



Section 3: Part 4

Serve: Living to Serve

Created: August/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define community service and service-learning.
2. Be able to analyze and evaluate service activities and determine the type of service.
3. Construct, take part in and evaluate a service activity.

TIME REQUIRED: Two Lessons. First lesson; Interest Approach - 10 minutes; Both Lessons and Activities - 40 minutes. Additional in- or out-of-class time to execute service activity as desired.

RESOURCES: "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. Professional Growth PowerPoint.
2. Public writing surface.
3. Sticky notes.
4. One copy per student of the "Brainstorming for Service" worksheet.
5. One copy per student of the "Reflections on Service" worksheet.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to any LifeKnowledge unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Implement Innovations
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN 1:

1. *Interest Approach:* Show the Kid President video (a popular YouTube presenter) entitled, "Kid President Gives Back to the WORLD!" <https://www.youtube.com/watch?v=BaMutnJM0kE>. Only watch until 5:13.

NAME: _____

- a. How many of us have heard of Socktober? There are two types of service we are going to talk about today in class, community service and service-learning. Which type do you think this project is? *(At this point, let students talk about what they think, even take a straw poll of the class, but don't add comments as the discussion develops).*
- b. The video will explain Socktober to the students. For reference, Socktober is a community service project rolled out by Kid President. Socks were collected for the homeless.
2. **Activity #1: Community service and service-learning — a closer look (10-15 minutes)**
 - a. As the discussion lulls, transition by sharing with the class that during class today, we will be able to distinguish between these two types of service.
 - b. Use the PowerPoint to highlight the two definitions:
 - i. **Community service** is the engagement of individuals or groups in an organized activity that contributes to the local, national, or world community. It is also known as volunteering, which is defined as the practice of people working on behalf of others or a particular cause, without payment, for their time and services.
 - ii. **Service-learning** – a common misconception is that service-learning is the same as community service, but there are distinct differences. Service-learning occurs over a longer period, makes learning more hands-on, includes intentional and structured reflection and creates reciprocal partnerships.
 - c. Go back to the topic of Socktober — straw poll again who thinks it is which type of service. Discuss why. The conversation should conclude that Socktober is a great example of community service.
 - d. Now, pose the following question. "How can we make Socktober a service-learning project?" There could be a variety of ideas students discuss, which might include making the program longer and coupling it with other items collected through the year, like mittens in November, hats in December, shirts in the spring, etc. Additionally, students would learn/share information about other homeless or low-income family needs in the community while adding time to reflect on the impact of the program and goals moving forward.
 - e. Allow time for students to explore in pairs or small groups and utilize the National FFA Living to Serve Facebook page and [FFA.org/livingtoserve](https://www.ffa.org/livingtoserve) (approximately 10 minutes).
 - f. Brainstorm community service and service-learning ideas. Pair or group students, depending on class size, and utilize the "Brainstorming for Service" worksheet. Provide students with the expectation that they will be reporting to the class after the allotted time has passed (approximately 15 minutes).
 - i. Students should share ideas and discuss/ask questions as needed for clarification among the small group and be ready to report to the entire class next period.

LESSON PLAN 2: (40-50 MINUTES IN TOTAL FOR THIS LESSON)

1. Provide 10 minutes to allow student groups to prepare for reporting/sharing ideas with the class.
2. At this point, students will begin reporting and sharing the best ideas from the group work the previous class period (15-20 minutes).
 - a. Students will vote to identify the favorite idea for community service and their favorite idea for service-learning after all the groups have reported to the class. Be prepared to consider if moving forward, planning is hypothetical or if it is possible to have a student present a plan to the FFA chapter for an actual service project or the class could execute a service project.
 - b. Provide student pairs/groups with additional planning papers and materials if further action may be executed on the classes' favorite votes for each community service and service-learning project.
3. **Follow Up:** Hand out the "Reflections on Service" worksheet to students. Provide time for students to finish this in or out of class (whichever you prefer or as time allows). This allows students to think more in depth about choosing to serve and participating in projects like discussed in the class.
4. **Leveling Up:**
 - a. LifeKnowledge Lesson – Unit 5 – SERVE: Provides leaders with skills to serve in their community and to grow other individuals in leadership, personal growth and career success. Any lesson in this unit would be appropriate, [FFA.org/resources/educators/lifeknowledge/lessons/high-school](https://www.ffa.org/resources/educators/lifeknowledge/lessons/high-school).

NAME: _____

Brainstorming for Service



Community Service Ideas:

Service-Learning Ideas:

What type of resources are needed for these service activities?

NAME: _____

Reflections on Service

Why is community service important?

Why is service-learning important?

What does the last line of the FFA motto, “Living to Serve,” mean to you?

Aligned to the following standards:
FFA.PL-A; FFA.CS-M; FFA.CS-N; CCSS.ELA-Literacy.SL.9-10.1; CRP.04; CRP.08; CRP.11;
Civic Literacy; Communication; Critical Thinking and Problem Solving; Information,
Communication, and Technology Literacy; Implement Innovations; Initiative and Self-
Direction; Leadership and Responsibility; Think Creatively

NAME: _____