



High School

National FFA Organization

Lesson HS.104

OPPORTUNITIES TO SERVE OTHERS

Unit. Stage 4 of Development—SERVE

Problem Area. How Do I Serve Others.

Precepts. D6: Value service to others.

National Standards. NPH-H.9-12.5 — Using Communication Skills to Promote Health — Demonstrate skills for communicating effectively with family, peers, and others.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify four target areas of service activities.
- 2 List the four ways to contribute through service.
- 3 Identify barriers to serving.



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Time. Instruction time for this lesson: 100 minutes.



Resources

Blanchard, Ken and S. Truett Cathy. *The Generosity Factor*. Zondervan, 2002.

Heraldry, Microsoft® Encarta® Online Encyclopedia 2002.

<http://encarta.msn.com> © 1997–2002 Microsoft Corporation.

Kindel, Stephen and Marshall Loeb. *Leadership for Dummies*. John Wiley & Sons, 1999.

The Service Station website. www.servicestation.org.

Do Something website. www.dosomething.org.

ServeNet website. www.serve.net.

Volunteers of America website. www.voa.org.



Tools, Equipment, and Supplies

- ✓ One balloon per student
- ✓ 4 small slips of paper
- ✓ Transparency masters
- ✓ Activity sheets-one per student
- ✓ Optional: Movie clip of a famous battle scene (Braveheart, Pearl Harbor , etc.)
- ✓ Optional: TV and VCR/DVD player



Key Terms. The following terms are presented in this lesson and appear in bold *italics*:

- ▶ School-Centered
- ▶ Family-Centered
- ▶ Community-Based
- ▶ Community-Wide



Interest Approach

Engage students' imaginations with an explanation of a coat of arms. Students will be creating their own coat-of-arms.



Imagine for a moment that you are a knight in a great army, in a land far away, in a time long ago (think Braveheart or Lord of the Rings). Often these great soldiers carried or wore something called a Coat-of-Arms. What is a coat of arms?

Use a variation of the Dictionary/Encyclopedia moment to introduce a coat-of arms to students. Students work in teams look up the definition and use of a coat-of-arms in the encyclopedia or on the Internet. They report back their findings to the group. Back fill with information presented below.



Give students a chance to respond.



Traditionally, the term coat-of-arms refers to the insignia worn or carried by knights on the battlefield during the fourteenth century to identify a particular family or nation. Later, it became an indication of social status. The different figures, called charges, were familiar objects that often portrayed the history of the family or represented a connection with a person's occupation or position.

Hand out copies of HS.104.AS.A to each student. Explain the process of creating a coat-of-arms using HS.104.TM.A.



In the spirit of these knights, let's create our own coat-of-arms to represent who we are and what we believe in. On the activity sheet, there is an outline of a shield with four different quadrants. In these quadrants draw simple charge-pictures or icons-that represent each of the following areas in life:

- Family or friends
- Involvement in school or positive aspects of school
- Something significant about the community or culture

Be prepared to share the meaning behind each charge depicted on the shield.



After seven to ten minutes, ask several students to share their coat-of-arms. Follow up with discussion questions.



Please share your coat of arms with the class. What does each charge represent?

What are some common things you noticed? What type of differences did you notice?

►Transition to Objective 1



While there are some commonalities among our charges, everyone's shield reflects different backgrounds, ideas, and interests. We learned that knights carried their coat-of-arms as they served in battle to remind them for whom they were fighting.

Pair up students to discuss the following questions.



What type of life battles do we engage in? Who or what are we fighting for? Who are we serving? With a partner, discuss the answers to these questions. After a few minutes, bring group back together. Students share and discuss their answers. Lead them to the idea that:



Our service is to those people and causes that are important to us. Our battle is for the needs of others and to improve the world around us. Our coat-of-arms reminds us of who we are and for whom we are fighting.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify four target areas of service activities

Display HS.104.TM.B on the overhead, and ask students to take notes on a piece of notebook paper. As you discuss each target area, ask students to give other examples. It is important that they capture examples in their notes, as the examples become an inventory of opportunities for them to draw from later.



Good soldiers have a strategic plan before they walk into battle. As we begin to plan how we can serve, let's look at four target areas of service. For each category, let's brainstorm about other examples that apply in our own lives. It is important to capture this information in our notes because it creates a useful inventory of examples and opportunities.

I. Types of Service Activities

A. School-Centered

1. Service activities that are coordinated and facilitated by or with school-related groups.
 - a. Peer tutoring, organization projects, etc.

B. Family-Centered

1. Service activities that revolve around family involvement or improving the home
 - a. Coaching sports, recycling, etc.

C. Community-Based

1. Service activities that are coordinated by or for specific community groups
 - a. Church activities, Rotary Club, etc.

D. Community-Wide

1. Service activities that affect and involve the entire community
 - a. Volunteer firefighter, Neighborhood Watch, etc.

►Transition to Objective 2

If possible and appropriate, show a short video clip of a movie battle scene. Or, ask students to brainstorm aloud about movies with battle scenes. Some examples are Braveheart, Saving Private Ryan, The Patriot, Pearl Harbor, and Courage Under Fire



Check out this movie clip.

Movies like Braveheart or Pearl Harbor have some famous battle scenes. What are some other movies with famous battle scenes?

Elicit student responses





Think of the different roles people played in the battle. Did everyone do the same thing? Some drove tanks, some were cooks, some were generals, some were pilots. How is this the same in serving?

Elicit student responses. Lead discussion to the idea that:



In battle, each person involved had a specific area in which they contributed their individual talents to help the group. In serving, it's the same way. We have unique talents and abilities that allow us to serve in unique ways.

Students will refer back to their notes and do a quick brainstorm of what skills they have that allows them to contribute most to a selected target area. Write out an example on HS.104.TM.B.



Look back at the four target areas. Let's think about to which of these target areas we contribute the most. In the margin next to that target, write out two or three skills or talents we individually use to serve in that area. For example, "I am responsible", "I am good at organizing", "I am a leader", "I care about others", or maybe even "I'm a good artist" or "good at washing dishes."

After a few moments call one or two students to share examples.



These are great examples. Sometimes we overlook our contributions to certain areas because we don't feel like we have a particular talent or ability. However there are really many ways in which we can contribute to service.

Objective 2. List the four ways to contribute through service.

Share the four ways to contribute through service on HS.104.TM.C. Students should capture information in their notes. Again, students should think of and record as many examples as they can that relate to each area.



Let's move from identifying our target—WHERE we can serve, to defining our contribution—HOW we can serve.

II. Ways to contribute through service

- A. Time
- B. Money
- C. Gifts & Abilities
- D. Affection/Encouragement

Use a Hieroglyphics Moment to review the four categories. Icons should be provided in the boxes on HS.104.TM.C. Examples of icons would be:

- A watch—time
- A dollar bill—money
- A box or present—gifts/abilities
- A smiley face—affection/encouragement

► **Transition to Objective 3**



Note: Balloons can be prepared prior to class OR allow students to blow them up. Write one of each of the four barriers to serving found on HS.104.TM.D a small slip of paper. Roll up the slips and stuff one each inside four of the balloons. Blow up all balloons and tie the ends. Pass out the balloons, one to each student around the room. Students stand and have one minute to bat the balloons around the room, trying not to let any touch the ground. Any that touch the ground must stay on the ground. .



When I say, “Go,” everyone with a balloon will throw it in the air. Your challenge is to keep all the balloons in the air for one minute—none should touch the ground. When I say, “Stop,” you should grab a balloon that is close to you and hold it. Are there any questions. Okay, Go.

After one minute, stop the game .



STOP. How did we do? Let's count the number of balloons on the floor.

Count balloons and celebrate the number of balloons kept in the air. Ask each student to hold a balloon even if it was on the floor. Check to see if it has a slip of paper inside.



Everyone hold a balloon. Shake it to see if there is something inside. If there is something inside, please hold the balloon high in the air. The rest of us without something inside our balloons-on the count of three pop them together. Ready? One, two, three. Pop! pop balloons. As students return to seats, they throw away their broken balloons

Objective 3. Identify barriers to serving.

Students with remaining balloons line up in a row at the front of the room. One at a time they pop their balloon, read the slip of paper, then tear it in half. Students return to their seats.



Let's find out what is inside these balloons. As each balloon is popped, read what is the on the slip of paper, then tear it in half.

Ask entire class:



What do you think these slips of paper represent? How are they different or similar to what we've already learned about serving?

Reveal the barriers on HS.104.TM.D. Students will capture these barriers in their notes and brainstorm other examples



Many times, barriers to serving are the just the opposite of what we can contribute to service. Let's capture these in our notes. What are some other barriers to service?



111 What are the barriers to service?

- Lack of Time
- Lack of Money
- Lack of Ability
- Negative Attitude

Lead discussion with students.



Think back to the balloons. Imagine those balloons represent all of the activities you are involved in, the things you spend your money on, or ways you use your abilities. What did we do?

Expected response: kept balloons in the air.



When all of these things were flying around, how easy was it to identify and capture the balloons that contained barriers.



What did we have to do to find those barriers.



What kind of action did it take.

Expected responses: had to stop juggling so many balloons; had to get rid of ones we didn't need; had to take physical action to identify barriers.



What does this tell us about how to overcome these barriers.

Expected response: have to take action.



Review/Summary

Use a modified Descartes Moment to review the main points. Students will write themselves a short "letter from the battlefield" based on the following questions (2-3 sentences per question).

1. Who and why do I serve?
2. What role(s) do I play and how do I contribute?
3. What is my battle plan to over-come the barriers to service?

Collect the letters to check for understanding.

Introduce the authentic assessment.



In our own school, family, and community there are many opportunities to contribute through service. We know our target areas, we know how we can serve, and we know how to overcome our enemy. Our coat-of-arms reminds us of what we value and whom we are serving. Throughout our notes we have been generating examples of opportunities to serve. Now is the time to create a personal battle plan for serving.



Hand out and explain HS.104.Assess and explain grading procedures.

Application

Extended Classroom Activity:

As a class, choose a service activity to participate in. Give extra credit to students who participate in service activities and give a report to the class.

FFA Activity:

Create a service opportunities brochure or classified ad to distribute to members of the chapter and school. Host a service week for your chapter, school, or community. Organize a service day. Highlight different service opportunities in your chapter newsletter or school paper.

SAE Activity:

Brainstorm and participate in service activities related to SAEs; i.e., petting zoo, taking small animals to nursing homes, giving to charities.

Evaluation

A written evaluation, HS.104.Test, is included to assess objectives 1, 2, and 3.

An authentic assessment, HS.104.Assess, is included as a review to assess objectives 1, 2, and 3.

Answers to Test:

1. School-centered, family-centered, community-based, community-wide. Examples will vary.
2. Time, Gifts and Abilities, Money, Affection/Encouragement
3. Lack of time, Lack of ability, Lack of money, or Negative attitude



OPPORTUNITIES TO SERVE OTHERS

Answer each question below.

1. List the four target areas of service and give one example for each. (1 point each)
2. List the four ways you can contribute through service. (1 point each)
3. Identify two of the four main barriers to service. (1 point each)



SERVICE BATTLE PLAN

Refer back to the four charges you drew on your coat-of-arms. These represent people and things that are important to you. For each of these areas, describe two examples of service activities you are or could be involved in. Describe which target area this activity falls under (knowing that some target areas overlap). Include ways you can contribute and what barriers you might face. This battle plan should be typed, double-spaced, and written in complete sentences. A grading checklist is included below. Staple this paper, along with your coat-of-arms, to the back of your plan.

Family _____ Example 1
 _____ Target Area (1)
 _____ Contribution (1)
 _____ Barrier (1)

 _____ Example 2
 _____ Target Area (1)
 _____ Contribution (1)
 _____ Barrier (1)

School _____ Example 1
 _____ Target Area (1)
 _____ Contribution (1)
 _____ Barrier (1)

 _____ Example 2
 _____ Target Area (1)
 _____ Contribution (1)
 _____ Barrier (1)



Community _____ Example 1
_____ Target Area (1)
_____ Contribution (1)
_____ Barrier (1)

_____ Example 2
_____ Target Area (1)
_____ Contribution (1)
_____ Barrier (1)

Job or Hobby _____ Example 1
_____ Target Area (1)
_____ Contribution (1)
_____ Barrier (1)

_____ Example 2
_____ Target Area (1)
_____ Contribution (1)
_____ Barrier (1)

Total: _____ / 24 points



MY COAT-OF-ARMS

Family	School
Community	Job or Hobby



FOUR TARGET AREAS OF SERVICE

 **School-Centered**—Service activities that are coordinated and facilitated by or with school-related groups

→ Peer tutoring

→ Organization projects

→ Other:

 **Family-Centered**—Service activities that revolve around family involvement or improving the home

→ Coaching sports

→ Recycling

→ Other:

 **Community-Based**—Service activities that are coordinated by or for specific community groups

→ Church activities

→ Rotary Club

→ Other:

 **Community-Wide**—Service activities that affect and involve the entire community

→ Volunteer firefighter

→ Neighborhood Watch

→ Other:



FOUR WAYS TO CONTRIBUTE THROUGH SERVICE

◆ Time

◆ Money

◆ Gifts & Abilities

◆ Affection/
Encouragement



WHAT ARE BARRIERS TO SERVICE.

- ◆ **Lack of time**
- ◆ **Lack of money**
- ◆ **Lack of ability**
- ◆ **Negative attitude**
- ◆ **Others:**

How do we overcome barriers.



MY COAT-OF-ARMS

