



Living to Serve Grants

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This document serves as a guideline to assist advisors in planning, implementing and justifying participation in the Living to Serve grant program. Standards for the Living to Serve grants are suggested standards based on classroom content and the community need being addressed. While not every standard may be covered during each service and or service-learning project, these lists should serve as a guideline to validate and actualize educational relevancy for Living to Serve grant projects.

STUDENT LEARNING OBJECTIVES:

Living to Serve grants provide an opportunity for students to enhance their learning by applying classroom knowledge and leadership skills through related service and service-learning experiences in the local community.

In order to develop high-quality service and service-learning projects, the Living to Serve grants utilize a framework of investigate, plan, serve and evaluate, which supports the following learning objectives:

- Utilize critical thinking and decision-making skills to INVESTIGATE community needs and their causes, as well as resources to address the identified need.
- PLAN the various components of the service or service-learning project that include:
 - Developing S.M.A.R.T. goals to measure success.
 - Establishing relationships with diverse community partners while enhancing communication skills.
 - Organizing logistics that include a timeline of activities, materials/supplies needed and volunteers.
- Engage participants in meaningful activities that enhance classroom knowledge, leadership skills and attitudes of students to SERVE the identified community need.
- EVALUATE the successes and challenges of the project by tracking progress and gathering impacts.

GRANT FOCUS AREAS:

Needs addressed with Living to Serve grants are categorized into one of the following four focus areas:

Community Safety	Addresses concerns regarding the safety of community members and the preparation, response and recovery efforts that relate to emergency preparedness and natural disasters.
Hunger, Health and Nutrition	Addresses unmet food insecurity needs, increasing physical activity and improving healthy habits to promote the physical and mental well-being of the community.
Environmental Responsibility	Addresses issues regarding air and water quality, energy and water efficiency, at-risk ecosystems, and conservation to protect and sustain the natural systems upon which all life depends.
Community Engagement	Addresses matters related to heritage and traditions, connections between community members and civic responsibility throughout the community.

For more information on individual grant opportunities, visit FFA.org/livingtoserve.

GRANT ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Elements

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.PG-K.Emotional Growth: Share and express healthy feelings and emotions.
- FFA.PG-L.Spiritual Growth: Define personal beliefs, values, principles and sense of balance.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core – Informational Texts

- CCSS.ELA- *Literacy*.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core – Writing

- CCSS.ELA- *Literacy*.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA- *Literacy*.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- CCSS.ELA- *Literacy*.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA- *Literacy*.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA- *Literacy*.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

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.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- 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.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

organization.

- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Global Awareness
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively
- Productivity and Accountability
- Social and Cross-Cultural Skills
- Work Creatively with Others