



Middle School

National FFA Organization

Lesson MS.58

DEFINING SERVICE

Unit.

Stage Four of Development-SERVE

Problem Area.

How Do I Help Others?

Precepts.

D6: Value service to others.

National Standards.

NPH-H.9-12.5 - Using Communication Skills to Promote Health - Demonstrate skills for communicating effectively with family, peers, and others.



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

- 1 Define service as it relates to helping others.
- 2 Illustrate attitudes and actions of service.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Kavelin Popov, Linda. *The Virtues Project Educator's Guide*. Torrance, CA: Jalmar Press, 2000.



Tools, Equipment, and Supplies

- ✓ Quotation cards-made from MS.58.AS.A
- ✓ Note cards
- ✓ Map of the school-optional
- ✓ MS.58.AS.A
- ✓ MS.58.AS.B-one per student
- ✓ MS.58.AS.C-one per student
- ✓ MS.58.TM.A
- ✓ MS.58.TM.B
- ✓ MS.58.Assess-one per student
- ✓ Overhead projector
- ✓ Writing surface
- ✓ Large pieces of paper for posters
- ✓ Variety of markers
- ✓ Masking tape or pushpins for hanging posters



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

▶ Service



Interest Approach

Students are going to be taking a walk around the school. On a piece of paper, they will list as many people as they can think of who help the students, school, or community, and how they do so. For example: the janitor who cleans up after the basketball games, or the teacher who stays after work to give extra help. If necessary, remind students of proper hallway behavior.



Raise your hand if you arrived at school by bus. You may put your hands down. Now, raise your hand if you ate breakfast at school this morning. Okay, hands down. How many of you ever use the school restrooms? Have we ever stopped to think about the people who make it possible for us to do these things? Every day we interact with many people who help us in some way.

Today, we are going to take a little walk. This is a very special walk of remembering. Every day, each of us interacts with someone who helps us. Our mission is to identify those people and places where we are served. We are going to take a tour of our school, capture in your notebook every place and every person who has helped or served you in the past week. When I say, "go," you will need to put on your memory hat, grab your pencil and notebook, and line up single file at the door. Are there any questions?

Answer questions if there are any.



 Okay. Go!

Lead the students through various areas of the school, as permitted. The service walk should take about ten minutes. If needed, ask questions to stimulate students to think about different acts of service. For example-here we are in the cafeteria. Who serves us here-just the cooks? Is there anyone else?

Alternative Activity: If taking a walk around the school is not feasible, divide students into groups of three or four and provide each group with a map of the school. Give students seven to ten minutes to identify areas where they are helped or served. Share findings as a group.

After students return to the classroom, compile a master list on a writing surface of people who serve them and places where they are served. Ask students:

 What did we just do?

Correct response: took a walk around the school and identified people who help us

 So why should we care about people who help us?

Possible responses: because they make our lives easier; they sacrifice their own time to make us better people; we take them for granted sometimes

 Knowing how much we are served everyday and how it makes a difference in your lives, now what do we think we should do?

Possible responses: we can thank them; we can show our appreciation by turning around and helping them in return; we can help others.

We all need help sometimes, and we all have the ability to help others. We have just identified many examples of people who serve us. Let's explore how we can help others by being of service..



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define service as it relates to helping others.

I. Defining service



Based on the walk we just took and our own experiences, take 15 seconds to write down in our notes our own definition of service. If it is helpful to include an example, jot that down too. Be ready to give your answer when you are called upon.

Allow about 15 seconds for students to write down the definition of service. Call on students randomly to share their ideas. Possible student responses: helping my neighbors; doing something nice for a friend; helping someone with their homework; the things we do to make life easier for other people

After several student responses, unmask MS.58.TM.A and have students capture the definition in their notes.



These are all great examples and definitions of service; however, the definition of service we will be using today is:

A. Making a difference in someone else's life by helping to meet a need. It is contributing to the well being of others through our actions of helpfulness.

Discuss what this definition means by tying it to the acts of helpfulness generated from the service walk.



Give me an example from our service walk of someone who was meeting a need through helpfulness.

Wait for answer.



How did he or she contribute to the well being of others?

Answers will vary.



Anyone can perform actions that help people, but service is more than just actions. It also includes attitude.



Objective 2. Illustrate attitudes and actions of service.

