



High School

National FFA Organization

Lesson HS.29

VALUING MY CONTRIBUTIONS

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

K1: Cope with life's trials.

National Standards.

NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



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

- 1 Define contribution and list how an individual is valuable to society.
- 2 Identify potential ways individuals can contribute to: school, family, and community.
- 3 Create a life plan illustrating how society will benefit from one's contributions.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Candy, One piece per student
- ✓ Contributor's Life Plan HS.29.AS.A—one per student
- ✓ Overhead Projector
- ✓ Transparencies HS.29.TM.A–E
- ✓ Scissors
- ✓ Student Evaluation HS.29.Assess—one per student
- ✓ Student Notebooks
- ✓ Writing Surface
- ✓ Writing Tools



Key Terms. The following term is presented in this lesson and appears in bold italics:

- ▶ Contribution



Interest Approach

Give a piece of candy to each student. Instruct the class not to open the candy until they are permitted to do so. Ask students the following question:



How did you feel when I gave you a candy?

Expected responses include: happy, excited, and thankful.

Now, allow students to open the candy and eat it. Ask students:



How did you feel when I allowed you to eat the candy?

Expected responses include: relieved, happy, and satisfied.



Gifts are always welcome delights. They serve to lift the spirits of others through their spontaneity and thoughtful nature. Just like my gift of candy to you, the contributions we make lift the spirits of others, making life a little bit better for them. Think inward today and transfer those thoughts outward, as we evaluate our contributions.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define contribution and list how an individual is valuable to society.



Which qualities do we believe society values most in an individual?"

Capture their responses on the writing surface. If they do not mention “a giving spirit” or something relating to contributing to others, offer the suggestion and write it down. Review the list with students and capture their attention around the idea of giving back.



Think quietly of a recent contribution someone you know made. Whom did the act make life a little better for? Exactly how did the contribution benefit that individual? Turn to one person nearby. Share the information you reflected on, with a partner anywhere in the room, for the next 45 seconds. Return to your seats quietly when you see my raised hand.



Each of us has felt the impact that contributions can have on the lives of others. Amazing things can happen when we give of ourselves.

Have students capture the following content in their notebooks and show HS.29.TM.A.

I. The value of an individual:

A. **Contribution:** a purposeful gift from one to another.

1. Contributing to the success of others is directly related to personal growth.
2. Develops an awareness that the world goes beyond me.

B. One who gives beyond self, makes a positive impact on society.

C. How can an individual be of value?

1. Become a mentor.
2. Volunteer for social causes.
3. Live a clean lifestyle.
4. Work.
5. Recycle materials.

Use the Graphic Artist Moment to manipulate the word “contribution.” Have students rise and share their graphic with three people in the classroom. Signal the time for students to return to their seats by raising your hand. Students will mirror the action in response to the action.



Remember the various depictions of the word “contribution,” as we travel through our discussion of valuing our contributions. Remain enthusiastic in your quest to learn how to become more effective as a leader.



Objective 2. Identify potential ways individuals can contribute to: school, family, and community.



Contributions help us to develop our awareness of the world beyond us. With that said, it is critical we know how to make meaningful contributions in the different sectors of our lives.

Have students capture the following content in their notebooks and show HS.29.TM.B–D.

II. Ways I can contribute to ...

A. My School:

1. Volunteering as a tutor.
2. Supporting clubs and organizations.
3. Maintaining a strong academic record.
4. Serving as a student body officer.

B. My Family:

1. Completing assigned chores.
2. Serving as a good example for my siblings.
3. Treating my parents with respect.
4. Talking issues out rather than yelling.

C. My Community:

1. Participating in service-oriented activities.
2. Donating canned goods and clothing to those in need.
3. Volunteering in a local hospital or soup kitchen.
4. Picking up litter around the community.

Provide every other student with one sheet of $8\frac{1}{2} \times 11$, white copy paper. Be sure to have scissors handy. Instruct students to make an I-Know book. Include a visual representation of instruction on the writing surface.



Fold paper length-wise, hot-dog style. Cut, or tear, along the fold to create two strips of paper. Keep one strip and pass the second strip to the person next to you. Fold the strip in half, hamburger style. On the front of the “book,” write the title, “I can contribute...” On each page, draw one way you can best contribute to one of the three areas we have discussed: at school, with your family and within the community. Devote one contribution per page. Example: On the top of the first page, write “to my family by” and at the bottom write, “doing my chores.” In between, draw an illustration that corresponds. Use the lists captured in our notes, or come up with a new way to contribute!

Have students turn to the person next to them to share their books once they have finished. Call on three students to share their books with the class. Direct the class in a big, “yahoo,” to thank each participant for contributing to the lesson.



Objective 3. Create a life plan illustrating how society will benefit from one's contributions.



Now, let's direct our thoughts and energy inward and onward. You see, the contributions we focused on in our books are merely the beginning as we discover ways we can contribute today and forever.

Have students capture the following content in their notebooks and show HS.29.TM.E.

III. My Life Plan

- A. Contributing to society can occur at any age.
 - 1. Social consciousness is a learned habit.
 - 2. It can begin at childhood and continue well into late adulthood.
 - 3. Setting goals is the key to a life of contributing to others.
 - a. All goals begin with “I will...” and include an action.
 - b. These goals must be evaluated regularly throughout life.

