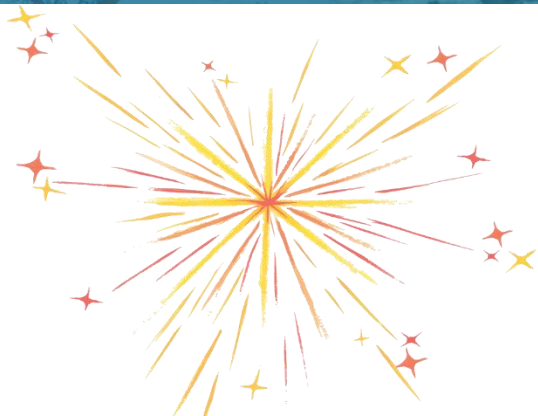




Camp Fire

Teens in Action

Teen Leader Guide



Light the fire within

Teens in Action

Welcome to Teens in Action, a guide that takes you through the journey of brainstorming, planning and conducting a service project to better your community!

Are there problems in your school you'd like to see fixed? Issues in your neighborhood you want addressed? Teens in Action provides you the opportunity to work together as a group to examine these challenges and come up with solutions to problems in your community.



By challenging yourself, mastering new skills, and working collaboratively with your group, you can transform your community in ways you never thought possible. This guide provides you with tips, tools and techniques to support you through the process of conducting a service project.

Ready to get started?

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Getting Started

Before diving right into your service project, it's important to get a feel for the service-learning process as well as this Teen Leader Guide.

**Here is a list of 5 things to do
to get ready for the weeks ahead:**

1. Read **Welcome to Teens in Action** to learn about what you'll be doing these next few weeks. Ask your Camp Fire leader any initial questions you have about the project.

2. Skim this **Teens in Action: Teen Leader Guide** with the group to get a feel for the format, activities and resources inside. Remember, you are the leaders of this project! It's important that everyone feels comfortable and confident using this guide.

3. Walk through **Service Projects 101** and the five steps to completing a service project. Ask any questions you have about the service-learning process and the types of service projects the group can complete.

4. Look over the **Roadmap** to learn the format of each step and how to fill them out. Read the sections on **Jump Starts** and **Reflections** to become familiar with the type of games you will be choosing from.

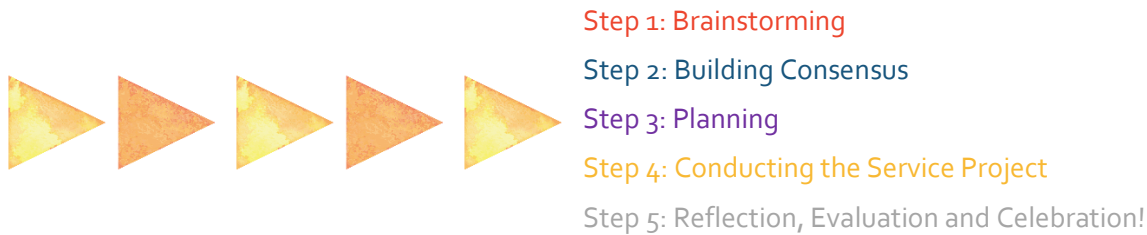
5. Discuss **Working Together** and complete a Group Contract.

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Service Projects 101

By the end of this guide, you'll have completed a service project that uses the skills and passions of the individuals in your group to address a problem facing your community. You have the power to make a difference in your world. By brainstorming, planning and executing a service project, you will be able to see the impact your hard work makes.

TIA splits the service-learning process into 5 Steps:



Step 1. Brainstorming

The very first step on the service-learning process is brainstorming, where everyone in the group shares their thoughts and ideas on the challenges facing your school or community. During this step, the group gets to know each other and comes up with at least two ideas for a service project.

Step 2. Building Consensus

Part of working in a group is making sure everyone's voice is heard and decisions are being made respectfully. During this step, the group decides what the service project will look like.

Step 3. Planning

You've identified an issue in your community and thought of how the group can help – now make it happen! It's important to set realistic time lines, spell out the tasks that need to be completed, make assignments, and set deadlines. Covering all the bases in the planning stage will help the project run smoothly. Step 3 is finished when the group is ready to conduct the service project.

Step 4. Conducting the Service Project

This is when all of your planning turns into action. During this step, the group finally conducts the service project and records how it went.

Step 5. Reflection, Evaluation and Celebration

After weeks of hard work, a celebration is in order. During this step, the group reflects on successes, challenges, roadblocks, and triumphs. It's also an opportunity to celebrate all you've accomplished. Celebrations can be an event filled with fun, food, guests, awards and more. Work with your Camp Fire leader to plan an exciting way to wrap up the service learning process and celebrate a job well done.



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Checklists

Because you are the leaders of this project, the group will decide when it is time to move to the next step of the service learning process.

But how will you know when you are ready?

All five steps include a checklist with tasks that must be completed before moving on. You should use this checklist to plan for the session and choose activities that complete each task. Think of this as your big “To-do” list; once everything is crossed off, you are ready to move on to the next step! The checklists for each step are:

Step 1: Brainstorming

By the end of this step, the group should have completed the following tasks:

- ☐ Complete an activity to get to know each other better.
- ☐ Complete an activity to talk about community needs.
- ☐ Have everyone share their opinion on the service project.
- ☐ Think of **at least two** service project topics.

Step 2: Building Consensus

By the end of this step, the group should have completed the following tasks:

- ☐ Complete an activity to get to know each other better.
- ☐ Talk about what it means to build consensus.
- ☐ Allow everyone to voice their opinion on the service project.
- ☐ Decide which service project the group will tackle.

Step 3: Planning

By the end of this step, the group should have completed the following tasks:

- ☐ Look back at the Group Contract to make any changes and ensure it is being followed.
- ☐ Set at least two group goal for the project.
- ☐ Set at least one personal goal for the project.
- ☐ Determine all of the tasks needed to complete the project.
- ☐ Complete all of the tasks.
- ☐ Feel ready to conduct the service project during the next session(s).





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Step 4: Conducting a Service Project

By the end of this step, the group should have completed the following tasks:

- ☐ Complete the service project.
- ☐ Record your thoughts on how the project went.

Reflection, Evaluation and Celebration!

By the end of this step, the group should have completed the following tasks:

- ☐ Complete one final Jump Start activities.
- ☐ Reflect on the service process.
- ☐ Complete an evaluation form.
- ☐ Celebrate the hard work that went into your service project!



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Roadmap

It's up to you and your group to decide which activities you complete and when it's time to move on to the next step. Before beginning each session, the group works together to create a **Roadmap** detailing the activities you'll complete.

The Roadmap has 5 parts:



Checklist

Each step begins with a brief description of the activities as well as a checklist of things to accomplish before moving onto the next step in the process. The items on the checklist are required and can be completed by doing a combination of the activities in the step.

Jump Start

It's important to kick-off program time with an exciting group activity. Each step includes a suggested Jump Start to be done before beginning any of the other activities. More Jump Starts can be found on page 9 and can be used in addition to or in replace of the activity suggested. As some steps in the service-learning process may include multiple sessions, it is important to choose more than one Jump Start.

There are four different types of Jump Starts: **Introducing, bonding, energizing and relaxing**. Each category may be useful to do at a certain time during the process.

Required Activities

Each step has one or two required activities that are led by the Camp Fire adult leader. These activities are not listed in the Teen Leader Guide. Camp Fire adult leaders conduct the activities and hold a brief reflection to talk about the service-learning process.





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You Choose Activities

Just as the title says, this section of the step lists activities for you and your group to choose to complete the items on your checklist. This is where you get to engage in activities and discussions to think critically about your community, assess challenges and resources, draft a plan and execute a service project. All activities in this section are **optional** – the group decides which activities in this section are completed and when.

All activities include an estimation of the amount of time it will take to complete as well as any materials needed. Keep these two things in mind when deciding which activities to conduct.

