

High School

National FFA Organization

Lesson HS.105

INVOLVEMENT IN COMMUNITY

Unit. Stage 4 of Development—SERVE

Problem Area. How Do I Serve Others.

Precepts. **E1:** Address issues important to the community.

National Standards. NSS-C.9-12.5 — Roles of the Citizen — How can citizens take part in civic life.



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

- 1 Define the four levels of community
- 2 Identify ways to get involved in the community.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.

Resources

National FFA Essential Learnings .

✓ Tools, Equipment, and Supplies

- ✓ Four sheets of large poster paper
- ✓ Markers for student groups
- ✓ 3 X5 index card—one per student
- ✓ Transparency masters
- ✓ Large instructor writing surface
- ✓ HS.105.Assess—one per student
- ✓ HS.105.TM.A
- ✓ HS.105.TM.B
- ✓ HS.105.AS.A—one per student

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

- ▶ Community
- ▶ Global



Interest Approach

Write "My Community" in large letters on a writing surface or the overhead before class. Pass out a 3 x 5 index card to each student as they enter (or have them ready on the desks/tables). Instruct students write down every thought that is generated by this phrase.

 Check this out . . . "My Community." What do you think of when you read this phrase? Already we are creating images, feelings, and thoughts in our mind. When I say Go, brain-dump whatever thoughts about "My Community" that come to mind on the 3 X 5 card you just received. When I say STOP, stop writing. Ready, Go!

After one-two minutes, ask several students to share their cards and compile a list on a writing surface or overhead.

 Ok, STOP. What were some of the thoughts we came up with?

After compiling the list, lead students in a discussion leading to the idea that there are many different types of community. If students do not list any examples beyond the local community, be sure to give several national or global examples (like the agricultural community).

Transition to Objective 1

 These are great ideas and examples. Why might a group of people in the same classroom have different ideas, thoughts, or images about community? What are some categories we might group these examples into?

Possible responses include on-line, cultural, neighborhoods, local, state, global, etc.

Community truly comes in many forms. Today we are taking a closer look at community in an effort to expand roles in different communities.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the four levels of community.

Class closes eyes and thinks about what an iceberg looks like, preparing them for the next activity.

 Let's close our eyes and picture an iceberg. Imagine how it looks as it floats in the ocean.

After a few seconds, ask students to open eyes and sketch out what they saw.

 Everyone open their eyes. Let's sketch the image we just saw in our minds on a piece of paper.

Ask a student volunteer to come to the front of the room and quickly sketch a drawing of an iceberg on a writing surface.

 By a show of hands, who will volunteer to draw a picture of their iceberg on the writing surface at the front of the room? Thank you.

Student will return to seat. Lead discussion based on whether or not the drawing depicted ice below the surface of the water.

 What do we notice about this iceberg? Is anything missing? How do we know?

Unmask HS.105.TM.B, which is a picture of an iceberg.

 Here is a picture of an actual iceberg. What do we notice about this picture? How much of the iceberg do we really see?

Point out that the majority of the iceberg is actually unseen, under the water. Ask students questions to connect an iceberg to community.

 As an iceberg floats, only five to ten percent of it is actually seen above the water. The rest of it is still there we just don't see it. How is a community like an iceberg? Can all of our community be seen? How much do we actually know about our community?

Elicit student responses. And lead discussion to the idea that:





Earlier, we wrote down what we knew our community to be like on an index card. Most of us described aspects of our local community. Like the iceberg, we were only describing the part of our community that is easiest for us to see; however, there is another part that we sometimes forget. Let's also focus on the role we play in the state, national, and global community.

Distribute handout HS.105.AS.A. Uncover transparency master HS.105.TM.A and present information to the class. Students will capture notes on their handout .



Please capture this information on the handouts provided, as it is foundational to our understanding of communities

I. Local Community

- A. Usually described as town, suburb, or region
- B. People usually have similar values or common ideas
- C. Geography of region usually ties people together
- D. May include local organizations and industry

II. State Community

- A. People will generally have similar backgrounds and types of experiences
For example, most people in California have been to the beach; most people in Alaska have seen snow.
- B. People have similar experiences with public officials, state policy, and state organizations
- C. Geography will be a factor in the communities of a state
- D. State may have a common industry or way of life

III. National Community

- A. People have national pride and patriotism
- B. People in a nation live under the same national laws and leadership
- C. Diverse groups of people living as one
- D. Diversity makes nation strong
- E. Common organizations that reach out to local and state levels (FFA)

IV. Global Community

- A. All the people of the world living together
- B. We all share resources for our common survival
- C. Many common values and beliefs throughout world



D. Many worldwide communities related to things like agriculture, education, and humanitarianism—For example, the agriculture community extends to all areas of the globe.

Use Picasso Moment to review the four levels of community. Break the class into four teams, one for each level: Local, State, National, and Global. Provide poster paper and markers. Teams create their poster on the top half of the paper, leaving the bottom half blank. They WILL not gallery or hang their posters yet, as they will continue to add to it during the next activity. Give students five minutes to complete the exercise. They remain in groups for the next activity.

Transition to Objective 2: Celebrate the class's creativity and learning.



Turn to your teammates and say, "Great Job Group!" In the last few minutes, we have discovered what it means to be a part of different communities. If there are many types of community, what does that mean about our opportunity to get involved in community?

Elicit student responses and lead them to the idea that there are also many opportunities to get involved.

Objective 2. Identify ways to get involved in the community.

As a whole group, ask students to identify one example for each of the four categories of community that they can become involved.



Share one example of how we can get involved in the Local Community? How about our State Community? National Community? Global Community?

Allow students to respond in the whole group. Next, students return to team posters to brainstorm for two minutes all the ways they can be involved in their specific community. List the ideas on the bottom half of the poster



We have a great start. When I say "Brainstorm," let's move back to our team posters. The youngest person in the group will be the scribe. Together each team will brainstorm as many ways to get involved in their particular community as possible and write them on the bottom half of the poster. So the local community team will brainstorm as many ways to get involved in the local community as possible; the state community team will brainstorm as many ways to get involved at a state level; etc. I'll say, "Stop" when time is up. Ready? Brainstorm!

After three-five minutes stop their writing. Students tape or tack posters to the walls and decide on a spokesperson. Students return to seats.



Stop! Go ahead and tape or tack the finished posters to the wall. Decide who will volunteer to share about your poster with the rest of the class. Now let's return to our seats.



Celebrate students' work. A representative from each group shares an explanation of the picture and list for the specific community level. All other students capture information in their notes.



Let's give ourselves a hand for excellent work! Each group now has a great list of ways to get involved in a given level of the community. We need one volunteer from the local community group to please stand and tell us about your graphic, and how you found ways to serve. Let's capture the main thoughts from this group in our notes.



Continue until each group has shared.



We need one volunteer from the local community group to please stand and tell us about your graphic and how you found ways to serve. Remember to be respectful of the spokesperson and give him or her your full attention.

Continue until each group has shared.

Review/Summary

Use a Bob the Weather Guy Moment to review the four types of communities and how students will become involved in each .

Today, we have taken a great journey. We have traveled from right here at, (*name of school*), to the global level. We have seen that, like an iceberg, a community is much larger than we can see. Based on our new perspective, let's makes some predictions about our involvement in the future

Application

Extended Classroom Activity:

Have students create a new definition of what community means and compare it to their original definition. Record how their opinion has changed, including things they learned in class. Attach the 3 x5 card with their original definition and a new definition after today's lesson. Each essay should be no longer than one page.

FFA Activity:

Students should pick a chapter activity that will involve them in the community; for example, a community fair, festival, dinner, or charity. Students should be directed to look outside of the local community, possibly by writing to an FFA chapter in another state to obtain ideas for a new community activity. These suggested activities should be reported at a chapter FFA meeting during new business.

SAE Activity:

Investigate the Home and Community Development Proficiency Award. Set an action plan to best meet the application guidelines.

Evaluation

A written test is provided to measure objectives 1 and 2.



Answers to Assessment:

1. True
2. False
3. True
4. Local, State, National, Global



INVOLVEMENT IN COMMUNITY

Write “T” for true, and “F” for false. (2 points each)

- _____ 1. A small farm in Peru may be a part of my community.
- _____ 2. Community is strictly defined as a given geographic area.
- _____ 3. A community is like an iceberg—you only see a small part of it.

Short Answer

4. What are the four levels of community. (4 points)



WHAT IS A COMMUNITY.

◆ Local Community

- ➔ Usually described as town, suburb, or region
- ➔ People usually have similar values or common ideas
- ➔ Geography of region usually ties people together
- ➔ May include local organizations and industry

◆ State Community

- ➔ People will generally have similar backgrounds and types of experiences—For example, most people in California have been to the beach; most people in Alaska have seen snow.
- ➔ People have similar experiences with public officials, state policy, and state organizations
- ➔ Geography will be a factor in the communities of a state
- ➔ State may have a common industry or way of life



WHAT IS A COMMUNITY. (CONTINUED)

National Community

People have national pride and patriotism

People in a nation live under the same national laws and leadership

Diverse groups of people living as one

Diversity makes nation strong

Common organizations that reach out to local and state levels (FFA)

Global Community

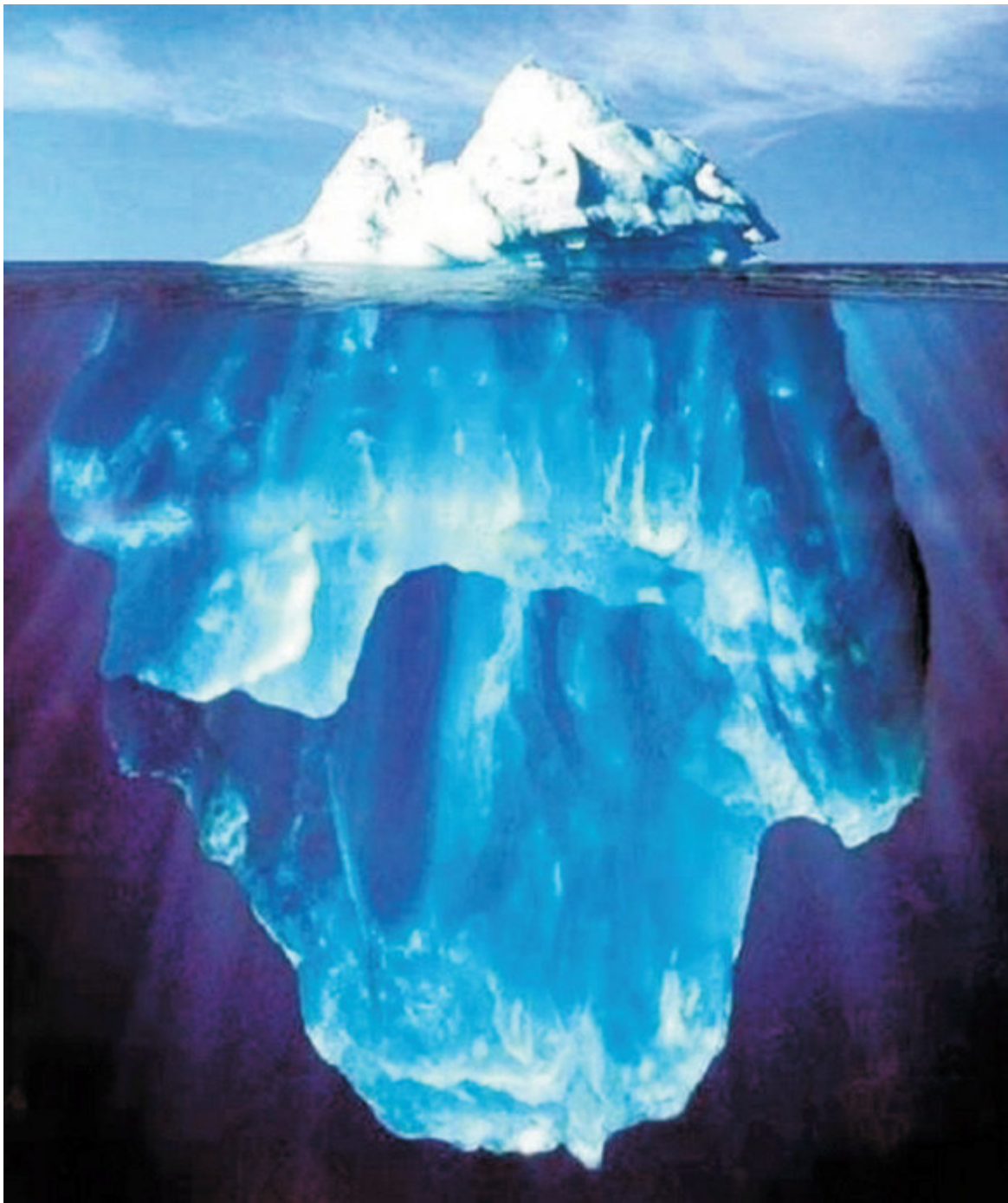
All the people of the world living together

We all share resources for our common survival

Many common values and beliefs throughout world

Many worldwide communities related to things like agriculture, education, and humanitarianism—for example, the agriculture community extends to all areas of the globe





WHAT IS A COMMUNITY.

I. Local Community

- A. Usually described as _____, suburb, or region
- B. People usually have similar _____ or common _____
- C. _____ of region usually ties people together
- D. May include local _____ and _____

II. State Community

- A. People will generally have similar backgrounds and types of experiences

For example, most people in _____ have been to the beach; most people in _____ have seen snow.
- B. People have similar experiences with public _____, state policy, and state _____
- C. Geography will be a factor in the _____ of a state
- D. State may have a _____ industry or way of life

III. National Community

- A. People have national pride and _____
- B. People in a nation live under the same national laws and _____
- C. _____ groups of people living as one
- D. Diversity makes _____ strong
- E. Common organizations that reach out to local and state levels (FFA)

IV. Global Community

- A. All the people of the world living _____
- B. We all share resources for our common _____
- C. Many common _____ and _____ throughout world
- D. Many worldwide communities related to things like _____, _____, and _____. For example, the _____ community extends to all areas of the globe.

