within your organization.

Make a card

Make a card for a military service man or woman.

Create decor

Create wall decorations for nursing home residents



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LEARNING MODULE #2

Servant Leadership

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SERVANT LEADERSHIP Learning Module #2

For this learning module, we will concentrate on:

- ▶ Defining servant leadership
- ▶ Servant leadership as a theory
- ▶ The characteristics of servant leadership
- ▶ Servant leadership in education
- ▶ Personal leadership styles

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I pledge my head to
clearer thinking,
My heart to greater
loyalty,

MY HANDS TO LARGER SERVICE,

And my health to better
living

For my club, my
community, my country,
and my world.

SERVANT LEADERSHIP SHARE SESSION

- ▶ "I couldn't do enough." -Henri Landwirth
- ▶ Paint a Picture of Leadership activity,
part 1.

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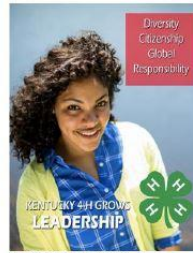
Imagine Ideal Leadership

Complete Paint a
Picture of Leadership,
Part I.

PAINT A PICTURE *Of Leadership*

1. IMAGINE IDEAL LEADERSHIP

"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not a bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly." -Jim Rohn



Remember the leaders you have encountered

We've all encountered great leadership at some point in our lives, educational journey, or career. Think about that man or woman. Maybe it's a Sunday School teacher or a pastor, maybe it's a peer at work, maybe it's a family member who all too often is the

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UNDERSTANDING SERVANT LEADERSHIP

❖ *Servant first, leader second.*

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“

A distinction that sets servant leadership apart is reflected in whom it directly benefits: the leader, the company, or those who are being led.

”

LITTLEFIELD, 2016, P. 29

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There are many
styles of
leadership

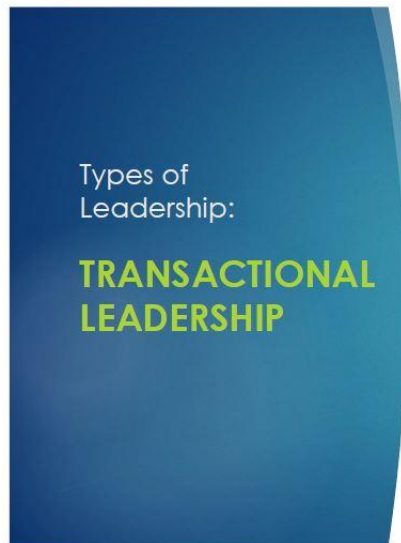
LEADERSHIP

Transactional

Transformational

Servant

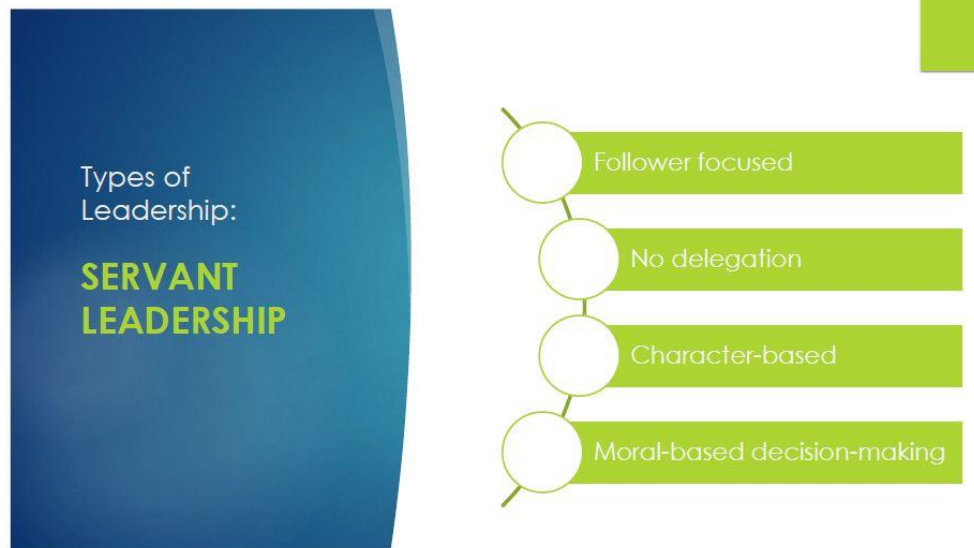
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WE PLEDGE OUR HANDS TO LARGER SERVICE: ADOPTING A SERVICE-LEARNING PEDAGOGY by Brandy Murray Calvert, Morehead State University, 2020.



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Servant Leadership

❖ Follower focused

Servant leaders lead an organization by focusing on the followers, with self and organizational concerns being secondary (Patterson, 2003).

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Servant Leadership

❖ No delegation

Servant leaders do not delegate tasks. They share with followers in all trials and triumphs.

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Servant Leadership

❖ Character-based

"Research on the success of American leadership has shown that during the past 50 years, the United States has experienced a paradigm shift that focuses on an ethic based on personality rather than character" (Covey, 1998).

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Servant Leadership

❖ Moral-based decision-making

Servant leadership has the foundational characteristic of a moral base to decision-making.

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LAYERS OF SERVANT LEADERSHIP

10 CHARACTERISTICS OF SERVANT LEADERS

- Adept at community building
- Committed to the growth of people
- Conceptualization
- Persuasion
- Listening
- Empathy
- Healing
- Awareness
- Foresight
- Stewardship

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IS SERVANT
LEADERSHIP THE
TYPE OF
LEADERSHIP THAT
EDUCATION
NEEDS?

Encourages student
academic growth.

Engages faculty and
support staff in a more
satisfying way.

Is a positive influence
for overall
performance for both
educator and student.

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Evaluate personal leadership style

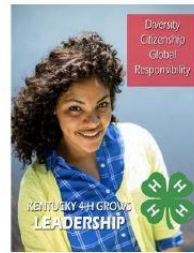
Return to Paint a
Picture of Leadership,
Part 2.

PAINT A PICTURE

Of Leadership

1. IMAGINE IDEAL LEADERSHIP

"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not a bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly." —Jim Rohn



<http://mshd-hs.cdv.edu/leadership>

Remember the leaders you have encountered

We've all encountered great leadership at some point in our lives, educational journey, or career. Think about that man or woman. Maybe it's a Sunday School teacher or a pastor, maybe it's a peer at work, maybe it's a family member who all too often is the

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LEARNING MODULE #3

Tools to Implement a Service-Learning Pedagogy/ Becoming a Servant Teacher

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Becoming a Servant Teacher Learning Module #3

For this learning module, we will concentrate on:

- ▶ Experiential Learning
- ▶ Positive Youth Development
- ▶ Service-Learning
- ▶ The types of service
- ▶ Resources

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I pledge my head to
clearer thinking,
My heart to greater
loyalty,

MY HANDS TO LARGER SERVICE,

And my health to better
living

For my club, my
community, my country,
and my world.

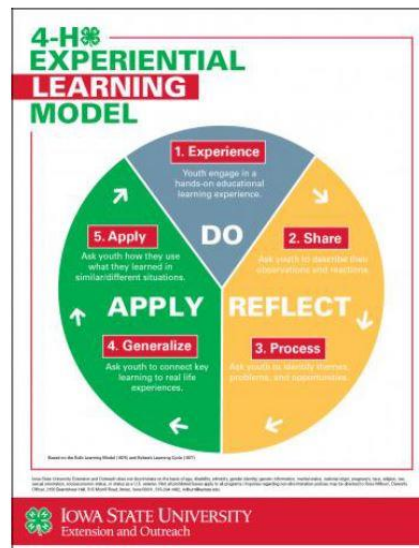
Consider what 4-H Agents know

- ▶ Experiential Learning
- ▶ Positive Youth Development
- ▶ Service-Learning

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Experiential Learning

- The Experiential Learning Model is the foundational educational framework for the 4-H Positive Youth Development program.



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Positive Youth Development

- Positive Youth Development is inherent in the 4-H Program structure.

UK COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF KENTUCKY—COLLEGE OF AGRICULTURE

Positive Youth Development

Kenneth R. Jones
Department of Community and Leadership Development

Youth development includes all of the essentials necessary for young people to make the transition from childhood to adulthood. However, certain factors must be present in order to help determine how to best guarantee that this process is not only positive, but productive. Positive youth development has been discussed by many practitioners, policy advocates, and researchers as a key element in creating successful programs. This publication provides insight on how the term "positive youth development" is defined and its prominent role in the field of youth development.

What is Positive Youth Development?
All young people require access to positive experiences, both in schools and in their communities. Those spending time in communities with a wealth of opportunities encounter less risk and ultimately show evidence of higher rates of successful maturation into responsible adulthood (Eccles & Griesman, 2002). Adolescents who have a positive transition from the teen years to adulthood also have the potential to be more civically engaged. This civic involvement, in turn, can result in stronger community ties for them as they work to improve and/or maintain the neighborhoods in which they live. Due to these benefits, the youth development field has seen a shift from focusing efforts solely on preventing youth from engaging in problematic behavior to examining the effects of positive youth development.

Positive youth development focuses on all the resources and assets in a community that offer young people positive choices, experiences, and support (Lerner, 2004; Pittman, Irls, & Farber, 2001). The role of positive youth development is to form affirming relationships between young people and caring adults and to use the skills of both in order to strengthen youth-related programs.

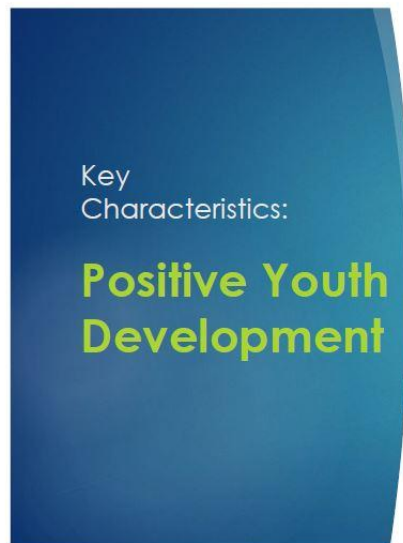
Origins of Positive Youth Development
County extension agents and specialists with 4-H youth development responsibilities are very familiar with the practice of encouraging participants in programs (4-Hers) to help themselves by addressing their own needs while they work with adult volunteers. However, youth development programs in the past were developed mainly to address risk factors such as teen pregnancy, substance abuse, and juvenile delinquency via community-based prevention efforts.

Many of these programs, including, at times, 4-H, reportedly had only short-term effects and posed a negative image of young people being plagued with problems. Focusing solely on the prevention of problems among youth is not a cure-all; there must also be a promotion of positive asset building and, in turn, using young people as resources (Lerner, 1995).

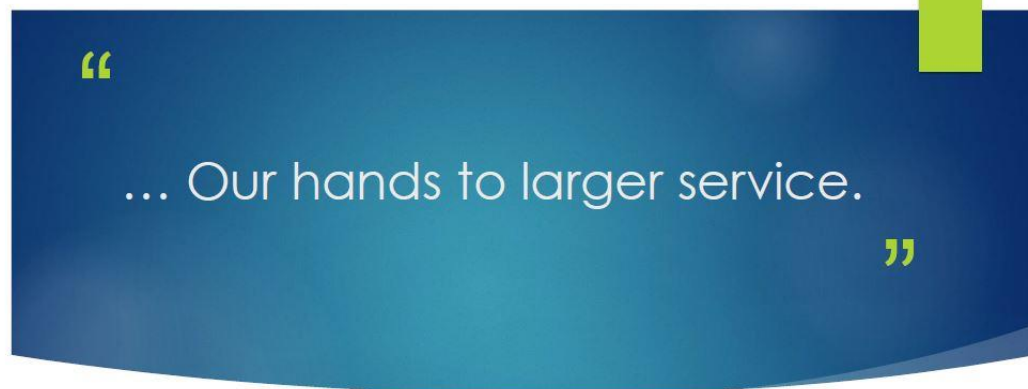
"What sort of message are we sending our children when we speak of them as inevitably destined for trouble...?"
Dr. Richard D. Lerner
Tufts University
(Lerner, 2006a, p. 3)

AGRICULTURE & NATURAL RESOURCES • FAMILY & CONSUMER SCIENCES
LIFE-YOUTH DEVELOPMENT • COMMUNITY & ECONOMIC DEVELOPMENT

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Service is written into 4-H's code. 4-H Agents are already implementing service, but maybe not service-learning.

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RECALL THE COMPONENTS OF SERVICE-LEARNING



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“Reflection is a key component of service learning; in fact, reflection is the link between the service and the learning.”

INDIANA UNIVERSITY BLOOMINGTON, 2019

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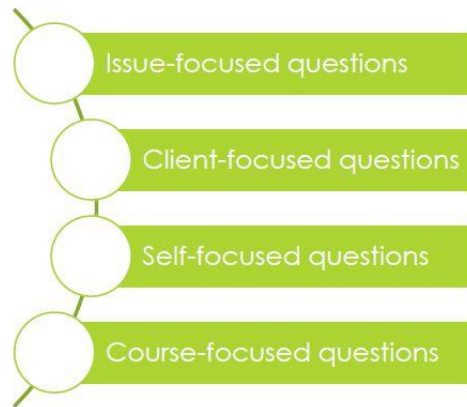
Reflection

- Reflection is often the missing piece of the service-learning puzzle.



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Reflection through **Guided Questions**



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REFLECTION THROUGH Issue-focused Questions

- ▶ Why is there a need for your service?
- ▶ What do you perceive as the underlying issue, and why does it exist?
- ▶ What social, economic, political, and educational systems are maintaining and perpetuating the situation?
- ▶ What can you do with the knowledge you gained from this experience to promote change?

(Indiana University Bloomington, 2019)
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REFLECTION THROUGH Client-focused Reflection Questions

- ▶ What similarities do you perceive between you and the people you are serving?
- ▶ How are you perceived by the people you are serving?
- ▶ What do you think a typical day is like for the people you serve?
- ▶ What pressures do they confront?

(Indiana University Bloomington, 2019)

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REFLECTION THROUGH Self-focused Reflection Questions

- ▶ What personal qualities (leadership, communication skills, empathy, etc.) have you developed through service-learning?
- ▶ What contribution can you make to public understanding of this issue based on your service-learning experience?
- ▶ In what ways are you challenged by this service-learning experience?
- ▶ What helps you to follow through with this service-learning experience despite the difficulties you encounter?

(Indiana University Bloomington, 2019)

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REFLECTION THROUGH 4-H Focused Reflection Questions

- ▶ How does this service-learning experience relate to your 4-H membership experience?
- ▶ Did the experience contradict or reinforce what you are learning in 4-H?
- ▶ How did the things you have learned through being a 4-H member help you to overcome obstacles in the service-learning experience?
- ▶ What aspects of your learning may have been due to your service-learning experience?

(Indiana University Bloomington, 2019)

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REFLECTION Other Ideas

- ▶ Oral discussion
- ▶ Journaling
- ▶ Create a presentation
- ▶ Write a news release
- ▶ Create a YouTube video about experience
- ▶ Group presentation to civic group, school board, or at local government meeting

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Recall the types
of
service-learning



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RESOURCES: Go to the toolbox

Refer to Learner's
Materials



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LEARNING MODULE #4

The Road to Servant Leadership is Paved with Service-Learning

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Service-Learning leads to Servant Leadership Learning Module #4

For this final learning module, we will make the following connections:

- ▶ Compare service-learning outcomes to servant leadership qualities
- ▶ Consider the benefits of adopting a service-learning pedagogy
- ▶ Reflect on 4-H Alumni Servant Leaders

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Service-Learning Outcomes & Servant Leadership Qualities



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CONSIDER THE BENEFITS OF ADOPTING A SERVICE- LEARNING PEDAGOGY

For the Servant
Teacher

For the
Student

For the
Community

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Consider the
benefits:

For the
Servant
Teacher

❖ [Helping Youth to Become Everyday Philanthropists](#)

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BENEFITS For the Servant Teacher

❖ A Servant Teacher style results in:

- A greater appreciation for diversity
- More inclusiveness
- Greater impact
- More engagement
- Empowerment of students
- Reduction in competitiveness between teachers
- Increase in collaborative efforts
- Richer student-teacher relationships

[Hoys, 2008]

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BENEFITS For the Student

❖ Consider benefits for the student

- Increased critical thinking skills
- Increased critical thinking component skills
- Higher rates of achievement
- Servant Leadership qualities emerge

[Armstrong, 2004; Haines, 2002; Smith, 2014; Herbst, 2003]

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BENEFITS For the Community

❖ SHARE SESSION:
Consider benefits for the community

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REMEMBER Servant Leaders that once Pledged their Hands to Larger Service

❖ Refer to List of Notable 4-H Alumni in Learner Materials

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Capstone: Learner Materials

PAINT A PICTURE

Of Leadership

1. IMAGINE IDEAL LEADERSHIP

“The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not a bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly.” -Jim Rohn



<http://4-h.ca.uky.edu/leadership>

Remember the leaders you have encountered

We've all encountered great leadership at some point in our lives, educational journey, or career. Think about that man or woman. Maybe it's a Sunday School teacher or a pastor, maybe it's a peer at work, maybe it's a family member who all too often is the glue that holds things together, maybe it's you! What makes that leader great? What makes others willing and eager to follow that leader? What characteristics do they have?

Paint a picture of a great leader

Take a few moments and sketch out a depiction of your leader. Remember that to be a leader, there needs to be followers. Remember to depict the setting in which your leader can be found.

Share

Share your artwork with other participants. Explain what makes your chosen leader particularly effective or special. What are their leadership skills or attributes?

2. REFLECT

What type of leadership do you prefer or value?

Return to your depiction of your servant leader. What type of leader is your ideal leader? Do they exhibit a transactional, transformational or servant leadership style?

LAYERS OF SERVANT LEADERSHIP

10 CHARACTERISTICS OF SERVANT LEADERS

- Adept at community building
- Committed to the growth of people
- Conceptualization
- Persuasion
- Listening
- Empathy
- Healing
- Awareness
- Foresight
- Stewardship

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There are many
styles of
leadership

LEADERSHIP

Transactional

Transformational

Servant

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Reflect through a servant leadership lens

Return to depiction of your leader. Do they exhibit any of the ten characteristics of servant leadership?

3. EVALUATE PERSONAL LEADERSHIP STYLE

Take a few minutes to consider how you lead.

- Are you focused on your followers, your organization's directives, or with getting the job done?
- Do you depend on your personality to influence others, or do you stick to your convictions, regardless of popularity of choice?
- Do you lead by example?
- Do you include others in decision-making processes?

Which leadership attributes do you possess?

List your strengths! Don't be bashful!

The path to servant leadership?

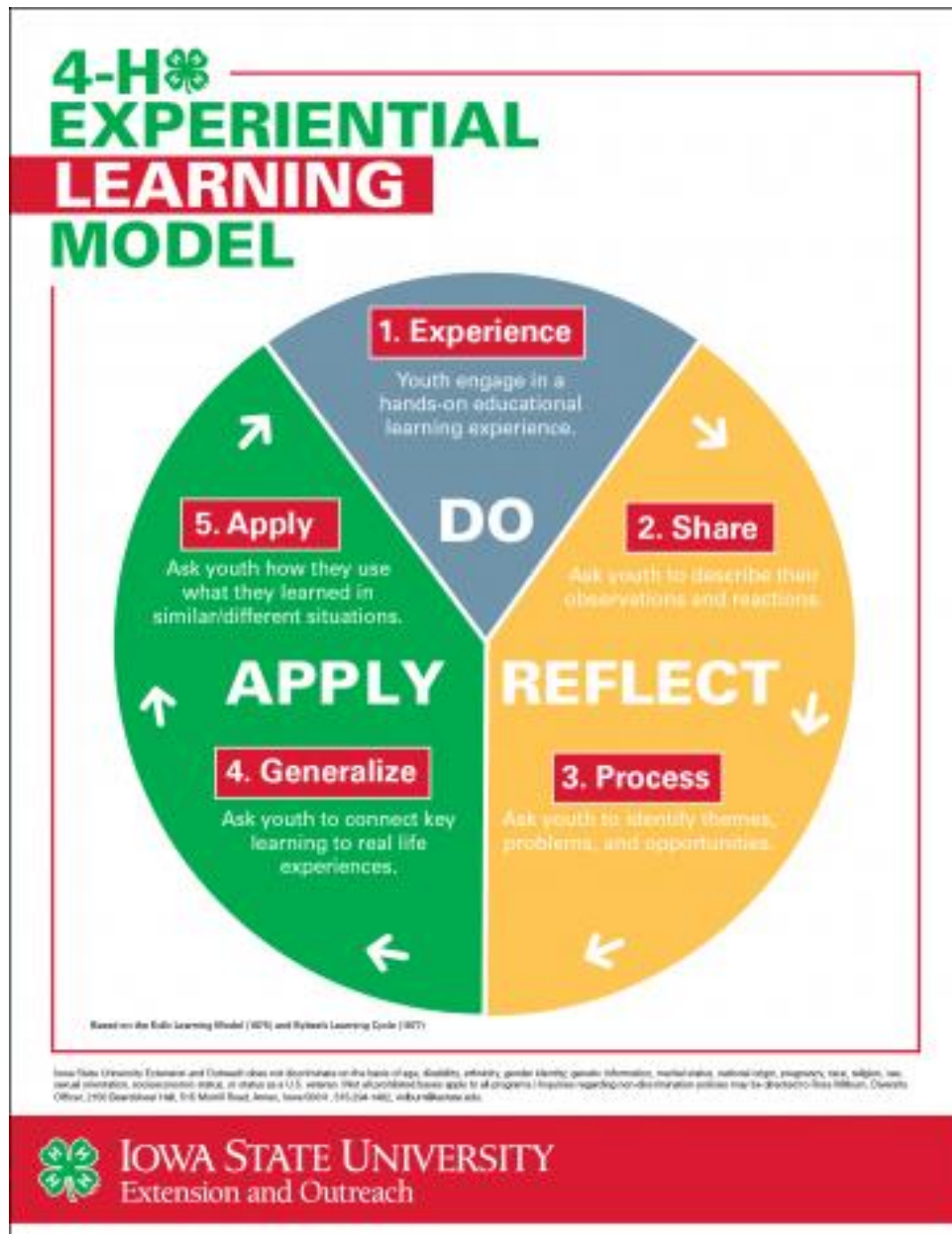
- Do you think that servant leadership skills can be learned?
- How do we teach youth to become servant leaders?

How do you want to grow as a leader?

Jot down your goals for your personal leadership style on the *Leadership Wish List*! Write down characteristics that you would like to possess and brainstorm ideas on how you could develop those attributes.

Leadership WISH LIST

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Learningtogive.org

The screenshot shows the Learning to Give website interface. At the top, there is a navigation bar with links: Home, Newsletter, Trending, Login, and Create an Account. Below this is a main header with the Learning to Give logo and a navigation menu: TEACH, GET STARTED, PROFESSIONAL DEVELOPMENT, ABOUT, and DONATE. A green search button is also present. A large pop-up window titled 'Calendar Support' is centered on the page. It contains the following text: 'Add service to your teaching calendar by aligning lessons and service-learning projects to monthly events and themes. Select a month to find lessons, project ideas, and more! As you build a community and classroom culture of giving, teach these themes and lessons to build a common vocabulary and motivation to give. Connect on Social Media to share student projects and giving ideas! #LTGInMyClassroom #LTGInMySchool #LTGAfterSchool #Teach1 #philanthropyeducation #servicelearning'. Below the text is a green button labeled 'PLANNING FOR 2019-20'. At the bottom of the page, there is a banner for 'TeachOne for GivingTuesday - December 3' with the text 'GivingTuesday is a global day of giving celebrated on the Tuesday'.

learningtogive.org

Apps MSU MSU Library 4-H KERS UKCA LINK BLUE District 2 | Extensio... Go to Google Drive UK Directory National 4-H

Home | Newsletter | Trending | Login | Create an Account

Learning TO GIVE

TEACH GET STARTED PROFESSIONAL DEVELOPMENT ABOUT DONATE SEARCH

Calendar Support

Add service to your teaching calendar by aligning lessons and service-learning projects to monthly events and themes. Select a month to find lessons, project ideas, and more! As you build a community and classroom culture of giving, teach these themes and lessons to build a common vocabulary and motivation to give. Connect on Social Media to share student projects and giving ideas!

#LTGInMyClassroom #LTGInMySchool
#LTGAfterSchool #Teach1
#philanthropyeducation #servicelearning

PLANNING FOR 2019-20

TeachOne for GivingTuesday - December 3

GivingTuesday is a global day of giving celebrated on the Tuesday

WIKIPEDIA

List of 4-H alumni

4-H alumni have participated in many fields. One out of every seven adults in the U.S. is a former 4-H member. Participation in 4-H events and activities, the value of projects completed and the challenges and responsibilities experienced in 4-H have contributed to the personal and leadership development of 4-H alumni. A majority of alumni feel that 4-H experiences have also significantly contributed to their success in the workforce and that the knowledge and skills gained through 4-H continue to benefit them in their adult lives.^[2]

Many notable entertainers, athletes, business individuals and educators got their first start in 4-H.

Contents

- Political figures
- Sciences and technology
- Famous People
- Academics
- Arts and literature
- Athletics
- Business and industry
- Entertainment and media
- Military
- Music
- Sources
- References



Jacqueline Kennedy Onassis raised a calf while a member^[4]

Political figures

Notable alumni include U.S. President Jimmy Carter U.S. Vice Presidents Al Gore and Walter Mondale.

Current and former U.S. Senators include Bob Dole, Birch Bayh, Pat Roberts, Thad Cochran, Orrin Hatch, Ben Nighthorse Campbell, Mitch McConnell, Jeff Sessions, W. Kerr Scott, Bob Graham, Bill Nelson, Mike DeWine, Byron Dorgan, Howard Baker, Paul Simon, Sam Brownback, Dale Bumpers, Debbie Stabenow, Conrad Burns, Tom Harkin, Jon Llewellyn Kyl, Mike Johanns, Sam Nunn, Larry Pressler, Wendell H. Ford, Strom Thurmond, Judd Gregg, Clifford Hansen, Steve Symms, Herman Talmadge, Craig L. Thomas, and Malcolm Wallop.

Current and former U.S. Governors include from Arkansas Asa Hutchinson, Maine John Baldacci, Virginia Gerald L. Baliles, Utah Olene Walker, Hawai'i John Waihee, Georgia Sonny Perdue, Roy Barnes, and Nathan Deal; Kentucky Paul E. Patton and Martha Layne Collins; Iowa Terry Brandstad, North Carolina Jim Hunt and Robert W. Scott; Oklahoma Mary Fallin and Raymond D. Gary; Kansas William H. Avery, Nancy Kassebaum, and John W. Carlin; Tennessee Buford Ellington, Michigan John Engler, South Dakota William L. Guy, Wyoming Mike Sullivan, Wisconsin Tommy Thompson, Vermont Jim Douglas, and



Former President Jimmy Carter was a 4-H member

Alabama George Wallace.

Current and former Members of Congress include Tom Foley, John F. Baldwin, Jr., Eva M. Clayton, Tiffany Lawrence, Daniel Schaefer, Jim Slattery, Jim Cooper, Jaime Hervera Beutler, Virginia D. Smith, Jamie Whitten, D. French Slaughter, Sue Myrick, Martin Sabo, George Darden, Bob Smith, Carl Albert, Graham Purcell, Chip Pickering, Neal Edward Smith, John Sparkman, Adam Putnam, Robert William Davis,

Rick Boucher, Tom Beville, Larry Combest, J. Roy Rowland, Roscoe Bartlett, William Vollie Alexander Jr., Ralph Regula, William V. Chappell Jr., Donald H. Clausen, Ralph Hall, Howard Coble, Tony Coelho, Roy Dyson, Ron Kind, Bill Emerson, Heather Wilson,

Glenn English, J.D. Hayworth, William L. Jenkins, Bennie Thompson, Wally Herger, Ronnie Flippo, William D. Ford, Virginia Foxx, Sam Gejdenson, William F. Goodling, Jim Lightfoot, Koln McKay, James W. Grant, Edolphus Towns, Jill Long Thompson, Rick Berg, John Paul Hammerschmidt, Allen Boyd, Jerry Huckaby, Clyde Holloway, Katherine Harris, Kenny Hulshof, Earl Hutto, Chris John, Ed Jones, Ed Jenkins, Bob Stump, Bob Traxler, Morris Udall, Jim Kolbe, Martin Lancaster, Mike Synar, Charles H. Taylor, Tom Latham, John T. Myers, William Flynt Nichols, Lindsay Thomas, Gene Taylor, Floyd Spence, David Stockman, Wes Watkins, Vin Weber, and Jerry Weller.

Former Puerto Rico Senator Miguel Deynes Soto

Cabinet officials

- Ann Veneman, John Rusling Block former secretaries of Agriculture

First Ladies

- Jacqueline Kennedy Onassis
- Pat Nixon
- Rosalynn Carter
- Idaho First Lady Patricia Kempthorne

Sciences and technology

4-H alumni include astronauts Alan Shepard, Peggy Whitson, Donald E. Williams, Jerry L. Ross, Bonnie Dunbar, and Ellison S. Onizuka.

Famous People

[1] (<https://cronkitenews.azpbs.org/2018/07/04/from-border-town-to-belmont-bob-baffert-points-to-family-nogales-ranch-as-roots-to-horse-racing-success/>) Bob Baffert - Robert A. "Bob" Baffert is an American racehorse trainer who trained the 2015 Triple Crown winner American Pharoah and 2018 Triple Crown winner Justify.

Baffert's horses have won five Kentucky Derbies, seven Preakness Stakes, three Belmont Stakes and three Kentucky Oaks.

Academics



Mitch McConnell is the current U.S. Senate Majority Leader

- Nobel Prize winners George Beadle and Daniel McFadden
- Harvard University President Drew Gilpin Faust
- former Chancellor of Texas A&M University Perry Adkisson
- West Virginia University President Gordon Gee
- former University of Illinois President Stanley O. Ikenberry
- former University of Maryland President John S. Toll
- former University of New Hampshire President Joan Leitzel
- former Arizona State University President Lattie Coor
- former Kent State University President Glenn Olds,
- former Penn State University President Graham B. Spanier
- former Auburn University President James E. Martin
- former U.S. Secretary of Education Lamar Alexander
- Steve Gunderson of the Career Education Colleges and Universities
- former Virginia Tech President William Edward Lavery
- former Clemson University President Max Lennon
- former Kansas State University President Duane Acker
- former University of Nebraska President Ronald Roskens
- former Mississippi State University President Donald W. Zacharias
- former Yale University President Howard Lamar



George Beadle was a pioneering geneticist who won the Nobel prize in 1958

Arts and literature

- Pulitzer Prize winner John Updike
- Jim Davis, cartoonist

Athletics



Herschel Walker won the Heisman Trophy in 1982

- National Collegiate Basketball coach Pat Summitt
- Johnny Bench
- Olympic Gold Medal winner Stacy Dragila
- U.S. Triple Crown jockey Steve Cauthen
- Dan Reeves
- Reggie White
- Heisman Trophy winner Herschel Walker
- Original owner of the Miami Dolphins Joe Robbie
- All-Time leading women's professional basketball scorer Katie Smith
- Archie Manning
- NASCAR Champion Ned Jarrett

Business and industry

- Randall L. Tobias of Eli Lilly and Co
- Colby Chandler of Eastman Kodak
- Edward B. Rust, Jr. of State Farm Insurance
- Nancy Zieman of Sewing with Nancy
- Orville Redenbacher

- Bob Evans
- Leland Tollett of Tyson Foods
- Harold Poling of Ford Motor Company
- Jesse W. Tapp of Bank of America



Bill Mensch studied electronics as a 4-H member[3]

- Andrew Bosworth of Facebook
- Ken C. Hicks of Footlocker
- Javier Palomarez of the United States Hispanic Chamber of Commerce
- Frank L. VanderSloot of Melaleuca
- Bill Mensch of the Western Design Center
- Arnold W. Donald of Carnival Corporation.

Entertainment and media



Julia Roberts

- Johnny Carson
- Steve Doocy
- Nancy Grace
- Florence Henderson
- Holly Hunter
- Karen Kilgariff
- David Letterman
- Miss America Jacque Mercer
- Jim Nabors
- Aubrey Plaza
- Donna Reed
- Julia Roberts
- Sissy Spacek
- Tony Award nominee Tom Wopat
- Anne Burrell of the Food Network

Military

- Hugh Shelton
- Creighton Abrams
- Russel L. Honoré
- Wilma Vaught

Music

- Luke Bryan
- Johnny Cash
- Trisha Yearwood
- Faith Hill
- Jennifer Nettles
- Reba McEntire
- Vince Gill
- John Denver
- Glen Campbell
- Charley Pride
- Ricky Skaggs
- Dolly Parton
- Roy Acuff
- Roy Rogers
- Randy Owen
- Jermaine Jackson



General Hugh Shelton raised Hereford steers as a member^[4]

- Kevin Richardson
- Order of Lincoln winner Sherrill Milnes
- National Endowment For The Arts National Heritage Fellowship and Fulbright Scholar Jean Ritchie

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**True
Leaders**
in Service

Planning Guide

Purpose

4-H members have always been proud of the communities they call home. Whether they live in cities, towns, or rural areas, 4-H'ers make their communities better year-round, but they couldn't do it without help. For this reason, True Leaders in Service was created in 2017 as a way for all 4-H members to say "thank you" to their communities, counties, and states for all the support they have provided to 4-H for over 100 years.

True Leaders in Service, a month-long community service activation, officially kick-offs the first day of April, and culminates with the National 4-H Day of Service on the last Saturday of April each year.

Thousands of 4-H'ers venture out into their communities throughout the month of April to do what 4-H'ers do best: lead in service to tackle community challenges and help meet the needs of others.

The National 4-H Day of Service can take place in every county across the country. 4-H members, adult volunteers and friends help improve their communities by adopting a service project. These projects can be done as individuals, as an entire county 4-H program, or anything in between. No matter the project, this is a day that will make a difference!

Please register at 4-H.org/true-leaders-in-service

Goal

The goal of True Leaders in Service is to encourage 4-H members in every county to make a big impact on our country. Each 4-H club or program will choose how best to ignite their spirit of service as they offer help in hundreds of ways across the nation throughout the month of April and/or on the National 4-H Day of Service.

Making it Your Day of Service

We know 4-H'ers serve their communities all year long. We intend to highlight these contributions throughout the month of April, and we invite you to make the National 4-H Day of Service your day! You can work independently, as a group, or side-by-side with adults to serve your community. You can recruit non-4-H members to join in or partner with another youth group. Your service project can be as small as mowing a neighbor's lawn or as large as designing an innovative new community service project that will extend well beyond one day. Whatever your project is, it's your day to make a lasting, positive impression.

Participants

True Leaders in Service is open to everyone in the community: 4-H and non-4-H members, their parents, club leaders and volunteers. Depending on how big your service project is, you could even invite other youth to join you.

What a great way to recruit new members to 4-H! Through one day of service, the youth in your community can see first-hand what 4-H does, how it serves others, and how much fun you have when everyone works together. Make your day of service special for someone else by extending an invitation!



Ideas

Your service can be any project that makes a difference in your community and/or county. It can be as simple as cleaning up a yard for someone who is elderly or disabled, cleaning a house or doing simple painting or repairs, picking up trash in a local park, or collecting food for your local food bank. Other ideas include making care packages for seniors, the military and other special groups; coordinating a recycling day; planting trees, shrubs, or flowers to beautify your community; mentoring kids with disabilities; or working with a Senior Center to plan a day so that 4-H members can interact and visit with the residents.

Organizations that could help

You might contact one or more of the following organizations or groups about working together on a service project. This list will vary depending on your community and county, and many will have others not listed here:

- County Commissioners
- Courts
- County or Parish Boards
- Lions clubs
- Master Gardeners
- Kiwanis clubs
- Garden clubs
- Chambers of commerce
- School districts
- Department of Transportation
- Park and recreation departments
- After-school programs
- Homeless shelters
- Missions
- Churches

Determining what's needed in your Community

Whether you live in the smallest community or the largest city, every community has a need for some kind of assistance. If you can't readily identify a need or project, call your County Extension professional; he or she can help you to get in touch with one of the many organizations and/or agencies they collaborate with.

You can also advertise your services to the community and have residents submit a service project request. From these requests, a certain number of tasks can be selected to work on. What determines your decision to accept a particular job request will be based on your community or county, as well as the number of youth involved.



Another way to identify what is needed in the community is by involving 4-H members in a simple needs assessment experience. Provide 4-H members with a basic interview form and have them work in groups of four or five youth and one adult, as they go out into the community and seek input from adults and youth. You can then identify the similarities and differences of community needs for different age groups and use that information to guide the service activity.

Planning a Safe Service Project

With any True Leaders In Service event it is important to review the risk management information provided to you by 4-H and use the resources available to plan a safe and successful event. You will need to have an adult (parent, volunteer, club leader or project manager) involved to assess any risks to participants, bystanders, and property. These individuals will also supervise and assist where needed. No group should engage in a service project that poses a risk for any person or property. This Planning Guide provides some tools to help assess any potential risks. If equipment is needed for a service project, it must be used according to the manufacturer guidelines and only be used by age-appropriate individuals who have been trained in the correct use of the equipment.

All adults who are working independently with youth must be screened through the respective states' 4-H volunteer screening program.

Signing up

In order for everyone to enjoy a successful True Leaders In Service and National 4-H Day of Service project, we ask all individuals and groups to register their projects by April 30 through the True Leaders In Service website at 4-H.org/true-leaders-in-service

Please register at 4-H.org/true-leaders-in-service

Reporting

Were you part of the greatest youth service project in the United States? If you think you were, tell us about it!

The person who registered the group should report the activities and accomplishments of the service project after the event concludes. You will find a reporting link on the True Leaders In Service website to record the number of people involved, the number of people reached, demographic information, and some narratives to complete regarding the significance of the event.