Reflection

Along with the quick reflection questions at the end of each activity, it is important to have a more in-depth reflection that covers the completed stage of the service-learning process. There are reflection questions at the end of each step for you to answer with your group. Look on page 12 for interesting ways to go about conducting a reflection.



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Leadership Roles

When you think of any great sports team, you see a group of people working together to achieve the same goal. But if you look closer, you'll find that everyone has their own role, responsibility and tasks to complete to ensure the success of the team.

For example, a basketball team has a coach that looks after the players, a captain who makes decisions on the court, a manager who records successes and missteps, and fans that cheer them all on.

Leadership Roles may come in handy for your group to use to assign tasks, share responsibilities and stay on track to complete your goals. Just like a basketball team, having leadership roles can be a way for everyone in the group to use their skills to create a successful project. It is also a unique opportunity to challenge yourself, practice new skills, and be a leader in your group.

It is up to the group to decide which (if any) leadership roles are assigned and how someone is chosen for the position. Before beginning any step in the service process, the group should decide if leadership roles will be used. There are many different positions you can create with unique tasks and responsibilities. Here are 5 example leadership roles the group can use and a brief description of each.

Leader	Responsible for organizing the work of the group and being sure the group stays on task.
Note Taker	Records the group conversation by taking notes, either on paper or on a computer.
Timekeeper	Ensures that the group is able to devote appropriate time to each assigned task and completes all within the allotted time. This role is especially useful when the group has a tight time frame.
Observer	Watches the interaction of group members and reports difficulties or successes in group interaction. The Observer can help with group discussions and ensure everyone's voice is heard.
Energizer	Facilitates the Jump Start to energize the group for the start of the session, as well as encourages the group to stay on track and think positively.

These roles can and should change after each session. So for example, the leader for Step 1 shouldn't be the same as the leader for Step 2.

Once leadership roles are established, it's important to come up with a fair system to assign people to them. Roles can be assigned by [voting](#), [drawing names from a hat](#), [sign-up sheets](#), [rotating schedule](#), or [another fair system](#).

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Jump Starts

Jump Starts are a fun way to kick-off the session by getting to know each other, moving around in energizing ways, and preparing for the session ahead. While each session has a suggested Jump Start, you may want to play additional activities before working on your project.

There are four different types of Jump Starts: Introducing, Bonding, Energizing and Relaxing. Each category may be useful to do at a certain time during the process. For example, Introducing Jump Starts may be beneficial to implement at the beginning of the process so that group members feel more comfortable with each other. Relaxing Jump Starts can come in handy during stressful points during the project.

It is up to the group to decide which Jump Start is chosen and who leads the activity. Jump Starts and leaders can be picked by [voting](#), [drawing names from a hat](#), [sign-up sheets](#), [rotating schedule](#), or [another fair system](#).

Introducing

Bubble Names

Give everyone a large sheet of paper and draw the letters of your name in large bubble letters. In the open spaces of each of the letters, write or draw a few facts about yourself (e.g., favorite food, hobbies, family, friends, birthplace, etc.). Share your bubble names with others in the group.

Blanket Game

This game is best for groups who don't know each other. Divide the group into two teams. Ask for two volunteers to hold a large blanket up, and have the teams stand on opposite sides. The volunteers must hold the blanket so that teams cannot see the members of the other team. Each team picks one person to stand up and face the blanket. When both teams are ready, the volunteers drop the blanket. The first person to say the name of the person across from them wins.

Brief Interviews

Split up into pairs and interview your partner for five minutes to find out three interesting facts about them. Share your findings with the group by introducing your partner to everyone.

Unique in Common

Split into pairs and get to know your partner. The goal is to try and find the most unique thing that you share in common. For example, you may find out that you were both born in the same hospital, or that you share the same favorite movie. Chat for a few minutes and then share what you have in common with the rest of the group.

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Energizing

Copy My Rhythm

Choose someone to lead this activity by creating a rhythm by clapping, snapping, knee slapping, vocal noises, singing, or any other noise. Everyone else follows the rhythm. It can be done as a repeating rhythm or as a call and response. Mix it up by increasing the difficulty as you go. Allow others to lead the rhythm.

Stand Up

Split into pairs. Sit down back-to-back with your partner. With both of your feet flat on the ground, and without using your hands, try to stand up. Communicate with your partner and try out different strategies.

Bounce the Ball

This energizer requires a ball, which can be anything from a tennis ball to a large bouncy ball. Everyone stands in a circle. The person with the ball bounces it to someone in the circle and says the name of a vegetable. That person must catch the ball and say the name of another vegetable while bouncing it to someone else in the circle. This goes on until someone loses the ball or can't think of a vegetable. This game can be repeated by playing with different categories (movies, celebrities, names of songs, presidents, etc.).

Three-Headed Oracle

Have three volunteers stand up in front of everyone, shoulder to shoulder. Introduce them as one, three-headed oracle that can answer any question. Each "head" can only say one word at a time. Take turns asking the Three-Headed Oracle questions on any topic (art, fashion, physics, the future, etc.). The Three-Headed Oracle must answer by having each volunteer say one word at a time, so that the three of them build sentences together. When one of the "heads" feels the answer is done, they just stop talking.

Relaxing

Stretching

Sometimes, the simple act of standing up and stretching can work wonders for energy and relaxation. As a group, stand up, bend over, and touch your toes (or as close as you can get). Then try to slowly roll your bodies up until, ultimately, you are standing tall with hands stretched toward the ceiling. This can be done with sounds or coordinated breathing. Repeat as many times as necessary.

Imagery

To relieve stress and get in the right headspace to start the session, have a volunteer or Camp Fire staff guide the group to a "happy place" in their mind. Close your eyes and envision this happy place, thinking about how it looks, feels, smells, and sounds—the more details the better. Stay in your "happy place" for as long as you can and slowly transition to the next activity.

Yoga

Have a volunteer or Camp Fire staff guide the group through a few yoga poses to relieve tension in your muscles and get energized for the session.

Mindfulness Body Scan

Sit or lie down comfortably with eyes closed. Have a volunteer or Camp Fire staff lead this activity. Begin by zooming all of your attention to your feet and toes, noticing how they feel and move. Zoom up and focus on the legs. Then move the focused attention to your torso and back. Continue all the way up their bodies, paying attention to how each part of your body feels individually. At the end, focus on your whole body and brain to think of what it can accomplish during this session.

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Bonding

"Cross the Line If..."

Everyone stands on one side of the program space with a volunteer or Camp Fire staff member standing in the middle. The person in the middle says a statement, and anyone for which the statement is true must silently cross to the other side of the space.

Sample statements: "Cross the line if..."

- You have brown eyes.
- You grew up in this town/city.
- You feel safe walking alone at night.
- You can pick up a magazine and find people who look like you.

Notice who moved to the other side and who stayed.

Discuss any interesting statements to get to know one other.

Mill to Music

Ask the Camp Fire staff to play music from a phone or a computer. While the music plays, move around the room—you don't have to dance or even move to the beat; simply mill about. Once the music stops, form a pair with the person closest to you. A Camp Fire staff member will throw out a question for you and your partner to discuss for a minute, then start the music again and repeat.

Sample questions:

- What does a perfect Saturday look like?
- Which fictional character do you think best represents you?
- How do you feel about the group's progress so far?

Do You Love Your Neighbor?

Have everyone stand in a circle with one person in the middle. The person in the middle says something like, "I love my neighbors who love pizza." All those who can answer yes must leave their place and find a new spot in the circle. The person left in the middle is the next to make the "I love my neighbors who..." statement. Any statement is fair game, and the goal is to have at least some people answer yes.

Sample statements: "I love my neighbors who..."

- Walk to school.
- Love science class.
- Play soccer.
- Have broken a bone.

Fact or Fiction

Write down two goals of yours on a slip of paper—one real and the other made up. Goals can be anything, from making a varsity sports team to reading one book a month. Take turns reading both goals and having the group vote on which one they think is true. Allow everyone the opportunity to say which goal is real and why it is important to them.

Create Your Own!

Feel free to create your own Jump Start activity! Do you know of a quick game the group can play before jumping into the activities? Volunteer to lead a new Jump Start.

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Reflection

Reflection is one of the most important parts of this service project. It is a way for you to talk about what happened, hear the thoughts and opinions of your peers, and gain new knowledge for the upcoming challenges. Reflecting is looking into a mirror and saying “What went right, and what can I improve?”

After each activity, there are reflection questions that should be asked and discussed with the whole group. These reflections are meant to be a quick way to talk about the activity.

After each step, there are reflection questions that should take more time and thought to answer. These questions talk about what happened during the step, what knowledge has been gained, and what the group will do next. For these reflections, you can choose from six different **reflection strategies** listed below. Each reflection strategy is a unique way to answer the questions listed at the bottom of each step. The group can decide or vote which strategy to use at the end of a session.

You do not have to stick with a certain reflection strategy for each step. Try different ways to answer the questions and find out which way works best for everyone in the group. You can even come up with your own!

<p>Circle Game</p> <p>Gather everyone and give each participant an index card or a loose piece of paper. Write down a question or a comment you have about the session on the piece of paper. Have a volunteer collect the papers and place them in the middle of the circle. One at a time, everyone draws a card and answers the question or responds to the comment. The cards are anonymous and everyone in the circle can help answer the question. Repeat until all of the cards have been read.</p>	<p>Two-Dollar Summary</p> <p>Have a volunteer or Camp Fire staff read the reflection questions at the end of the step. Everyone then writes down a “two-dollar” response to the questions. Each word is worth 10 cents. Share your responses with the group.</p>
<p>Group Discussion and Shout-Outs</p> <p>Have a volunteer or Camp Fire staff lead a discussion to debrief on the day and answer the discussion questions. After the questions have been talked about, allow anyone in the group to give a shout-out to a group member who stood out to them. The shout-out can be for a good idea, a helpful hand, or a positive attitude. Take notes of the shout-outs and refer back to them later in the project.</p>	<p>Journal</p> <p>Writing things down is a great way to organize your thoughts and remember things for the future. Read the reflection questions at the end of the step and write down your answers and ideas. Reflect on your experience, things you thought were positive, and things you hope to do better for the next session.</p>
<p>Exit Ticket</p> <p>Go over the reflection questions at the end of the step. On an index card or loose piece of paper, write your name, thoughts on project, and a question for the next session. Before leaving the program space, turn in your paper or exit ticket to Camp Fire staff. Discuss any lingering questions during the next program time.</p>	<p>Debrief Partner</p> <p>Have a volunteer or Camp Fire staff ask one reflection question at a time. Share your thoughts and ideas on the question with a partner. After a minute, you and your partner find another pair and discuss their answers. Repeat until all questions are discussed.</p>

Reflection Project

Step 5 of the service-learning process is all about reflecting, evaluating, and celebrating the hard work you and your group put into your projects. The Reflection Project is a way to track every step in the process and highlight the important moments. The group chooses a Reflection Project during your first session and continues to work on it until Step 5. During the celebration, you can present their reflection projects and look back on how far you and your group have come.

Comic Book

Instead of writing journal entries, you can write and draw comic book style reflections of the session. Be sure you are documenting specific interactions you had with other participants and your thoughts and feelings throughout the process. During Step 5 of the service-learning project, put the finishing touches on your comic books and present them to the group.

Social Media

Depending on resources and restrictions, the group can create a collaborative private social media (Twitter, Instagram, or Facebook) to post pictures, thoughts, quotes, and articles related to the project. Be sure you take turns posting multiple times per session. Everyone should have the opportunity to create and/or contribute to posts on the page. During Step 5 of the service-learning project look back on the posts made on the social media page and see the progress you made.

Scrapbook

Instead of individual journals for everyone, create a collaborative scrapbook documenting the session, including conversations, discussions, conflicts, and triumphs. If resources are available, include pictures of the group throughout the process. During Step 5 of the service-learning project, finish the scrapbook and show it off during your celebration!

Presentation

This reflection technique can be done individually or as a collaborative group presentation. After each session, record your thoughts and feelings on the project. Depending on resources, you can create presentation slides about each step of the service-learning project, including pictures, discussion topics, setbacks, triumphs, and a project evaluation. During Step 5 of the service-learning project, give a presentation to family, friends, and staff celebrating their hard work.

Multiple reflection techniques can be used each session. For example, posting on a Twitter page for the project might be a good way to track and record shout-outs after a group discussion.

Step 1: Brainstorming

Brainstorming is an important part of the service-learning project. When everyone is able to share their ideas, thoughts and opinions, the group can brainstorm a lot of ideas in a short amount of time. It's up to you all to think of what the community needs and how the group can make a difference!

Checklist

By the end of this step, the group should have completed the following tasks:

- ☐ Complete an activity to get to know each other better.
- ☐ Complete an activity to talk about community needs.
- ☐ Have everyone share their opinion on the service project.
- ☐ Think of **at least two** service project topics.

Roadmap

Look through this step and fill out the Brainstorming Roadmap on with the activities the group plans to complete. Decide if there will be any **leadership roles** for this step and record who is filling which role.



Remember: It is up to the group to decide whether or not to assign leadership roles. If your group decides to assign Leadership Roles, make sure there is an agreed-upon way to fill the positions. **Refer back to page 8 for more information!**



Jump Start

Every session begins with a Jump Start activity. These activities are meant to be a fun way to introduce yourself and get to know others in the group. Here is a good Jump Start to do on your first day as a group:

Jump Start: Knowing Me

Time: 10 minutes

Materials: One Knowing Me form per person

Everyone in the group finds someone they don't know very well and fills out the Knowing Me form together. Once everyone has chatted with their partner and filled out the form, introduce each other to the whole group and read a few of their answers.

More Jump Starts can be found on page 9. Be sure to do a Jump Start before every session.



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Brainstorming Activities

What does it mean to brainstorm? Brainstorming is the process in which groups come up with ideas or ways to solve a problem. It requires collaboration, teamwork and a willingness to speak assertively and listen carefully.



Complete as many brainstorming activities as needed to complete every item on the checklist. Take note of the **time** it takes for the activity as well as the **materials** needed. Be sure to read through the activity and gather the materials before beginning.

Rose, Thorn, and Bud

Time: 15 minutes

Materials: Choice of construction paper, whiteboard, or large poster paper

When you look at a single rose, you can see it has three parts: the beautiful flower, the prickly thorn, and the bud where a new flower will grow from.

With this image in mind, think of the strengths and weaknesses of your community. Create your own drawing of a rose (or have a group member with an interest in art volunteer to draw it). Draw the three parts of the flower (rose, thorn and bud) and write a sentence about your community next to each:

Rose: Something positive or beautiful about your community.

Thorn: An issue, challenge or resource that is lacking in your community.

Bud: A new idea or solution that would benefit the community.

Have someone gather everyone's flowers and create a community rosebush.

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Quick Reflection Questions:

- What did you think about the activity?
- Were there roses, thorns, or buds that came up more than once?
- What do these flowers say about our community?
- How can a community use a rose (a positive aspect of the community) to improve a thorn (an issue facing the community)?

Frenzied Brainstorm

Time: 10 minutes

Materials Needed: Piece of paper for everyone, whiteboard or poster paper for group discussion

This is a way to quickly jot down your initial ideas and thoughts without overthinking or second-guessing.

Choose a group member to lead this activity. The leader will be responsible for choosing and asking questions for everyone to think about and write down their answers.

Divide your paper into four squares. Set a timer for 30 seconds, and have the leader ask a brainstorming question (examples are below). Once the timer starts, write as many ideas as you can think of in the square.

Don't worry if your idea seems silly, stupid, farfetched or impossible. There are no bad ideas in this activity! Write down anything that pops into your head.

