



Lesson Plan

Living to Serve

Created: 11/2025 by the National FFA Organization

Description of Lesson: *This service-learning SAE taught Lily, Ashlyn and Charlotte how to give back to their community. Learn how you can play a vital role in developing your community through service-learning.*

Student Learning Objectives:

After completing these activities, students will ...

1. Explore a service-learning SAE.
2. Explain the difference between community service and service-learning.
3. Plan a service-learning project they can implement in their community.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Video: <https://vimeo.com/1108190808>

Related Resources:

1. Resource: Happy Souls Socks SAE, <https://FFA.box.com/s/nohxc84a4lltn87ylxh8tg6btjhsre6>

Equipment and Supplies Needed:

1. A copy of the "Living to Serve" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Community service
2. Impact
3. Implementation
4. Record keeping
5. Service-learning

Cross-Curricular Connections:

English/Language Arts

Create a service-learning project plan.

Student Activity Sheets:

Name: _____

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/fupupmi744ofb92224e4xw6dm62qih9l> (Word)

<https://ffa.box.com/s/h7j13hjvxc07xw37xzo108j5lh514oi> (PDF)

https://docs.google.com/document/d/1ostqTfVeE3qncO0rfZGvutDocTjHcm15Fnc_aRXxrtc/copy (Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-C. Vision: Visualize the future and how to get there.
- FFA.PL-E. Awareness: Understand personal vision, mission and goals.
- FFA.PG-I. Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-P. Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership

Name: _____

Lesson Plan:

1. **Bell Ringer:** List two or three needs or challenges in your school or community you wish you could fix.
2. **Introduction:** *We all know how good it feels to help others, but what if we could go a step further? What if we could use what we're learning in school to make a real impact in our community? Today, we're going to explore what it means to truly live to serve. You'll learn the difference between community service and service-learning and why FFA encourages members to be leaders who give back with purpose.*
3. **Activity:** Each student needs a copy of the worksheet "Living to Serve."
 - a. **Part 1:** Direct students to view the video, <https://vimeo.com/1108190808>. Have them complete Part 1 as they watch the video. You can choose to show the video to the entire class or have students view it individually on their own devices.
 - b. **Part 2:** Have students visit FFA.org/livingtoserve/types-of-service/ to learn more about the difference between community service and service-learning. They should answer the questions on Part 2 of their student activity sheets as they learn.
 - c. **Part 3:** Conduct a class-wide brainstorming session where students present ideas they could do for service-learning in their community. Then, have them narrow down the list into one of their own ideas. Now that students have learned about service-learning, they are going to plan their own project. Have them fill out the planning sheet on their student activity sheets as they work. You may also choose to pair or group students to complete the planning sheet.
4. **Follow-up:** Have students share their project ideas with their classmates and get feedback.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students explore grant opportunities from FFA.org/livingtoserve/ that they could utilize to help fund their service-learning projects.
6. **Exit Ticket:** What is the difference between community service and service-learning?

Name: _____

Aligned to the following standards:
CS.05; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01; AGC09.02; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9.10.6; CRP.02.; CRP.04; CRP.07

Living to Serve

Part 1

Directions:

Answer the questions below as you watch the video available at <https://vimeo.com/1108190808>.

- 1. Describe Lilly, Ashlyn and Charlotte's SAE in two or three sentences.
- 2. What state are Lily, Ashlyn and Charlotte from?
- 3. What did the girls do to get started with their SAE?
- 4. What is included in the kits that the girls make for their SAE?
- 5. Fill in the chart about each of the girls' tasks.

Name	Task(s)
Lily	
Ashlyn	
Charlotte	

- 6. Who has helped with their SAE?
- 7. Why is record keeping and organization important for their SAE?
- 8. What has been the biggest challenge of their SAE, and how have they overcome it?

Name: _____

Part 2

Directions:

Visit FFA.org/livingtoserve/types-of-service/ to learn more about the difference between community service and service-learning, then answer the questions below.

1. In your own words, what is community service?
2. In your own words, what is service-learning?
3. List two key differences between community service and service-learning.
 -
 -
4. Fill in the chart below with ideas for community service and service-learning projects based on the type of service. You must come up with ideas different from the examples on the website.

Type of Service	Community Service Idea	Service-Learning Idea
Direct		
Indirect		
Advocacy		

5. Read each example and decide whether it is community service (CS) or service-learning (SL). Circle your answer.

Example Activity

CS / SL

- | | |
|--|---------|
| 1 Collecting canned food to donate to a local food pantry. | CS / SL |
| 2 Studying local food insecurity in agriculture class and creating a school food box program. | CS / SL |
| 3 Volunteering to clean up trash at the park on a Saturday. | CS / SL |
| 4 Researching erosion in your agricultural science class, then planting grass at a park to help. | CS / SL |
| 5 Helping at a local animal shelter by walking dogs. | CS / SL |
| 6 Learning about animal welfare, then designing enrichment toys for shelter pets. | CS / SL |
| 7 Planting trees in a public park. | CS / SL |
| 8 Researching native plant species and designing a habitat restoration project. | CS / SL |

Name: _____

Part 3

Directions:

Now that you have learned about service-learning and brainstormed with your classmates, it's time to plan your own project! Fill in the planning document below as you work.

1. Project Title:

2. What problem or need in your community will this project address?

3. How was this need identified?

4. FFA Mission Pillars Involved (Check all that apply.):
☐ Premier Leadership ☐ Personal Growth ☐ Career Success

5. Project Plan

Task	Person(s) Responsible	Resources/Materials Needed	Due Date

6. Estimated Cost:

7. Possible Funding Sources (grants, donations, sponsors):

8. When and where will this project take place?

9. Who will benefit from this project?

Name: _____

10. Who needs to approve or support this project (e.g., administration, city council, teacher)?
11. How will you promote your project? Who is responsible for promotion and documentation?
12. How will you know your project made a difference?

Reflection Questions:

1. After today, what is one idea you have for a project you could do to serve your school or community?
2. What makes a service-learning project meaningful, not just for the community, but for you as the student?
3. What skills or strengths do you have that could help you make a difference through a service-learning project?
4. What impact do you hope your future project could have?
5. How does "Living to Serve" connect to your own values or future goals?

Name: _____

KEY: Living to Serve

Part 1

Directions:

Answer the questions below as you watch the video available at <https://vimeo.com/1108190808>.

1. Describe Lilly, Ashlyn and Charlotte's SAE in two or three sentences.

They create maternity and baby kits for low-income women and babies in their community. They collect donations and put the kits together and then distribute them.

2. What state are Lily, Ashlyn and Charlotte from?

North Carolina

3. What did the girls do to get started with their SAE?

They reached out to community partners to discuss how they could do the project.

4. What is included in the kits that the girls make for their SAE?

Baby clothes, menstruation products, peri bottles, diapers, wipes, toys, books, etc.

5. Fill in the chart about each of the girl's tasks.

Name	Task(s)
Lily	Record keeping marketing and graphic design
Ashlyn	Getting in touch with partners
Charlotte	Checking first steps email and reaching out to companies for donations

6. Who has helped with their SAE?

Social workers, OBGYNs, HOSA, FFA, Girls Up, Trinity Tots, Baby Bundles, Beta Club, Girls Scouts, teachers at their school

7. Why is record keeping and organization important for their SAE?

They are working with a lot of different organizations, so they have to make sure everything is clear and organized.

8. What has been the biggest challenge of their SAE, and how have they overcome it?

They have had opposing ideas and problems with cooperation. They have learned that cooperation skills are needed and to make sure they are listening to each other's ideas.

Name: _____

Part 2

Directions:

Visit FFA.org/livingtoserve/types-of-service/ to learn more about the difference between community service and service-learning, then answer the questions below.

1. In your own words, what is community service?

Answers will vary.

3. In your own words, what is service-learning?

Answers will vary.

4. List two key differences between community service and service-learning.

- Answers will vary.
- Answers will vary.

6. Fill in the chart below with ideas for community service and service-learning projects based on the type of service. You must come up with ideas different from the examples on the website.

Type of Service	Community Service Idea	Service-Learning Idea
Direct	Answers will vary.	Answers will vary.
Indirect	Answers will vary.	Answers will vary.
Advocacy	Answers will vary.	Answers will vary.

7. Read each example and decide whether it is community service (CS) or service-learning (SL). Circle your answer.

# Example Activity	CS / SL
1 Collecting canned food to donate to a local food pantry.	CS / SL
2 Studying local food insecurity in agriculture class and creating a school food box program.	CS / SL
3 Volunteering to clean up trash at the park on a Saturday.	CS / SL
4 Researching erosion in your agricultural science class, then planting grass at a park to help.	CS / SL
5 Helping at a local animal shelter by walking dogs.	CS / SL
6 Learning about animal welfare, then designing enrichment toys for shelter pets.	CS / SL
7 Planting trees in a public park.	CS / SL
8 Researching native plant species and designing a habitat restoration project.	CS / SL

Name: _____

Part 3

Directions:

Now that you have learned about service-learning and brainstormed with your classmates, it's time to plan your own project! Fill in the planning document below as you work.

1. Project Title: Answers will vary.
2. What problem or need in your community will this project address?
Answers will vary.
3. How was this need identified?
Answers will vary.
4. FFA Mission Pillars Involved (Check all that apply.):
☐ Premier Leadership ☐ Personal Growth ☐ Career Success

5. Project Plan

Task	Person(s) Responsible	Resources/Materials Needed	Due Date
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

6. Estimated Cost: Answers will vary.
7. Possible Funding Sources (grants, donations, sponsors):
Answers will vary.
8. When and where will this project take place?
Answers will vary.
9. Who will benefit from this project?
Answers will vary.

Name: _____

10. Who needs to approve or support this project (e.g., admin, city council, teacher)?

Answers will vary.

11. How will you promote your project? Who is responsible for promotion and documentation?

Answers will vary.

12. How will you know your project made a difference?

Answers will vary.

Reflection Questions:

1. After today, what is one idea you have for a project you could do to serve your school or community?

Answers will vary.

2. What makes a service-learning project meaningful, not just for the community, but for you as the student?

Answers will vary.

3. What skills or strengths do you have that could help you make a difference through a service-learning project?

Answers will vary.

4. What impact do you hope your future project could have?

Answers will vary.

5. How does "Living to Serve" connect to your own values or future goals?

Answers will vary.