Information reported in the system will be compiled and distributed to the 4-H system, highlighting the day's success.

Reports must be filed by **May 15 @ 4-H.org/true-leaders-in-service**

Getting the Word out

Public Service Announcement Talking Points

Use these talking points to record ads for your local radio stations. If possible, have a 4-H'er do the recording, as a young voice will stand out from the rest of the chatter on the radio. Or, if you know a well-known local person who is a former 4-H member, ask him or her to record the PSA.



- 4-H is the state's oldest youth organization. For more than 100 years, it has received many different kinds of support from communities for programs that help grow kids and create tomorrow's leaders. 4-H has decided to set aside the month of April and one specific day in April each year to give back to our communities, as a way of saying thanks for all your support! It's called True Leaders in Service. This concept evolved from the Texas 4-H program which has been holding a "One Day of Service" event since 2009 and has become the nation's largest organized day of community service.
- This year's National 4-H Day of Service is on April 27, 2019. All over the state, 4-H clubs, adult volunteers, and friends will conduct community service projects to say thanks for the many years of support we have received from parents, neighbors, volunteers, and local businesses and organizations. And you don't have to be a 4-H member to help out — we love volunteers of all ages!
- The [XXXXX] Extension Service 4-H office in [XXXXX] County would love to hear your ideas for what could be done to improve our community. This could mean helping a person or family in need make minor home repairs or do yard work; raising money for a charity; cleaning up streets, parks, or highways; planting trees or gardens; or any number of other projects. Most of our National 4-H Day of Service projects will be done in one day by volunteer crews, which will include 4-H members and friends, adult leaders, and other adult and youth groups. Please submit a service project request to your County Extension Office by March XX, 2019.

Social Media

- Encourage your audience to celebrate #TrueLeaders in Service by sharing photos of youth and families participating in community service projects.
- On Facebook, Instagram or Twitter, ask the 4-H community and supporters to plan their own community service project and register it at www.4-H.org/true-leaders-in-service.
- Use the official hashtag in all social media posts: #TrueLeaders

EXAMPLE POSTS:

- Join [STATE] in celebrating #TrueLeaders in Service this month! Learn more: <http://bit.ly/2ioes4b>
- April is all about community service! Share photos of #TrueLeaders in your community giving back! <http://bit.ly/2ioes4b>
- April 27 is Nat'l @4H Day of Service! Join [STATE] as we celebrate #TrueLeaders making a difference through community service!
- Today is Nat'l @4H Day of Service! Celebrate with us by sharing how #TrueLeaders in your community are making a difference!
- This #TrueLeaders in Service month, we're celebrating youth who pledge their hands to larger service. Join us!



Email Messaging

Subject Line: 4-H Celebrates True Leaders In Service this April!
Preview Header: How do you pledge your hands to larger service?

EMAIL BODY:

This April, join [STATE 4-H] as we pledge our hands to larger service all month long!

4-H's annual True Leaders In Service Initiative is a way for all 4-H members to say "thank you" to their communities, counties, and states for all the support they have provided to 4-H for over 100 years. The month-long community service activation will officially kick-off the first day of April and culminate with the National 4-H Day of Service on Saturday, April 27.

We are encouraging youth and adults to venture out into the community to lend a helping hand through fundraising, neighborhood clean-up, beautification projects and much more.

To learn more, visit <http://www.4-h.org/true-leaders-in-service> or contact [NAME] for more information about local service projects in your area.

Help us make a positive, lasting impression on our community and celebrate the True Leaders making a difference through service.

News Media Guidelines

Want to get your local news media involved in telling about your National 4-H Day of Service event? Here are some ideas:

News operations are as different as the people who staff them, so there is no single approach that works best. Check first for advice from someone such as your County Extension professional, who works regularly with local reporters and knows from experience who to talk with and what approach might be best.

News Release

Decide how you want the local media involved in telling your story. Do you want their help in putting the word out to encourage people with project ideas to contact you? If so, write a brief news release. Prepare a one-page release and send it directly to the person you've identified who handles news such as yours. At the top of the page, always include a date and headline as well as contact info in case the reporter needs more details. Your opening paragraph should get to the main point in a single sentence. Follow up with supporting details (including the who, what, when, where, and why questions) and end with what you want the reader to do.

See page 7 for a sample news release. Please develop your own local story, using quotes and information from those involved.



SAMPLE

NEWS RELEASE

April 1, 2019

County's 4-H members planning big "thank-you" to community
Local youth to join thousands nationwide in national 4-H True Leaders in Service Initiative

Contact: Jim Green
979-123-4567
j-green@gmail.com
www.4-H.tamu.edu

(XXXX) In recognition of National Volunteer Month, county 4-H members will lead community projects to give back to their communities on Saturday, April 27. The effort is part of a month-long 4-H True Leaders in Service Initiative, with thousands of youth nationwide rolling up their sleeves in service to their local communities.

Local youth will lead a wide range of service projects, ranging from food drives to community clean-up initiatives. The idea of service is not a new one for 4-H'ers; a Tufts University national longitudinal survey showed that 4-H'ers are four times more likely to contribute to their communities through service.

"4-H is more than 100 years old, and we know we wouldn't be thriving in this county without the help of many of our friends and neighbors, past and present," said Jim Green, the county's 4-H and youth development agent with the A&M AgriLife Extension Service. "As a way of saying thanks, we're joining with thousands of 4-H'ers and other volunteers from around the state to organize a True Leaders in Service National 4-H Day of Service on April 27."

Anyone with an idea for a community service project, large or small, is encouraged to come by the AgriLife Extension office at [ADDRESS] and fill out a 4-H Job Request Form. The forms must be turned in by March X, Green noted, so that the jobs can be planned and organized.

"Some projects may be beyond what we can do," he explained, "but we hope to get a lot accomplished and help make our communities better by giving back to them."



www.4-H.org/true-leaders-in-service

Media Advisory

You can generate lots of local interest in the True Leaders in Service campaign through Twitter or other social media in the weeks before and on the day of the event. Sometimes you can interest the news media in doing their own stories on the day of the event as well. Try to direct reporters to an activity that offers good visuals for photos or video and have them talk to members or volunteers who have had some experience speaking to the media, if possible.

Put together a media advisory to give reporters the information they will need to cover the story themselves. It could look something like this:

SAMPLE

April 1, 2019
MEDIA ADVISORY

County's 4-H members planning big "thank-you" to community

Contact: Jim Green, 979-123-4567, jgreen@tmail.com, www.4-H.tamu.edu

What: (XXXX) County 4-H Clubs are organizing a 4-H True Leaders in Service event in gratitude for the support they have received from local people for many years. They will join with thousands of other 4-H'ers nationwide in rolling up their sleeves to serve their local communities.

Who: An estimated 500 4-H members and other volunteers will be cleaning parks, picking up litter, planting trees on the courthouse square, and helping elderly residents with chores and fix-ups around their homes.

When: All day Saturday, April 27, from 8 a.m. to 8 p.m. The event coincides with a nationwide "thank-you" that 4-H is offering on the same day in every county.

Where: Throughout (CITY/COUNTY). A list of where and when volunteers are working is available. Activities of special note include 4-H kids planting 30 trees on the courthouse square at 10 a.m. A work crew will be fixing playground equipment at (XXXX) School beginning at 11 a.m.

Why: 4-H, the state's oldest youth organization, is conducting community service projects across the state. This is a way for 4-H to show gratitude for the many years of support the organization has received from parents, volunteers and neighbors.

How: The A&M AgriLife Extension 4-H office in the county solicited ideas for what could be done to improve the community. More than 100 help requests were received. Most projects will be done by volunteer crews that will include 4-H members as well as other civic groups.



Other means of advertising

Weekly newspapers might print your news release verbatim, while other media may run only a mention, if anything at all, so don't rely solely on the news media to generate a public response to your request for service project ideas. Consider other means, including posting a story on the Extension website for your county; getting a mention in a county agent's blog or newspaper column; hitchhiking on direct mail pieces that go out to the community from the local Extension office; or posting flyers and distributing Job Request Forms at banks, libraries and grocery stores.

Follow-up stories

Help your local media get the full story by keeping tabs on how your community service efforts can be quantified. Include any statistics that measure your success: number of volunteers who worked, number of truckloads of trash hauled to the landfill, bags of litter picked up from the roadways, number of homes where trees were trimmed, and so forth. Recruit some volunteers ahead of time who can report these numbers to you.

Community Service or Service Learning: What type of project should you choose?

Many people ask about the difference between community service and service learning, and which to choose for their National 4-H Day of Service project. Either is fine, because both provide a service to the community or individuals. To determine what type of project your 4-H group should do, answer these questions:

- Is this a project for which your 4-H members will identify a need and plan (SERVICE LEARNING), or is it something they have been asked to participate in by another organization (COMMUNITY SERVICE)?
- Will the project provide an opportunity for the youth to distribute goods and services once they are collected, such as distributing food at a food bank, and perhaps provide healthy recipes for using the food products being distributed (SERVICE LEARNING)?
- Is this project solely asking 4-H members to drop off canned goods, baked goods, or some other article (COMMUNITY SERVICE)?

Community service and service learning both reach out and serve the community, however a service learning project allows those conducting the project to either identify the issue based on their knowledge and community needs, or it arises from something that affects them personally, such as a community illness, accident, or disaster. A service learning project also immerses the youth in the project. An example of a service learning project would be if 4-H members conducted a needs assessment and found out that while they have a local food pantry that provides non-perishable foods for local families, the families do not have access to fresh produce. The youth could explore strategies to provide fresh produce locally, identify a space to create a community garden, raise funds to cover the expense of creating the community garden and work together to create and maintain it, with all of the produce being distributed through the food pantry. Another example would be working hand-in-hand with a family building a Habitat for Humanity house, or working on a community beautification project. The final component of a service learning project is the opportunity to reflect and process the project experience, which allows the youth to understand the value of their commitment and talk about future community assistance.



Community service, while vital, is more focused on conducting a predetermined task. For example, a 4-H group is asked to participate in leading people through a tour of a historical site. Although they are providing a valuable service to the community, the 4-H'ers will probably not experience a personal difference in their lives or contribute to change in their community. Another example would be a bake sale supporting the local children's home. While the 4-H members know they are doing something good for other kids, they might not understand why they are helping. Simply talking to the 4-H members about why some of the children are in the home and what might help them find a permanent home could change the project from community service to a service learning experience.

Community Service Quotes

Everybody can be great because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You only need a heart full of grace, a soul generated by love.

—Martin Luther King Jr.

Living is the art of loving. Loving is the art of caring. Caring is the art of sharing. Sharing is the art of living. If you want to lift yourself up, lift up someone else.

—Booker T. Washington

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong.

—George Washington Carver

No one is useless in this world who lightens the burden of it for someone else.

—Benjamin Franklin



When you cease to make a contribution, you begin to die.

—Eleanor Roosevelt

I don't know what your destiny will be, but the one thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve.

—Albert Schweitzer

No act of kindness, no matter how small, is ever wasted.

—Aesop

Our nation will succeed or fail to the degree that all of us citizens and businesses alike are active participants in building strong, sustainable and enriching communities.

—Arnold Hlalt

The miracle is this: the more we share, the more we have.

—Leonard Nimoy



We ourselves feel that what we are doing is just a drop in the ocean, but the ocean would be less because of that missing drop.

—Mother Teresa

Snowflakes melt alone — but together they can be traffic stoppers!

—Anonymous

Teamwork allows common people to attain uncommon results.

—Anonymous

Some people want it to happen, some wish it to happen, others make it happen.

—Anonymous

Volunteers aren't paid, not because they are worthless, but because they are priceless.

—Anonymous



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Reflections

Delving into the topics of service-learning and servant leadership has unveiled a common thread for the researcher. Just as the researcher believes that learners who have many service-learning experiences in their youth turn out to have servant leadership skills in adulthood; the researcher believes that reflection results in personal growth. The key to service-learning is reflection. The learner must complete the act of service and then reflect on the significance of the service, find the meaning within the interactions, and search themselves to determine how the experience shaped them. In turn, a servant leader must be a reflective person. This is the common thread: reflection is the key for both service-learning and servant leadership.

The literature review and project have led the researcher to the conclusion that reflection is difficult. Reflection is the component that elevates service to service-learning. Earnest reflection promotes growth throughout many arenas of life, including this one. However, reflection does not necessarily come naturally or easily to most individuals or educators. If it is not an instinctive part of an educator's repertoire, then it is a part of their craft that needs to be honed. This will be beneficial for both educator and student, and for those who are on the receiving end of service-learning experiences. The hope is that educators will realize the critical need for reflection and cultivate a reflective atmosphere. This is how educators adopt a

service-learning pedagogy and promote personal growth among the youth that they reach.

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