

Chapter Activities – Fundraisers, Service-Learning and Community Service



FFA.OH.3.3

Time Needed:

- IA – 5 min
- Activity 1 – 25 min
- Activity 2 – 20 min

Materials:

- Public writing surface
- Writing utensil
- The Official FFA Student Handbook* – one copy per student
- Poster board – three pieces
- Markers – three sets

Objectives:

1. Identify the eight steps for successful fundraising.
2. Define service-learning and community service.
3. Recognize how these FFA activities apply to their lives now and in the future.

Interest Approach –

1. Post the following quote on a public writing surface at the front of the room, “If you can’t feed a hundred people, then just feed one.” – Mother Teresa
2. Have students read the quote and record their thoughts around it in their notebooks.
3. Ask for volunteers to share what they think the quote means. *There is no right or wrong answer.*

Activity 1 –

1. Split the class into two groups. One group will be assigned fundraising; one group will be assigned service-learning. Allow the groups 15 minutes to work.
 - a. The Fundraising Group:
 - Read page 45 in *The Official FFA Student Handbook* on fundraising.
 - Create a poster depicting the eight steps for successful fundraising.
 - Brainstorm a list of five fundraising activities that the FFA chapter could organize.

b. The Service-Learning Group:

- Read page 45 in *The Official FFA Student Handbook* on service-learning.
 - Define service-learning.
 - Brainstorm at least three service-learning ideas.
 - Create a poster portraying your service-learning ideas.
2. Reconvene and have groups present their posters and ideas to the class. After each group presents, display the posters on the walls in the classroom to help generate further discussion.

Activity 2 –

1. Help students relate service activities to their current lives. The following questions can help to generate some discussion:
 - a. How did it feel to discuss your ideas with others?
 - b. How does the idea of helping others make you feel?
 - c. What is the importance of giving back to the community?
2. Help students relate fundraising activities to their current lives. The following questions can help to generate some discussion:
 - a. How can we use fundraising events to build key relationships in the community?
 - b. Why are these relationships important to our FFA chapter?
 - c. Why are these relationships important to you, as an individual?
 - d. How can planning a fundraising event help us develop leadership skills?
3. Students can also relate service and fundraising activities to their futures. Use the following questions (*or generate your own*) for discussion:
 - a. How do you think participating in these types of activities relate to those activities that you may take part in on a job site?
 - b. What skills will you gain during these activities that you can apply to a future career?



Additional Resources:

FFA.OH.3.3.ASSESS

FFA.OH.3.3.ASSESS.KEY

Modify Activity 2 by asking students to answer these questions on a sheet of paper and turn them into you at the end of the class period.

LifeKnowledge Lessons – <http://ffa.learn.com/lifeknowledge>

HS.104 Opportunities to Serve Others

HS.105 Involvement in Community



Name: _____

Date: _____

Class: _____

Eight Steps of Successful Fundraising

Directions: Number the following eight steps in the correct order.

- ___ Convey a sense of urgency – Why is it important for your chapter to do this fundraiser?
- ___ Keep it short and simple – How can your fundraiser be kept in a short time frame and be easy to manage?
- ___ Identify your support system – Who is interested in helping your chapter?
- ___ Expand your base and build your network – Who currently doesn't partner with your chapter that may be interested?
- ___ Make it convenient for donors to give – Donors are the key to fundraising. Make it easy for them!
- ___ Create a fundraising work plan – What can you do as a fundraiser that your supporters will be interested in? When will it happen? What needs to be done to make the fundraiser happen?
- ___ Give incentives or premiums – How does your chapter reward those who worked hard to raise funds for your activities?
- ___ Ask for specific amounts of money – What is the goal your chapter has for the fundraiser?

Service-learning vs. Community Service

Define service-learning.

Define community service.



Name: _____

Date: _____

Class: _____

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- 8 Give incentives or premiums – How does your chapter reward those who worked hard to raise funds for your activities?
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Service-learning vs. Community Service

Define service-learning.

Service-learning occurs over the course of a semester or year, makes learning more hands on, includes intentional and structured reflection and creates reciprocal partnerships. Service-learning projects provide a meaningful way of applying the leadership and educational skills learned in school and through FFA to meet an identified community issue._____

Define community service.

Community service allows you to get involved in your town or city and make it a better place to live.