Example questions:

- Who or what needs help?
- Complete the question: What's up with _____?
- What are some problems with the world?
- Complete the sentence: Why doesn't _____ exist?
- What does your community or school do that you think is great?
- What are some resources available in your community?
- Complete the sentence: I wish my community _____.
- What are some challenges you or your peers are going through?

Once four questions are asked and your paper is filled with thoughts, highlight at least one interesting idea from each section to share with the group.

Have a discussion on a whiteboard or poster paper so everyone can share their ideas. Look for any common threads and make connections between needs, challenges, and resources the group thought of in the community.

Quick Reflection Questions:

- Why were you instructed to write down your thoughts so quickly?
- How is jotting down ideas like this different from a longer brainstorming session?
- Is this way more beneficial? Why or why not?
- How can you use the first thing to pop out of your head to come up with a focused issue for the project?

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Asset Mapping

Time: 15–30 minutes

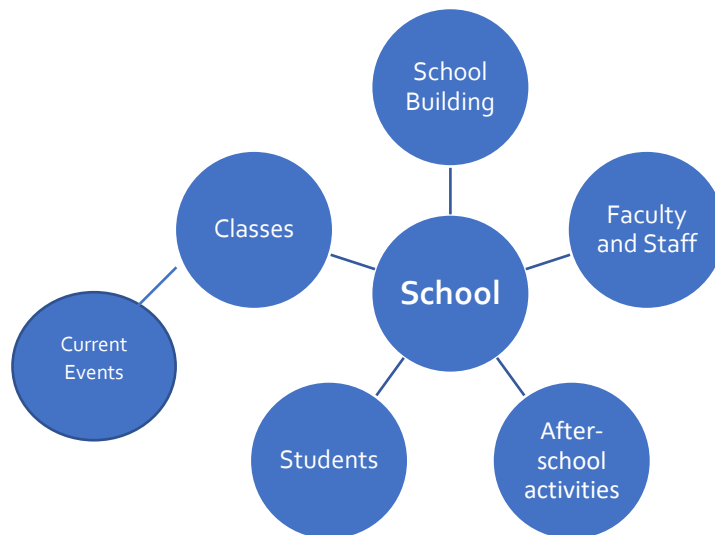
Materials: Whiteboard or large poster paper

Asset mapping is the process of creating a map of people, places and things that are valuable in a community. This activity is done best on a whiteboard or large poster paper. Decide whether there will be one person who writes the ideas down or if everyone will take turns.

To begin mapping, think of a main resource your community has to offer—perhaps a community center, an annual festival, or a strong leader. In the example below, the main resource is a school. On the whiteboard or large poster paper, draw a circle with the main community resource inside of it.

Next, think of the people, places and resources that connect to the concept in the middle. In the example below, the school is made up of not just students, but the faculty, staff, classes, after-school activities and more.

Take this a step further! Think of other connecting resources that may be helpful in thinking about a service project. Is there something you learn in class that may help the community? How can the group help students, faculty or staff? Is there something needed for the school building?



Once the map is finished, have a discussion to review the positive resources in your community. Highlight elements that you think are weaker than others. Target important hot spots where assistance is needed.

Quick Reflection Questions:

- What did you think of this activity?
- Did it help you understand the community better?
- What are areas where you think assistance is needed?
- How can this map help inform us on an issue to base the service project on?

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Community Needs Sticky Wall

Time: 20 minutes

Materials: Sticky notes, markers, wall or board space

Pass out five sticky notes and something to write with to everyone in the group. Think of and write down one global issue or local challenge per sticky note. Global issues can be things you read about in class or see on the news that affect people all around the world. Local challenges can be things you've experienced or seen in your community that need improvement.

Take as much time as needed to fill out the five sticky notes. Once everyone is finished, take your sticky note and post it on the wall to create a **Community Needs Sticky Wall**. Spend some time reading all of the ideas your peers have written down and ask any questions as needed.

After discussing what everyone wrote down, separate the sticky notes into five categories of your choosing. Categories can include:

- People
- Nature
- High-priority
- Resources needed

Make sure everyone is involved in this process and all group members have their voice heard.

Quick Reflection Questions:

- Was this technique beneficial? Why or why not?
- Which notes or categories stuck out to you the most?
- Why did you group certain things together?
- What does this sticky wall say about your community? What does it say about the group?



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Step 1 Reflection Questions

Brainstorming is complete! Now it's time to talk about the process, share your thoughts, and come up with ways to improve for the next session. Use a Reflection Strategy on page 12 to discuss the following questions:

What?

- Did the group complete all items on the Step 1 Checklist?
- How did you feel about the brainstorming process?
- What were the highlights of the sessions?
- What were some challenges the group faced?

So what?

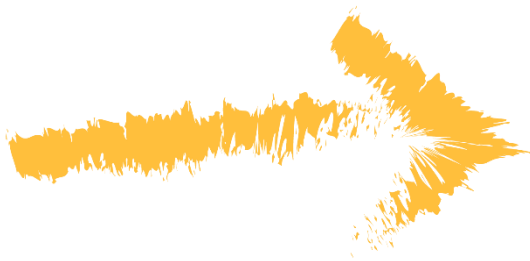
- Why is brainstorming included in the service-learning process?
- Why are the things we brainstormed important to the community?
- Are there other situations in your life that require brainstorming? If yes, when?

Now what?

- What is next for the group to do?
- What can we do better for the next session?

Self-Reflection

- What new skill would you like to learn through this project?
- What do you need in order to be able to learn it?
- How will you go about getting what you need?



Reflection Project

After each step in this guide, be sure to add to your chosen Reflection Project from page 13. What experiences from this step are important to remember? How can you capture what it was like to brainstorm as a group? What is important to remember for the end of the service project?



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Knowing Me

Ask your partner the questions below and write their answers on your sheet. After they've answered all of the questions, present your partner to the group.

Full name: _____

Birthday: _____ Favorite color: _____

Pets: _____

Hometown: _____ Where I live now: _____

Hobbies: _____

Favorite food: _____ Favorite restaurant: _____

Favorite place I've been: _____

Favorite book: _____

Favorite movie: _____

Favorite TV show: _____

My dream job: _____

If I could travel anywhere in the world, I would go to: _____

If I could meet any famous person, I'd want to meet _____



Step 2: Building Consensus

Once you have had time to brainstorm, explore, and discuss the resources, strengths, and needs of your community, the group must decide upon a service-learning project.

The goal of building consensus is for you to think critically about the brainstormed topics, participate in respectful debate, and decide as a group the direction in which the project should go.

Checklist

By the end of this step, the group should have completed the following tasks:

- ☐ Complete an activity to get to know each other better.
- ☐ Talk about what it means to build consensus.
- ☐ Allow everyone to voice their opinion on the service project.
- ☐ Decide which service project the group will tackle.

Roadmap

Look through this step and fill out the Brainstorming Roadmap with the activities the group plans to complete. Decide if there will be any **leadership roles** for this step and record who is filling each role.

Jump Start

Every session begins with a Jump Start activity. These activities are meant to be fun ways to introduce yourself and get to know others in the group. Here's a good Jump Start to share more about yourself and get to know each other:

Family Flags

Time: 10 minutes

Materials: 1 piece of blank paper per participant, coloring utensils, Internet access (if available)

This activity looks to help youth explore their identity and share their family history, cultural, heritage, and beliefs. Instruct youth to each create a flag for their family as if they were their own country. Encourage participants to include symbols of where their family is from, some of their traditions, what's important to them, and more. Youth can create their family flags on large pieces of paper and hang them up in the program space.

More Jump Starts can be found on page 9. Be sure to do a Jump Start before every session!

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Consensus Building Activities

This step in the process has two parts; first, the group must **choose one of the topics** you thought of during the brainstorming session. After that, the group must **explore solutions** to the topic and come up with a service project that addresses this issue with the resources at your disposal. Both parts require you to build consensus and make decisions.



What does it mean to build a consensus? Discuss with the group what “building consensus” means and how to achieve it. Think of a time when you’ve had to complete a group project. Did you agree with all of the decisions being made by the group? Did you feel like your voice was heard? How could have the decision-making process been improved?



Choosing a Topic

Before beginning to plan for the project, a topic must be chosen from the previous session. Examples of topics include:

- Lack of resources at the local animal shelter.
- Trash around the park.
- Not enough support for single parents.
- Lack of opportunities for homeless community members.

To choose a topic, there must be group consensus. Consensus can only be formed after everyone has voiced their opinions and weighed their options. **Consensus is not a unanimous vote and does not completely satisfy everyone.** Consensus is reached when everyone can say, “Even though the decision may not be exactly what I want, I can live with and support it.”

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Choose from these activities to make a decision on which topic to explore:

Voting and Ranking

Time: 10 minutes

Materials: Whiteboard or large poster paper, markers or stickers or sticky dots

An easy way for youth to lead the process of decision making is by voting or ranking. These processes allow everyone to have equal say in the final decisions. It is helpful to have the narrowed-down topics displayed on a whiteboard or large poster paper.

Dots/Stickers: Pass out the same number of stickers or sticky dots to everyone and have the group place their vote next to the topic they believe to be most important. If stickers or sticky dots are unavailable, give everyone different colored markers to make dots. Once everyone has voted, have a discussion over the results. Which topic seems to be the most important to the group?

Points: Assign everyone the same number of points (10 to 100) to divide among the choices. You can give however many points you want to any of the topics. Have the group report the number of points awarded to each topic and calculate the results. Which choice had the most points?

Final Voting: After listening to everyone's opinions on the topic, have a final vote to determine which important community issue you will tackle during your service project. Final voting can be done by show of hands, thumbs-up/thumbs-down, or anonymous ballot.

Quick Reflection Questions

- How did you feel about this process?
- Was this the best way you could have made a decision?
- Next time you have to make a big decision, what are some other methods you could use?
- How can you use this strategy outside of Camp Fire?

STOP!

Before moving onto the **Exploring Solutions** section and activities below, the group should have made a decision on which topic to tackle for a service project. Take a second to check in with everyone in the group to make sure there is a consensus before moving forward.

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Exploring Solutions

Once the broad topic has been chosen, the next step is to explore ways you can have a positive impact on your community in that area.

Because community issues are complex, the solution is never simple. That also means that **there isn't one correct way to address the problem**. There are several ways the group can move forward from here. For example, if a group chooses "lack of resources for the local animal shelter" as their issue, their projects could be:

- Raising money for the shelter.
- Collecting materials the shelter needs.
- Increasing media attention and public knowledge of the shelter.
- Coordinating and recruiting community members for a volunteer day at the shelter.

Your project must keep in mind your group's resources, skills, talents, and limitations to ensure it is impactful, challenging and possible.

Choose from one or more of the following techniques to explore solutions and begin planning your service project:

Project Proposals	
Time: 20 minutes	Materials: Paper or notebook, sticky notes
<p>On a piece of paper, silently write down one idea or proposal you have for the service project. Your proposal can be short (e.g., "Organize a community volunteer day at the animal shelter.") or more detailed (including steps to complete project).</p> <p>Once everyone has completed their brief proposal (this should only take about 5 minutes), silently circulate the room and read other group members' proposals. You can write any commentary you have on a sticky note and place it on the proposal. Commentaries should be respectful, positive and helpful.</p> <p>Once everyone has had an opportunity to make comments on other proposals, lead a discussion on the project ideas. What interesting proposals did you read? What stuck out to you? What makes your proposal a good idea? Is there a way to combine two or more proposals?</p> <p>Use these proposals to come up with the group's service project.</p>	
<p>Quick Reflection Questions</p> <ul style="list-style-type: none"> • How did you feel about sharing your own project proposal? • What were some of the comments you received on your proposal? • How can we make participants feel comfortable sharing their thoughts and ideas with the group without fear of judgement? 	



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SWOT Analysis

Time: 20 minutes

Materials: Whiteboard or large poster paper

SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis is a more complicated framework that helps groups explore a situation, strategy, or proposed decision in depth. It allows the group to step back and evaluate strengths, weaknesses, opportunities and threats in accomplishing a service project.

Draw the SWOT Analysis box (below) on the board and fill in the space for the Strengths, Weaknesses, Opportunities and Threats of a project.

	Helpful to Achieving Goal	Harmful to Achieving Goal
Internal (Inside the group)	Strengths <i>What strengths does the group have for combatting this issue? What unique capabilities and resources does the group possess?</i>	Weaknesses <i>What weaknesses does the group have that might hinder combatting this issue? What are some limitations based on group resources?</i>
External (Outside the group)	Opportunities <i>What opportunities or outside help is available to the group? Who can help with this project?</i>	Threats <i>What conditions (out of your control) would make combatting this issue difficult?</i>

Completing a SWOT Analysis can be challenging. You have to be realistic about the limitations to tackling the issue as well as optimistic about the ability and skills of your group and its members. Here is an example SWOT Analysis of a teen group wanting to create a service project to address stray animals in their community:

	Helpful to Achieving Goal	Harmful to Achieving Goal
Internal (Inside the group)	Strengths <ul style="list-style-type: none"> Whole group is already passionate about topic Maria has volunteered at local animal shelter before Mike and Mateo wrote papers on a similar issue for class 	Weaknesses <ul style="list-style-type: none"> Group has limited money to address problem Some group members aren't comfortable around animals
External (Outside the group)	Opportunities <ul style="list-style-type: none"> Local animal shelter has a volunteer program Our Principal has expressed an interest in helping us with it Mel's aunt works at a veterinarian hospital 	Threats <ul style="list-style-type: none"> May not have transportation to animal shelter School may not allow collecting donations Camp Fire may have rules against working with animals

Quick Reflection Questions

- What does the SWOT Analysis tell us about these topics?
- How do you choose the topic based on the SWOT Analysis?
- What are some strategies for determining the topic with the most helpful attributes?

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Researching Perspectives

Time: 30 minutes

Materials: Access to computers or tablets and Internet

This activity requires the Internet to complete. Check to see if internet access is available for you to use.

Often times, communities in different cities, states and even other countries face similar challenges. Issues such as homelessness, pollution, violence and lack of resources can be found all over the world. But people in other communities may have found unique and successful solutions to these problems and can be a source of inspiration for the group.

Take some time on the Internet to research and investigate how the issue you chose is being addressed in other places. Look for stories from around the globe about groups successfully working on these challenges in their communities. Use phrases such as “ways homelessness is being addressed,” or “groups tackling bullying in schools.”

As you’re researching, be sure to write down notes on how the issue is being addressed (both positively and negatively) in other places. Make sure to think about:

- How the issue is being addressed in other regions.
- Similarities to ways we are addressing the issue.
- Differences among the methods that are being used here and in other regions.
- Resources used/needed in other regions.
- Outcomes in other regions.
- Things we can learn from them.

After some research time, take turns sharing your discoveries on how similar issues are being tackled around the world.

Quick Reflection Questions

- What did you learn about how others are dealing with this issue?
- How can we use this information to create a project plan?
- Why is it important to look at examples of similar situations around the world?



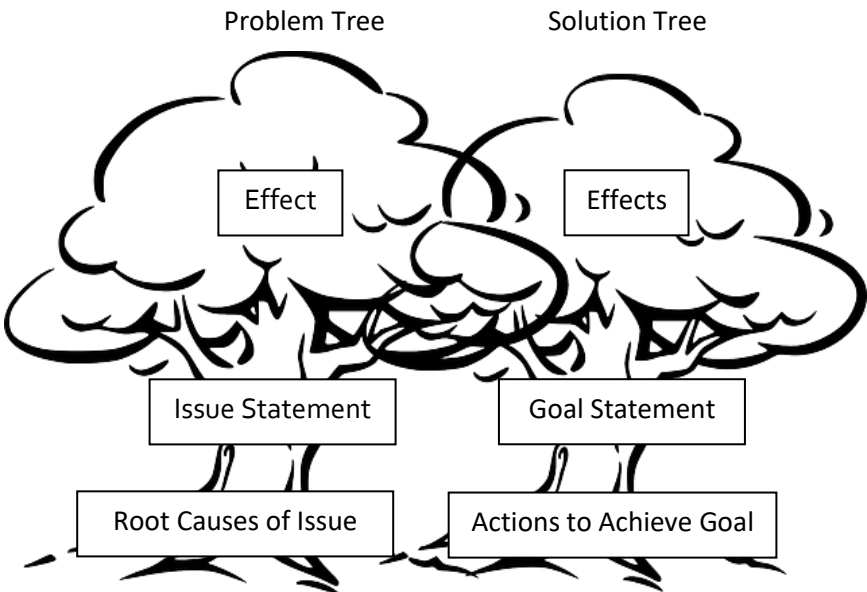
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Problem and Solution Tree Diagram

Time: 20 minutes

Materials: Example Problem and Solution Tree Diagrams (page 28), whiteboard or large poster paper

A Problem or Solution Tree is a way to visualize an issue, examine its cause, and explore its effect. There are three parts to the tree: the trunk, the roots, and the leaves.



Draw and fill out a Problem Tree and a Solution Tree individually, in pairs, or as a group. A sample Problem and Solution Tree can be found on page 28.

Quick Reflection Questions

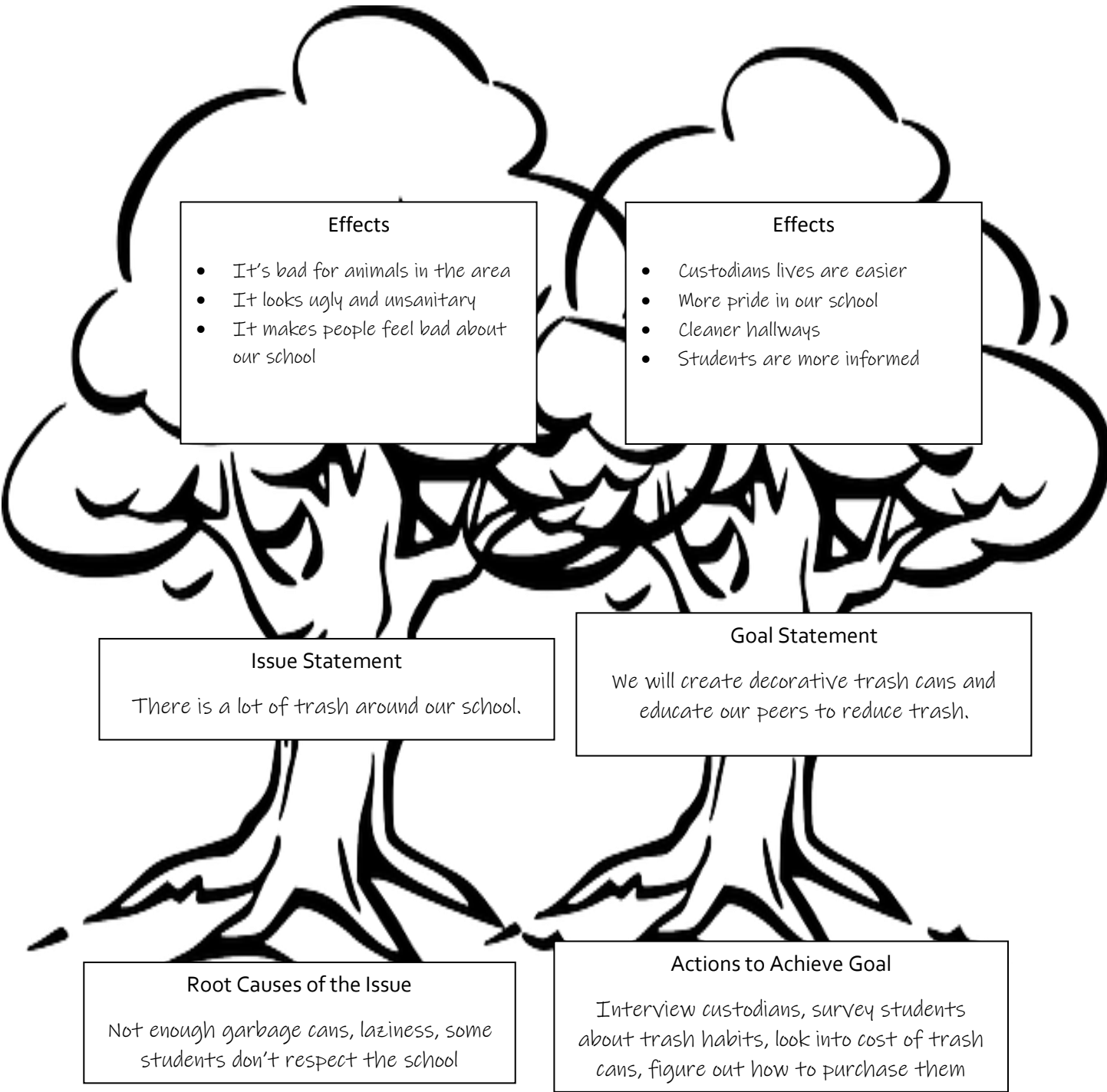
- Is this an effective way to organize this information? What other analogy could we have used?
- Which element (effects, statement, or root causes/actions) was the most difficult to fill out? Which element was the easiest? Why?
- How does this diagram help us with the next steps of our project?



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Problem Tree

Solution Tree



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Project Proposals

Time: 20 minutes

Materials: Paper or notebook, sticky notes

Distribute paper to each participant and have them think of one project they would like to do on the community issue. Their proposal can be short (e.g., "Organize a community volunteer day at the animal shelter.") or more detailed (including steps to complete project). Give youth 5 minutes to write down their proposals.

Have youth silently circulate the room to read their peers' proposals, write their commentaries on sticky notes and stick them on the others' paper.

Once youth have had an opportunity to make comments on other proposals, youth can lead a discussion on project ideas. A participant can make an argument for their own proposal or endorse someone else's.

Quick Reflection Questions

- How did you feel about sharing your own project proposal?
- What were some of the comments you received on your proposal?
- How can we make participants feel comfortable sharing their thoughts and ideas with the group without fear of judgement?

Tips for Building Consensus and Making Decisions

There are simple tips to remember when building consensus for a service-learning project:

- Once all brainstorming has been completed, have the group briefly discuss the ideas in terms of pros and cons. This should eliminate several of the weaker ideas.
- Ask the group to discuss the remaining ideas in more detail.
- If necessary, reframe the question to get the group moving.
- Remind youth to be respectful. It's OK to be critical of an idea, but there's a big difference between "That's a dumb idea" and "I think that might be unrealistic, so let's think of something else."
- Sometimes the activities alone will lead the group to a consensus. However, they often will need more discussion time; occasionally, consensus will not be reached at all and a vote will have to be taken.

For this step, facilitators may initially need to take a bigger role to help the group learn leadership by example. Some groups may experience conflict at this stage as strong opinions come out and the group's strength is tested. Don't shy away from these conflicts but, instead, model to youth how to navigate the situation.

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Step 2 Reflection Questions

You've made some big decisions today! Now it's time to talk about the process, share your thoughts, and come up with ways to improve for the next session. Use a Reflection Strategy on page 12 to discuss the following questions:

What?

- Did the group complete all items on the Step 2 Checklist?
- What did we discuss during Step 2? What was decided?
- How did you feel about the consensus-building process?
- What were the highlights of the sessions?
- What were some challenges the group faced?

So what?

- Why is it important to build consensus before taking action?
- In what ways does knowing the perspectives of others benefit you or your goals?

Now what?

- What is next for the group to do?
- How can the group take the ideas agreed upon today and turn them into a service project?
- What can you do better in the next session?

Self-Reflection

- What conflicts did the group experience in completing this activity?
- How was the issue resolved?
- What are some ways you can minimize conflicts in future activities?

Step 3: Planning

Now that you have a better overview of your community, it's time to begin planning what your group's project will look like. Planning is the process of laying out the steps to achieve your goals and making an action plan to exercise those steps. You will decide the tasks that need to be completed, make assignments and set deadlines.

Checklist

By the end of this step, the group should have completed the following tasks:

- ☐ Review the Group Contract to make any changes.
- ☐ Set at least two group goals for the project.
- ☐ Set at least one personal goal for the project.
- ☐ Determine all of the tasks needed to complete the project.
- ☐ Complete all of the tasks.
- ☐ Feel ready to conduct the service project during the next session!

Roadmap

Look through this step and fill out the Planning Roadmap with the activities the group plans to complete. Decide if there will be any leadership roles for this step and record who is filling which role.

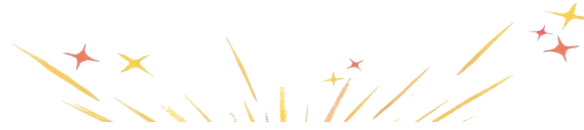
Jump Start

Every session begins with a Jump Start activity. Here is a good Jump Start to help you think about how the group can work better together:

Red Light, Yellow Light, Green Light	
Time: 10 minutes	Materials: Whiteboard or large piece of paper, Group Contract
On a large piece of paper or a whiteboard, draw three columns. In column one (green light), brainstorm and list things you would like to start doing in the group. In column two (yellow light), list the things you'd like the group to continue doing. In column three (red light), have a discussion and list all the things you'd like to stop doing in the group. Refer to your Group Contract after this activity and make any additions or changes needed.	

More Jump Starts can be found on page 9. Be sure to do a Jump Start before every session!

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Remember: This step of the process is completed when you have everything in place to conduct your service project in the next session. It may take a few sessions to lay out a plan and complete all the tasks.



Planning Activities

Now that you have both personal and group goals set, it's time to create a plan of action for completing them. Complete the activity below:

Action Planning Worksheet

Time: 30–60 min

Materials: Action Planning Guide (page 34)

After you've set goals for yourself and the project, the next step is to create an action plan. The action planning guide walks you through the process of creating a vision statement, a goal statement, and objectives. It encourages the group to look into the specifics of your project and record those details.

Pass out an Action Planning Guide to everyone. Work in pairs or small groups to look over the guide and write down your thoughts. A sample Action Planning Guide can be found on page 34.

Once everyone has had time to fill out some of the worksheet, gather back together as a group and share your thoughts. Come up with a single Action Planning Guide that is agreed upon by everyone.

Some questions you should consider while filling out the action planning guide include:

- How long will this project take to accomplish?
- Will a certain amount of money need to be raised for the project?
- Does the project require any special tools or trainings?

It's important to set realistic time lines, spell out the tasks that need to be completed, make assignments, and set deadlines.

Quick Reflection Questions

- How do you feel about the Action Planning Guide?
- Was it challenging to create?
- What are our next steps for the project?



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Step 3 Reflection Questions

Now that the plan is set, it's time to talk about the planning process, share your thoughts, and come up with ways to improve for the next session. Use a Reflection Strategy on page 12 to discuss the following questions:

What?

- Did the group complete all items on the checklist?
- How did you feel about the goal-setting process?
- What does GPS mean?
- What were the highlights of the sessions?
- What were some challenges the group faced?

So what?

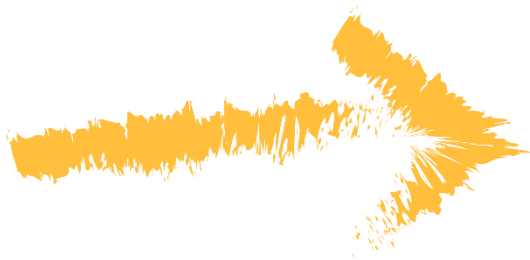
- Why do we need to set goals for ourselves and the group?
- How do our Sparks and creativity contribute to the service-learning process?

Now what?

- What is next step for the group to do?
- What can we do better in the next session?
- How can you use the goal setting and planning process in other areas of your life?

Self-Reflection

- How did you share one of your talents in this activity?
- How did you team benefit from it?



Reflection Project

After each step in this guide, be sure to add to your chosen Reflection Project from page 13.

What experiences from this step are important to remember? How can you capture what it was like to brainstorm as a group?

What is important to remember for the end of the service project?

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Vision Statement

A broad statement that embodies what you want your community to look like after your project is over.

Goal Statement

A specific statement of what will be different in your community after the service project. The goal should be concise, measurable, and action-based.

Objectives

Specific activities that will help you reach your goal.

Resources

What resources are available?

Obstacles

What obstacles need to be overcome?

Timelines

When do you need to finish the project by?

Success Factors

What is required if you are to be successful?

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Vision Statement

A broad statement that embodies what you want your community to look like after your project is over.

Our community will have more resources to combat hunger and feed members of our community.

Goal Statement

A specific statement of what will be different in your community after the service project. The goal should be concise, measurable, and action-based.

There will be 100 more food items donated to the local food pantry and volunteer days with our classmates as a result of our service project.

Objectives

Specific activities that will help you reach your goal.

1. We will work with a local food pantry and our school to set up a food collection drive.
2. We will start a campaign to raise awareness of hunger in our school.
3. We will organize a volunteer day for our friends and families to help out at the food pantry.

Resources

What resources are available?

- \$200 grant from a local foundation
- Mrs. Smith from the food pantry
- Principal Brown
- Mike's ability to make fliers
- Art teacher's printer
- Marie's connection to the city council
- Matt's experience volunteering at the food pantry

Obstacles

What obstacles need to be overcome?

- Getting friends and families to sign up for volunteer day
- Storing food items that we collect
- Getting our classmates involved in the campaign

Timelines

When do you need to finish the project by?

- Post fliers around school by October 1
- Start collecting cans at lunch on November 1
- Collect all cans by December 10
- Conduct volunteer day at the food pantry by December 10

Success Factors

What is required to be successful?

- Our principal working with us to allow collecting cans during school
- At least 50 cans collected
- At least 20 volunteers at our volunteer day at the food pantry

Step 4: Conducting the Service Project

At this point, you should be ready to see all that planning turn into action. Today’s the day you conduct your service project!

Checklist

Before moving on to the reflection, evaluation, and celebration, the group should have accomplished the following tasks:

- ☐ Complete the service project.
- ☐ Record your initial thoughts on how it went.

Roadmap

Discuss the plan for conducting your service project and create a roadmap detailing all that needs to be completed. This roadmap may come in handy as you attempt to relieve confusion during the day. Be sure to include tasks that must be accomplished, who is responsible for the tasks, any materials needed, when things need to be completed and other important details. The more information the better!

Jump Start

Before conducting your service project, begin the program time with a Jump Start activity (either the one listed below or one from page 11) to relieve any stress.

Icicle/Puddle Relaxation	
Time: 5 minutes	Materials: (Optional) soothing music
This relaxation technique is a good way to quell nerves and focus attention. Inform youth that they will close their eyes and hear either the word “frozen” or the word “puddle.” Instruct participants that when “frozen” is called, they should imagine they are frozen solid, like an icicle, by standing up straight and stiffening all their muscles. Then, when they hear the word “puddle,” they are to imagine they are melting into a puddle by relaxing all their muscles and moving their bodies freely. Repeat this process several times to release tension in participants’ muscles and relax their minds.	



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Tips for Conducting a Service Project

The day of the project may feel stressful or even chaotic. Here are some tips to remember during your project:

- **Stick to the plan.** Make sure everyone in the group is on board with the plan and try to stick to it as much as you can.
- **Be flexible when things don't work.** It's okay if things *don't* go according to plan. Be patient with your group members and work as a team to resolve any issues that may arise.
- **Ask for help when needed.** Don't hesitate to ask your peers or Camp Fire leader for help during the service project. And if someone in your group needs help, be there for them.
- **Record what's happening.** Take mental or physical notes on the project. How do you see is working hard? Who is being a good leader? How is the group working together?
- **Relax and have fun!**

Step 4 Reflection Questions

After conducting the service project, facilitate a group reflection to wrap up the day. Use a Reflection Technique from page 12 to answer the following questions:

What?

- How do you think today went?
- What were some positives of the project?
- What were some challenges?
- How did you all work as a group to complete the task?

So what?

- Did you reach your goals?
- If yes, what were the biggest contributing factors to your success?
- If no, what went wrong and how could it have been handled better?

Now what?

- Now that the group has conducted the service project, what is left to do?
- How can you continue helping this cause even after the project is done?

Self-Reflection

- Identify three emotions that the group experienced throughout the day. How did these emotions affect our actions?
- How did you care for others and the resources used during the service project?
- How did it affect others?





Plan a Celebration

Step 5 is all about reflecting, evaluating and celebrating your hard work throughout the past few weeks. Take some time after the reflection to think about how best to celebrate the completion of your service project.

Talk with your Camp Fire leader to determine what resources are available for your celebration, including space, time, money and more. Also, consider **determining guests** (Family, friends, teachers, staff?), **setting the menu** (if allowed, will there be snacks for the celebration? Who brings what?), **attire** (Should everyone dress professional to present their Cumulative Reflection Project?) and **the run of show** (Will there be any presentations, photo album sharing, or speeches given?).

Brainstorm ideas, make a plan, divide up tasks, and begin to get things ready for your celebration.

Step 5: Reflection, Evaluation and Celebration!

After weeks of hard work, a celebration is in order. During this step, you'll reflect on personal and group successes, challenges, roadblocks, and triumphs. It's an opportunity to think about what worked well and how we can learn and grow.

It's also an opportunity to celebrate all you've accomplished. Celebrations can be an event filled with fun, food, guests, awards and more. Work with your Camp Fire leader to plan an exciting way to wrap up the service learning process and celebrate a job well done.

Checklist

The group should accomplish the following tasks:

- ☐ Complete one final Jump Start activity.
- ☐ Reflect on the service process.
- ☐ Complete an evaluation form.
- ☐ Celebrate the completion of a service project!

Roadmap

Create your very last roadmap for the session. Run through the celebration schedule and discuss tasks, timelines and any materials needed.

Jump Start

Every session begins with a Jump Start activity. Here is a good Jump Start to do on your last day as a group:

Back Compliments	
Time: 10 minutes	Materials: Blank paper, tape, markers
Have all participants write their name on a piece of paper and tape it to their back. Youth circulate the room and write anonymous compliments on each other's paper. The compliments can be specific praises ("Thank you for helping me finish that task."), general statements ("You're great at keeping your cool during a conflict.") or positive attributes ("Caring and creative."). After youth have written on all participants' papers, have teens quietly read and reflect on the affirmations they were given.	

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Reflecting

Some things are not taught – they’re learned through experience and reflection. Reflections provide opportunities to think critically about your service project experience and honestly evaluate what worked and what didn’t work. Look back at the skills and knowledge you had at the beginning on the project and compare it to now. How have you, and the group, changed?

6 Elements of Reflection

Time: 20 minutes

Materials: None

For the last session together as a TIA group, conduct one final reflection using one of the Reflection Strategies found on page 12.

- **Significance:** What was the importance of the project you chose, planned, and executed? Did you discover something new about yourself during the process? Find any new interests or Sparks you’d like to pursue?
- **Process Recognitions:** What went well during the process? What planning strategy, consensus building activity or group guideline added to the success? What needed some more work?
- **Strategies:** When you do a similar project like this in the future, what new strategy would you try? What strategy would you avoid? What would you do to make the group work better together?
- **Motivation:** How do you feel about the whole experience? Did we do what we set out to do, even if our goals changed throughout the process?
- **Analysis:** What have you gained from conducting a service-learning project? What have you learned from your peers in the group? What have you learned from the community members you interacted with? How can this new knowledge assist you in other areas of your life?
- **Introspection:** What strengths did you bring to the service project? How did you contribute to the project? What was most difficult for you to do? How did it feel to collaborate with others? What new skills have you gained? What are you better at now than you were before the project?

Cumulative Reflection Project

Time: 20 minutes

Materials: Various

Your group should have chosen a Cumulative Reflection Project at the beginning of the service-learning process and added ideas, quotes, pictures, triumphs and setbacks to it throughout the weeks. During Step 5 – the final step in the process –put finishing touches on your reflection project and prepare to present it during the celebration.

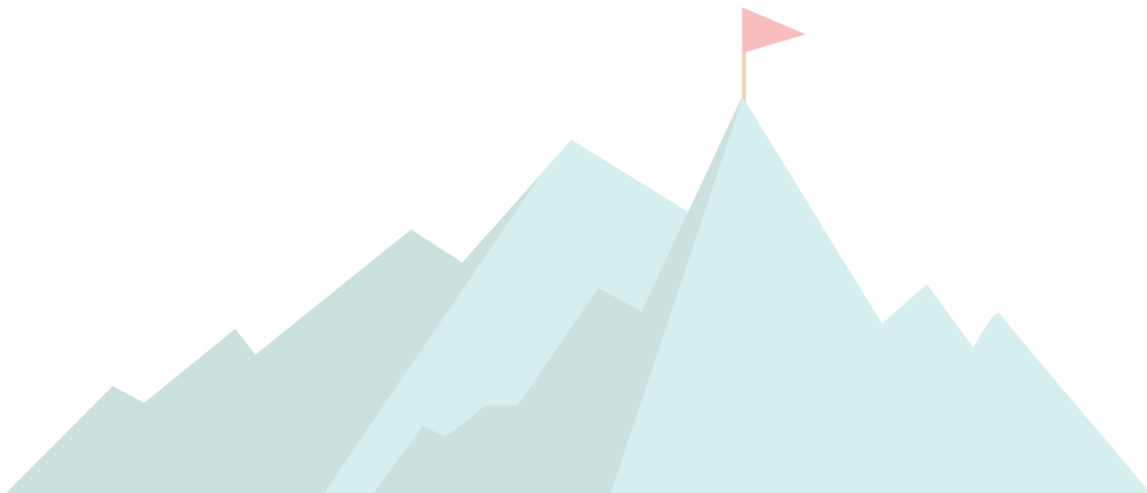
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Evaluating

Part of service-learning is coming away from the project with a better understanding of what works and what can be improved. Evaluation isn't just a matter of finding out what didn't work and why; rather, it's also to understand what was done well and what can be done better next time. Complete the TIA Post-Project Evaluation Form on page 42 and turn it into your Camp Fire leader.

Celebrating!

Congratulations on completing a service project that will improve the wellbeing of your community. It's time to reward yourself for a job well done! Celebrate your successes, hard work and perseverance throughout this long and often challenging process.



Now what?

Just because your service project is completed doesn't mean you can't keep making an impact on your community. Continue to learn about this topic and other challenges facing your community and get involved with groups working on solutions. Look to see if your school has any service clubs you can join. Consider volunteering at a local nonprofit outside of school. Educate yourself on important issues and become advocates for change. Contact your local representatives for volunteer opportunities.

There are so many ways you can continue serving your community. With the skills and experience you gained from Teens in Action, you can be **an advocate for change**.



TIA Evaluation

1. Overall, how did you feel about your service-learning project experience?

2. What were some positives about the experience?

3. What changes would you suggest?

4. What would you have liked to have to make your project more successful?

5. Rate your overall experience 1-5 (with 1 being the worst and 5 being the best). Explain your rating.