



High School

National FFA Organization

## Lesson HS.106

# INVOLVEMENT IN PUBLIC SERVICE

**Unit.** Stage 4 of Development—SERVE

**Problem Area.** How Do I Serve Others.

**Precepts.** **E2:** Perform leadership tasks associated with citizenship.

**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 civic leadership.
- 2 Define public service.
- 3 Describe the importance of civic leadership and public service



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

National FFA Essential Learnings, 2002.



## Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Notebook paper
- ✓ Transparency master
- ✓ Transparency master
- ✓ Transparency master
- ✓ HS.106.Assess—one per student
- ✓ HS.106.TM.A
- ✓ HS.106.AS.A—one per student



## Interest Approach

*Read following story. Students must wait until the end of the lesson for the conclusion of the story.*



There once was a man name John who worked for a renowned construction company. In fact, the company was known as best homebuilder in the tri-state area. John, head foreman and close friend of the owner, had worked for the company for 30 years. The owner knew that he could trust John to build the best homes possible, putting safety and quality above all else. The owner knew that it was these values--John's values--that made his company so successful. That is why it was such a sad day for the owner.

As of five o'clock today, John will have completed his last home. John was looking forward to retirement. He had already made plans to travel with his wife of 25 years; they would see the world together. These thoughts couldn't help but bring a smile to John's face as he walked toward his boss to hand him his last daily report. The owner thanked John for his many years of dedication and service to his company, but he had one last favor to ask John. He said, "John, I realize that you are looking forward to your retirement, but I need to ask you for one last favor." "Anything," John quickly replied.

Let's push pause on this story and talk a little about John.

### Transition to Objective 1

*Ask students several questions connecting John's contribution and willingness to help others to leadership.*



Based on the story, what were some of John's characteristics? Is it likely or unlikely that John carried the same values and work ethic into his family and/or community life? How was John a leader? Who are some people we know like John?

*Allow students to respond with examples. Lead them to the idea that:*



Anyone can be a leader anytime and anywhere. Through our service to the public, we can make a positive influence. Let's dig deeper into how we lead and influence in our communities.



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

## Objective 1. Define civic leadership.

*Ask students to divide a piece of paper into four quadrants and label Quadrant 1: "Civic", Quadrant 2: "Leadership", Quadrant 3: Civic Leadership, and Quadrant 4: "Examples". Draw an example on a writing surface.*



Take out a piece of notebook paper and divide it into four quadrants by drawing a line down the center horizontally and vertically. Let's label each quadrant with the words: "Civic", "Leadership", "Civic Leadership", and "Examples".

*Use a modification of a Go-Get-It Moment to define Civic Leadership. Students work in pairs, using a dictionary or Internet to find the definitions for both "Civic" and Leadership. Students capture in the appropriate quadrant. Combine the two definitions to create a new definition for Civic Leadership and write it in the appropriate quadrant. Finally, in the quadrant labeled "Examples" students list the names of people who fit the definition of a civic leader.*

*After about 10 minutes or when students are finished, bring the group back together and ask a pair to share their definitions. Discuss and lead students to the idea that:*



When we use the word "civic", we are talking about our community. This includes anywhere from our local town to our state and our country. "Leadership" refers to influencing and the ability to obtain followers *See HS001 leadership definition*. Therefore, "Civic Leadership" are people who make a positive influence in our communities.

*Ask students to share examples and describe specific characteristics that make these people good leaders. Some examples might include trustworthy, hard working, serving, donating money, good morals and values, etc.*



We listed some people we considered to be civic leaders. Who are they and why or how do they fit the definition? What characteristics do they have?

## Transition to Objective 2:

*Synthesize responses and help student discern between fame and civic leadership.*



Who are some people who are famous for their civic leadership? If a person has the characteristics we just listed but are not famous or high profile (in the public eye), are they still civic leaders? Fame and power are not necessary to be civic leaders; however, sometimes they can be the result of it. Let's talk more about people who make a career of civic leadership.



## Objective 2. Define public service.

*Discuss with students:*



Just as we might find the time to volunteer at a local hospital, there are nurses and doctors who work there every day. Just as we might take the time to help find a missing person, there are police officers that make this their mission. Even as we take time to raise an American flag in our neighborhood, there are thousands who stand to protect it. We all have a duty to be leaders in our community; however, there are many who make it their life. We call these people public servants.

*Pass out HS.106.AS.A and instruct students to take notes on the handout.*



Let's learn more about these people. We'll capture notes on this handout.

*Unmask HS.106.TM.A. Ask students to add to the list and capture their responses on the overhead.*



These are just a few examples of public servants, but there are thousands.

### ► Examples of public servants

#### I. Public Safety

- A. Firemen
- B. Police
- C. Security
- D. Health Inspectors
- E. ?



F. ?

## II. Health

- A. Nurses
- B. Doctors
- C. Medical Assistants
- D. ?
- E. ?

## III. Education

- A. Principals
- B. Teachers
- C. Secretaries
- D. School Board Members
- E. Professors
- F. Researchers
- G. ?
- H. ?

## IV. Government Officials

- A. Politicians
- B. Government Staff
- C. Transportation Personnel
- D. Utility Personnel (electricity, phone, gas, cable, etc.)
- E. Community Officials
- F. Military Personnel
- G. ?
- H. ?

## V. Service Organizations

- A. United Way
- B. YMCA
- C. Salvation Army
- D. ?
- E. ?

### Transition to Objective 3:



Some of these people are people we see everyday and know on a personal level. Others we may only see on TV or read about in the news. However, each public servant makes a difference in our lives.



### Objective 3. Describe the importance of civic leadership and public service.



*Share an example of how a public servant has affected your life; for example, a fireman protecting your house from fire. Then give students a minute to think about their own examples.*



*Look back over the list of public servants we just created. Let's each think to ourselves about a time when we were personally influenced by someone on that list. How was that person important in your life? What would happen if we did not have someone serving in that way?*

*Divide class into groups of three or four. Each individual shares his or her example in the group. The group chooses one example to share with the class. Use a Karaoke Moment , allowing each group to present their example. Student songs should emphasize the importance of civil leadership and public service.*

*Encourage students to let those people know that their service was appreciated*



### Review/Summary

#### ►Continue Story:



**Now let's jump back into John's story . . .**

**The owner asked John to build him one last home. He said, "I realize that you want to begin the rest of your life, but I know that you are the best builder I have, and I need the best possible person on this project. It is very important to me. Can you help me?"**

**John agreed-but as he began to build this home, one that was to be larger and grander than he had ever built, he began to get impatient and a bit lazy. "This is my last home, I really don't need all of this insulation. The tile doesn't need to be perfectly straight. I guess I can get by without that extra support beam," he told himself. His main goal was just to get done, and as soon as possible.**

**When he had finally finished the home, he called his boss, who was very surprised at how fast the home was completed. "Wow, you never cease to amaze me John. That was fast!" the owner said. "Well I just hope the person likes it," John said.**

**At that point the owner explained his last wish. "John, you have been a great friend and one of the best employees that I have had. This house you built was the largest and most grand I have ever had you build, and that is because it is for you John." The owner handed John the keys to the home and said that he wished him a great retirement in his new home. John was filled with anger as he realized that the one time he neglected his values, craftsmanship, and work ethic hurt only himself.**

*Process the meaning of the story with students.*



**What did John do? How might this apply to civic leadership?**

*Elicit student responses and lead students to the idea that:*

**Like John, we have unlimited opportunity to help others. It is important for us to take the time to give away our best, because we never know when it will be our turn to need help. Consistent service increases our influence on others. Be sure to recognize the acts of kindness and quality work of our public servants and other civic leaders.**





### ►Extended Classroom Activity:

*Students should write anonymous thank-you letters to someone on the list of public servants (from the large poster paper where students added their personal stories).*

### ►FFA Activity:

*Students should recognize a local public servant with an award at an FFA meeting.*

### ►SAE Activity:

*Students should write a thank-you card to a public servant who assisted with the student's SAE project.*

### ✓ Evaluation

*A written test is included to measure objectives 1 through 3.*

### Answers to Assessment:

1. False
2. False
3. True
4. True
5. From notes on HS.106.TM.A
6. Student response



## INVOLVEMENT IN PUBLIC SERVICE

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### ► True or False

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

- \_\_\_\_\_ 1. Civic leaders must be elected.
- \_\_\_\_\_ 2. Civic leaders are the same as public servants.
- \_\_\_\_\_ 3. Public servants make it their job to serve others.
- \_\_\_\_\_ 4. Public servants are few and far between.

### Short Answer (4 points each)

5. What are some examples of public servants.
6. How did your definition of civic leadership change from the beginning of the lesson to the end.



# EXAMPLES OF PUBLIC SERVANTS

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## Public Safety

- Firefighters
- Police
- Security
- Health Inspectors
- ?
- ?

## Health

- Nurses
- Doctors
- Medical Assistants
- ?
- ?



# EXAMPLES OF PUBLIC SERVANTS (CONTINUED)

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## Education

- ➔ Principals
- ➔ Teachers
- ➔ Secretaries
- ➔ School Board Members
- ➔ Professors
- ➔ Researchers
- ➔ ?
- ➔ ?

## Government Officials

- ➔ Politicians
- ➔ Government Staff
- ➔ Transportation Personnel
- ➔ Utility Personnel (electricity, phone, gas, cable, etc.)
- ➔ Community Officials
- ➔ Military Personnel
- ➔ ?
- ➔ ?

## Service Organizations

- ➔ United Way
- ➔ YMCA
- ➔ Salvation Army
- ➔ ?
- ➔ ?



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- D.
- E.
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## II. Health

- A.
- B.
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- D.
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## III. Education

- A.
- B.
- C.
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- G.
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#### IV. Government Officials

- A.
- B.
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