II. How attitude affects actions of service

A. Illustrating attitude

Break students into groups of three or four. Give each group a quotation about service from MS.58.AS.A. Have the group discuss and create a poster illustrating the quotation. Tell students:



We are going to look at some famous quotations related to service. These quotations say a lot about what our attitude toward service should be. Our challenge is to create a poster that illustrates each quotation. While some of the quotations may seem abstract, We will be able to use our creativity to help the rest of our classmates understand the attitude conveyed by the quotation. When we are finished, we will present our quotation poster to the class. The oldest person at your table will be your group leader. Group leaders, you may get paper and markers that are available at the front of the room. You will have about ten minutes to create your posters. Are there any questions? When I say, "move," you may begin to work in groups of three or four.

You may want to divide class into pre-assigned groups at this time.



Quotations:

"I don't know what your destiny will be, but one thing I know: The ones among you who will be really happy are those who have sought and found how to serve." Albert Schweitzer

"Great works do not always lie in our way, but every moment we may do little ones excellently, that is, with great love." St. Francis de Sales

"Everyone can be great . . . because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subjects and verbs agree to serve. You only need a heart full of grace, a soul generated by love." Martin Luther King, Jr.

"I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble." Helen Keller

"If anyone desires to be first, he should be last of all and servant to all." Jesus

"No one can sincerely try to help another without helping himself." Unknown

Give students time to make their posters, and then bring them back together as a large group. Have each group take about one minute to share its poster with the class, explaining the meaning of the quotation. Tape or pin the posters around the room. Discuss with students:



What have we learned about attitude from these quotations?
How does attitude affect our actions of service?

Alternate Activity: Make posters with service quotations and post them around the room prior to class. Divide students into groups of three or four and use a Karaoke Moment, a Dickens Moment, or a Soundtrack Moment to have each group demonstrate the service attitude described by each quotation.



B. Linking attitudes to actions

Have students think back to the service walk and identify three people they can serve or three ways they can serve at their school this week. They should capture this in their notes.



Thinking back to the service walk, let's reverse our attitude and link it to action. Instead of thinking how we are served, think about how we can serve others. In your notes, write down three ways you can serve someone this week.



Review/Summary

Draw an example light bulb, smiley face, and hand icon on a writing surface to use as an example for the next activity. Or, unmask only the icons on MS.58.TM.B. Give each student a note card and say:



We have each received a note card. Write your name on the back of the card. On the front of the card, draw three small icons down the side—a light bulb, a smiley face, and a hand. I have an example here.

Direct their attention to the writing surface or overhead. Unmask the review questions and say to the students:



Take 30 seconds to answer the following questions that correspond to each icon:

Light bulb—what was the main idea or "a-ha" you learned from this lesson?

Smiley face—what is your attitude about service, and has it changed from the beginning of the lesson?

Hand—what actions of service are you going to take to help others?

Give students 30 seconds to write down their responses. As time permits, let students share with a neighbor or the entire class. Collect their note cards as a measure of what they learned today.



Application

►Extended Classroom Activity:

Service Wanted Poster Profiles—have students choose one person in their school or community who is exemplary for their acts of service. See MS.58.AS.B and C for directions. Have students use a Soundtrack Moment to review the definition of needs and service or to review how attitude affects our actions.



► FFA Activity:

Have students write a speech or present a lesson on service at the next FFA meeting. Create a special service committee. Honor acts of service at FFA meetings.

► SAE Activity:

Have students keep a service page in their record book.

✓ Evaluation

A written test, MS.58.Assess, is included to assess Objectives 1 and 2. For an authentic assessment, see Extended Classroom Activity and MS.58.AS.B and C.

Answers to Assessment:

1. True
2. False
3. True
4. Answers will vary.
5. Answers will vary.



DEFINING SERVICE

► True or False

Instructions: Answer True (T) or False (F) to the following questions.

- _____ 1. Service is making a difference in someone else's life by helping to meet a need.
- _____ 2. Attitude is all in the way that you walk and talk.
- _____ 3. Service is contributing to the well-being of others through our actions of helpfulness.

► Short Answer

Answer the following questions.

4. Give some examples of how you can be of true service to others.

5. How does attitude affect our actions and service to others..



WHAT IS SERVICE.

Service is making a difference in someone else's life by helping to meet a need. Service is contributing to the well-being of others through actions of helpfulness.



SERVICE RE-VISITED

What was the main idea or "a-ha" you learned from this lesson.



What is your attitude about service, and has it changed from the beginning of the lesson.



What actions of service are you going to take to help others.



QUOTATIONS ON THE BENEFITS OF SERVICE

"I don't know what your destiny will be, but one thing I know: the ones among you who will be really happy are those who have sought and found how to serve." Albert Schweitzer

"Great works do not always lie in our way, but every moment we may do little ones excellently, that is, with great love." St. Francis de Sales

"Everyone can be great . . . because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subjects and verbs agree to serve. You only need a heart full of grace, a soul generated by love." Martin Luther King, Jr.

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INSTRUCTIONS TO STUDENT FOR CREATION OF A SERVICE WANTED POSTER PROFILE

Follow the steps below to create a Profile in Service Wanted poster.

1. Select a person you would like to profile, and interview him or her about his or her service activities.
2. The name of this person should be placed on the "Name" line of your wanted poster. Think of a creative nickname based on the individual's service activity, and write it on the "a.k.a." line.
3. In the box provided, draw or paste a picture of the person being profiled.
4. In the "For" section, write the individual's roles, type of services performed, or positive contributions to society.
5. In the "Outstanding Characteristics" section, list the individual's physical and mental characteristics, personality traits, and qualities needed for his or her type of service.
6. In the "Last Seen" section, write the location where you would find this person performing his or her acts of service.
7. List this person's other activities in the "Likely Hangouts" section.
8. Think of a creative "Reward" for this person and write it in the space provided.

Be creative and have fun! You may re-create the Wanted poster on the computer; however, your poster should look similar to that provided in the handout and include the same content headings. This activity is worth 20 points and will be graded on content, creativity, and neatness. Cut off the bottom portion of this activity sheet and staple it to the back of your Wanted poster when you turn it in.

Name: _____ Date: _____ Hour: _____

Completed each section of the Wanted poster—2 points each—16 points total

- Name
- a.k.a.
- Picture
- For
- Outstanding Characteristics
- Last Seen
- Likely Hangouts
- Reward

Creativity (2 points)

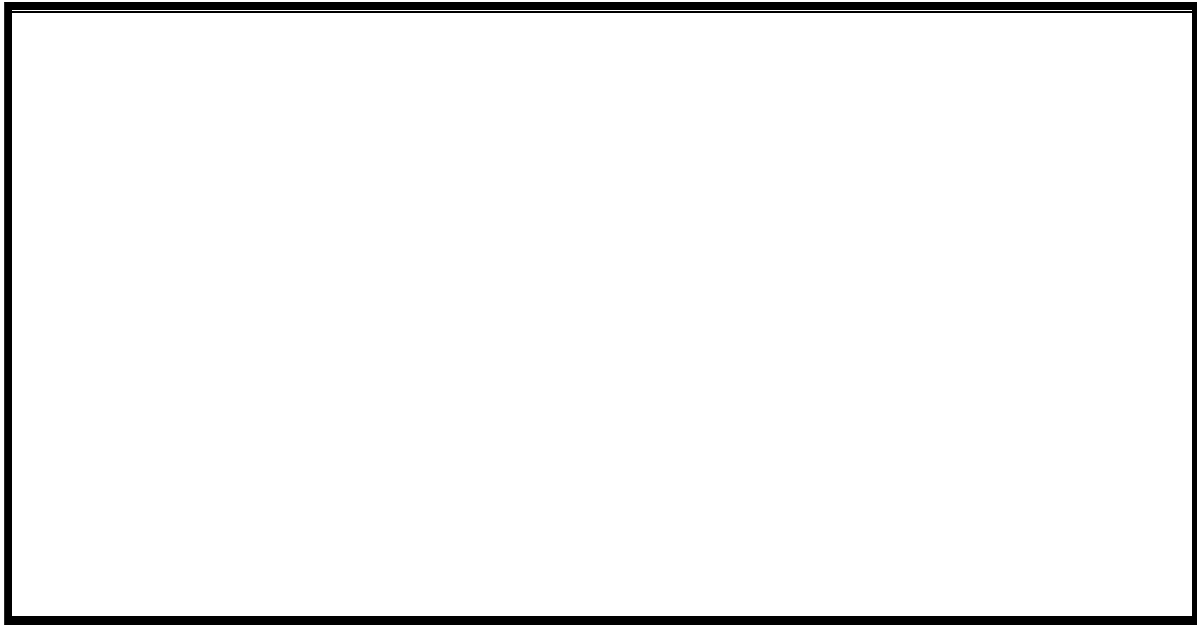
Neatness (2 points)

20 Total Points



WANTED

FOR:



REWARD:

NAMEA.K.A.

OUTSTANDING CHARACTERISTICS:

LAST SEEN:

LIKELY HANGOUTS:

