



High School

National FFA Organization

Lesson HS.108

A LIFETIME OF SERVICE TO OTHERS

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Serve Others?

Precepts. D6: Value service to others.

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 Identify different levels of service.
- 2 Identify leadership skills needed in lifetime service.
- 3 Combine skills and interests into a plan for lifetime service.



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Time. Instruction time for this lesson: 50 minutes.



Resources

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



Tools, Equipment, and Supplies

- ✓ Three different colored note cards for each student—green, pink, blue
- ✓ Copies of transparency masters
- ✓ Overhead projector
- ✓ Writing surface
- ✓ HS.108.Test—one per student
- ✓ HS.108.Assess—one per student
- ✓ HS.108.TM.A
- ✓ HS.108.TM.B
- ✓ HS.108.AS.A
- ✓ HS.108.AS.B



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

► Legacy



Interest Approach

Hand out copies of HS.108.AS.A to students. Ask students leading question:

The handout being distributed profiles a famous American, Jimmy Carter. Why was Jimmy Carter famous?

Elicit response from students. If students do not identify him as a past president of the United States, tell them to read the profile to find out. Read profile aloud or ask students to individually read the profile.



Let's get the scoop on the life of Jimmy Cater. Read the profile carefully.

Lead discussion with students using the following questions:



What kind of background did Jimmy Carter have.

Were all his attempts at leadership and service successful. Why or why not.

What were his reactions to his failures.

How did he respond when the people he served rejected him.

What issues was he passionate about.

How did he use his influence.

What is his legacy.

Ask student to define legacy. Provide the definition on a writing surface so students can write it in their notes.

I. Legacy



A. Transmitted by or received from someone from the past; a gift passed on through generations

►Transition to Objective 1:

Discuss with students:



Do we have to be on the level of the President of the United States to make a difference? Can ordinary people make a difference? Why or why not?

Elicit responses, moving students to the idea that we start serving where we are, and as we grow, we move into different levels.



Jimmy Carter's life could have been very ordinary. What made it extraordinary was that he made the choice to serve on many different levels. We are just beginning our journey of serving others.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify different levels of service.

Distribute three note cards (one of each color) to each student. Use a Motion Moment and a Picasso Moment to introduce and teach the levels of service. Unmask notes on HS.108.TM.A as each level is taught. The icon they create goes on the front of the note card. Students capture notes on the backs of the note cards. Students should also brainstorm at least one activity they can participate in for that level.



Three colored note cards have been provided for capturing notes. Each color applies to a specific level of service we will be discussing.

Create motion and icon for Level 1.

I. Levels of Service

A. Head at attention—green note card

1. Engages your mind; service that has to do with any issue you can discuss abstractly; big picture events; rewards are not necessarily tangible.

Allow students to respond to the following discussion questions.



What are some big picture issues.

Expected responses: global warming; saving the rain forest



If we are not seeking tangible rewards, what are we seeking.

Expected responses: feeling good or passionate about something; making people aware of issues





Let's think individually, what issues am I passionate about or get me excited?

Create motion and icon for Level 2.

B. Heart in motion—pink note card

1. Service you feel good about; seek to bring about cooperation and spirit of community; contributing to a common cause; brings immediate benefits.

Allow students to respond to the following discussion questions.



What gives you the most joy when you give a gift to someone.

Expected answers will vary.



How is service like a gift. What acts of service make you feel good.

Expected responses: reading to old people; bake sale to raise money for tornado victims; grocery drive



How do the things we care about affect our decisions to be involved.

Students should just think about the next question, not answer aloud.



Think to yourself, what about myself do I regret or hide the most?

After a few moments, explain to students . . . That is the area they can best understand and help others in, because they have experienced it and understand. They will be able to relate in that area for a lifetime!

Create motion and icon for Level 3.

C. Hands in action—blue note card

1. Physically improving your environment and community to make the world a better place

Allow students to respond to the following discussion questions.



What is the value of community service.



What are some ways we can improve the community with our hands—or our backs.



What skills or abilities do you have to offer.

► Transition to Objective 2

Ask the following questions and direct discussion to help students make the connection between service and leadership. Students may work in pairs.



Are these three levels of service mutually exclusive? (Do not overlap). If yes, explain why. If not, then explain the progression of the levels. Discuss this question with a partner and be prepared to share an explanation with the class.

After about one minute bring students back together and ask several pairs to share their responses.





These are great thoughts and ideas. It seems as though these levels overlap and intertwine. As our commitment to serving grows, we move from just thinking about something, to doing something. We can influence people through our service. In this way, service and volunteering are forms of leadership, because leadership is influence!

Objective 2. List and evaluate leadership skills needed in lifetime service.

Hand out HS.108.AS.B. Use HS.108.TM.B to explain directions, and unmask the first four skills on the list.



Check out the words followed by blanks in the left column of the activity sheet. These words represent some of the skills needed in Lifetime service to others. Let's read them together.

II. Leadership Skills Needed in Lifetime Service

- A. A service-leader attitude
- B. Good listener
- C. Work well with others
- D. Have a positive attitude and encourage others
- E. Others

Students brainstorm at least six other skills and write them in the blanks. Fill in the blanks on the overhead transparency as they call them out.



Let's brainstorm together . . . what are some other skills needed for lifelong service to others. As we call them out, capture them on your sheet in the numbered blanks.

Students rate themselves on their current effectiveness the skill listed. One is low and 10 is high. Encourage students to think about how they can improve on those skills that they rated lower on.



Now that we have identified the skills needed for a lifetime of service, let's take a few minutes to rate ourselves on our effectiveness in each of these skill areas. One represents a low effectiveness, while 10 represents high effectiveness. There are no right or wrong answers, so be honest with yourself. We all have room to grow. This grid will help us visualize and set goals for improving on these skills.

Give students about two minutes to rate themselves.

►Transition to Objective 3

Refer back to Jimmy Carter story.



Think to what we learned about Jimmy Carter. He had specific skills that made him a leader. He was also passionate about certain issues, such as peace and democracy. The key to his greatness is his ability to connect his skills and interests to activities that made a difference. Now is the time for us to think about how we can become involved in activities that connect to our skills and interests.



Objective 3. Create a plan for lifetime service that combines our skills and interest.

Unmask HS.108.TM.B and ask students to answer questions on HS.108.AS.B.

III. Determining skills and interests

- A. What am I good at.
- B. What do I enjoy doing.
- C. What issues/causes am I passionate about.
- D. What leadership skills do I possess.
- E. What activities are available that fit my skills and abilities.
- F. What do I want to be remembered for when I am 75.

After 5-10 minutes, introduce assessment activity researching on the Internet or in the library for three lifetime service activities they are interested in. Students write a plan for how they will be involved in lifetime service. Distribute HS.108.Assess and explain directions in detail. This can be started in class or assigned as homework.



Remember we said that achieving a lifetime of service is a journey. We have taken some big steps on that journey today by identifying areas of lifetime service, our leadership skills, and areas of interest. The Lifetime Service Report will take us even farther down the road.



Review/Summary

Revisit the Motion Moment as students demonstrate actions and call back three levels of service.

1. Head at Attention
2. Heart in Motion
3. Hands in Action

Students share with a partner one leadership skill they are good at, and one they need to work on.

Scan back through the activity sheet. Let's star one leadership skills we are good at. Next, let's circle one skill we need to develop to be a lifetime leader. Share with a partner those skills and a plan to develop them.

Give students the opportunity to work on report as time allows.



Application

►Extended Classroom Activity:

Have students write an article on lifetime service for the school and/or community newspaper. Or, partner with local cable T.V. channel to produce a short segment highlighting people who participate in lifetime service activities.

►FFA Activity:

Survey FFA Alumni to determine what types of lifetime service activities they participate in, and how those activities are related to their involvement in the FFA. Or, present a lifetime service award at your annual FFA recognition banquet.

►SAE Activity:

Ask students to generate a list of lifetime service activities related to their SAE.



Evaluation

A written test, HS.108.Test, is included to assess objectives 1, 2, and 3.



An assessment has been provided to assess Objective 3. Have students research and write a report about a lifetime service opportunity for each of the three levels—head, heart, and hands. Use the grading rubric to evaluate the reports.

Answers to Test:

1. B
2. C
3. D
4. F
5. T
6. T
7. Answers will vary



A LIFETIME OF SERVICE TO OTHERS

Directions: Match the level of service with the proper definition by writing the letter of the answer on the blank provided.

- _____ 1. Service you feel good about; contributing to a common cause
_____ 2. Service that has to do with any issue you can discuss abstractly; intangible rewards
_____ 3. Service that makes the world a better place by improving your environment or community

► **Choices:**

- A. Home
- B. Heart
- C. Head
- D. Hands

For the following questions, answer true or false by circling either T or F.

T F 4. Each of the three levels of service are mutually exclusive; they do not overlap.

T F 5. Service and volunteering are forms of leadership.

T F 6. Lifetime service involves combining your skills and interests.

7. List four leadership skills needed for lifetime service.



LIFETIME SERVICE REPORT

Using the questions from your interest assessment, create a plan for lifetime service. Give detailed thought to each question. Using the Internet, research three different activities you would like to know more about and/or be involved in. You should include one activity for the *head level*, *one activity for the heart level*, and *one activity for the hands level*. See the grading rubric below for how this paper is to be organized.

Grading Rubric

►Organization

- 4 Information is very organized with well-constructed paragraphs and subheadings.
- 3 Information is organized with well-constructed paragraphs.
- 2 Information is organized, but paragraphs are not well constructed.
- 1 The information appears to be disorganized.

. 1 = _____ /4 points

►Amount of Information

- 4 Each level of service is addressed, and all questions are answered with at least 2 sentences about each.
- 3 Each level of service is addressed, and most questions are answered with at least 2 sentences about each.
- 2 Each level of service is addressed, and most questions are answered with 1 sentence about each.
- 1 One or more level of service was not addressed.

. 4 = _____ /14 points

Total: /20 points



LEVELS OF SERVICE



◆ Head at Attention

→ Engages your mind; service that has to do with any issue you can discuss abstractly; big picture events; rewards are not necessarily tangible.



◆ Heart in Motion

→ Service you feel good about; seek to bring about cooperation and spirit of community; contributing to a common cause; brings immediate benefits.



◆ Hands in Action

→ Improving your environment and community to make the world a better place



LEADERSHIP SKILLS NEEDED IN LIFETIME SERVICE

Skill	Effectiveness									
	Low					High				
1. A service-leader attitude	1	2	3	4	5	6	7	8	9	10
2. Good listener	1	2	3	4	5	6	7	8	9	10
3. Work well with others	1	2	3	4	5	6	7	8	9	10
4. Positive attitude/encourager	1	2	3	4	5	6	7	8	9	10
5.	1	2	3	4	5	6	7	8	9	10
6.	1	2	3	4	5	6	7	8	9	10
7.	1	2	3	4	5	6	7	8	9	10
8.	1	2	3	4	5	6	7	8	9	10
9.	1	2	3	4	5	6	7	8	9	10
10.	1	2	3	4	5	6	7	8	9	10

►Interests Assessment:

What am I good at.

What do I enjoy doing.

What issues/causes am I passionate about.

What leadership skills am I strongest at.

What activities are available that fit my skills and abilities.

What do I want to be remembered for when I am 75.



JIMMY CARTER—A PROFILE IN LIFETIME SERVICE TO OTHERS

►Timeline:

- October 1, 1924— Born in Plains, Georgia
- 1946— Graduated from the Annapolis Naval Academy. Married Rosalyn Smith.
- 1953— Carter’s father, James Earl Carter, Sr., died. Resigned from the Navy and took his family back to Plains. Operated Carter’s Warehouse, a seed and farm supply store, with his wife.
- 1963— Entered state politics with election to Georgia Senate.
- 1966— Lost first campaign for governor of Georgia.
- Jan 12, 1971— Elected Governor of Georgia.
- Dec. 12, 1974— Announced candidacy for president of the United States.
- Nov. 2, 1976— Defeated Republican President Gerald Ford.
- 1978— Negotiated the Camp David peace treaty between Israel and Egypt.
- 1980— Lost presidential election to Republican Ronald Reagan in a landslide. Defeat attributed to double-digit inflation, an energy crisis, and an Iranian hostage situation that lasted more than a year.
- 1982— Founded the Carter Center, a non–profit national and international policy think tank.
- 2002— At age 78, won Nobel Peace Prize for “decades of untiring effort” in the pursuit of peace.

►His Legacy:

On December 10, 2002, the Nobel committee members rewarded a man who has spent his life tirelessly working to make this world better for all citizens. Former U.S. President Jimmy Carter won the 2002 Nobel Peace Prize for his decades of work seeking peaceful solutions and promoting social and economic justice. He was 78 years old.



Jimmy Carter, a peanut farmer from Georgia, served the United States as Democratic President from 1977 to 1981. While Jimmy Carter may not go down in history as the most effective president America ever had, he is certainly the best ex-president the country ever has seen. Carter lost his re-election bid to Ronald Reagan in 1981. “When I left the White House, I was a fairly young man, and I realized I maybe had 25 more years of active life,” Carter said, “so we capitalized on the influence I had as a former president of the greatest nation in the world.”

In 1982, he founded the Carter Center, an Atlanta, Georgia-based organization dedicated to ending disease, poverty, hunger, conflict, and oppression through global health programs, urban revitalization, and support of democracy. The center has worked with people in 65 countries around the globe. Carter has spent the past two decades traveling around the globe monitoring elections, promoting human rights, and providing health care and food to the world’s poor. He is an active supporter of Habitat for Humanity and helps construct housing for those who cannot otherwise afford it.

Jimmy Carter is married, with four children. He exemplifies a lifetime of service to others.



LEADERSHIP SKILLS NEEDED IN LIFETIME SERVICE

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8.	1	2	3	4	5	6	7	8	9	10
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►Interests Assessment:

- What am I good at.
- What do I enjoy doing.
- What issues/causes am I passionate about.
- What leadership skills am I strongest at.
- What activities are available that fit my skills and abilities.
- What do I want to be remembered for when I am 75.