Distribute one copy of Contributor's Life Plan—HS.29.AS.A—face down to each student. Provide the following instructions.



We have already learned ways we can make contributions to impact our society. Sift through the possibilities as you begin to create your very own life plan. When I say “goal,” turn the activity sheet over and write down two goals for each of the four areas expressed, one short-term—one which can be realized between the next few days and up to the next six months—and one long-term—one which can be realized anytime beyond the next six months. Turn your paper face down again when you are finished, signaling your readiness to continue. Goal!

Allow three minutes for students to write goals on the activity sheet. Encourage students to keep working by giving them time warnings. Have the students turn their papers back over. Direct students in a pair share. Remind students of the need for everyone to be considerate listeners of everyone's plans. Upon completion, call on several students to share a goal with the class.



Each of you has set many wonderful goals for your lives ahead. I challenge you to work toward completing each of them and to reevaluate them at regular intervals in your life. You rock!



Review/Summary



Use a Sound Track Moment and challenge students to find a song that best summarizes the contributions they plan to make in all parts of their lives.



►Extended Classroom Activity:

Have students convert their Contributor's Life Plan HS.29.AS.A into a professional format. Challenge students to type it, convert it into an artistic format, or any other creative, displayable format so they will be able to consult it often.

►FFA Activity:

Have the students make a list of those activities they participate in: Career Development Events, community service, and committee work. Have them list those contributions they have already made to each team. Instruct them to make a second list of those things they plan to contribute to make those teams more effective.

►SAE Activity:

Have the students write letters to themselves highlighting the contributions they have made which have had a favorable impact on their SAE. Have them sign and date the letter, and paperclip it to the back of their record book. It should be consulted later in the year.

✓ Evaluation

HS.29.Assess is included to measure Objectives 1, 2, and 3.

Answers to Assessment:

Part One: True or False

1. True
2. False
3. True
4. True
5. False

Part Two: Short Answer

6. Four of the following:
 - Volunteering as a tutor.
 - Supporting other clubs and organizations.
 - Maintaining a strong academic record.
 - Serving as a student body officer.



Completing assigned chores.
Serving as a good example for my siblings.
Treating my parents with respect.
Talking issues out rather than yelling.
Participating in service-oriented activities.
Donating canned goods and clothing to those in need.
Volunteering in a local hospital.
Picking up litter around the community.

7. Answers will vary.

Goals help to focus one's energies and actions to evaluate successes. Setting goals for one's contributions can help to bring consciousness to the forefront of all decisions to make life better



VALUING MY CONTRIBUTIONS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Those who help others impact society in a positive way.
- _____ 2. Personal growth is not directly related to contribution.
- _____ 3. Leaders make an effort to make contributions to their schools, families and communities.
- _____ 4. Selflessness is valued by society.
- _____ 5. Learning to contribute to society begins at adulthood.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. List four ways to contribute to society.
7. Explain how goals can help one contribute to society throughout their life.



THE VALUE OF AN INDIVIDUAL

◆ **Contribution: a purposeful gift from one to another.**

→ Contributing to the success of others is directly related to personal growth.

→ Develops an awareness that the world goes beyond me.

◆ **One who gives beyond self, make a positive impact on society.**

◆ **How can an individual be of value.**

→ Become a mentor.

→ Volunteer for social causes.

→ Live a clean lifestyle.

→ Work.

→ Recycle materials.



WAYS I CAN CONTRIBUTE TO... MY SCHOOL:

- ◆ **Volunteering as a tutor.**
- ◆ **Supporting clubs and organizations.**
- ◆ **Maintaining a strong academic record.**
- ◆ **Serving as a student body officer.**



WAYS I CAN CONTRIBUTE TO... MY FAMILY:

- ◆ **Completing assigned chores.**
- ◆ **Serving as a good example for my siblings.**
- ◆ **Treating my parents with respect.**
- ◆ **Talking issues out rather than yelling.**



WAYS I CAN CONTRIBUTE TO... MY COMMUNITY:

- ◆ **Participating in service-oriented activities.**
- ◆ **Donating canned goods and clothing to those in need.**
- ◆ **Volunteering in a local hospital or soup kitchen.**
- ◆ **Picking up litter around the community.**



MY LIFE PLAN

Contributing to society can occur at any age.

◆ **Social consciousness is a learned habit.**

◆ **It can begin at childhood and continue well into late adulthood.**

◆ **Setting goals is the key to a life of contributing to others.**

➔ **All goals begin with “I will...” and include an action.**

➔ **These goals must be evaluated regularly throughout life.**



CONTRIBUTOR'S LIFE PLAN

►Instructions:

Write two goals for each area of your life: one short-term and one long-term. A short-term goal is one which can be realized between the next few days and up to the next six months. A long-term goal is one which can be realized any time beyond the next six months. Remember: goals begin with the words "I will..." and contain an action.

School

Short-Term:

Long-Term:



Family

Short-Term:

Long-Term:

Community

Short-Term:

Long-Term:

