

Middle School

National FFA Organization

Lesson MS.59

FINDING OPPORTUNITIES FOR SERVICE IN YOUR FAMILIES, SCHOOL AND COMMUNITIES

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Help Others.

Precepts. D6: Value service to others.

National Standards. NPH-H.9-12.7 ---- Demonstrate the ability to work cooperatively when advocating for healthy communities.



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

- 1 Identify needs in families, schools, and communities.
- 2 Generate examples of service opportunities connected to needs.
- 3 Demonstrate service learning through action and reflection.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Clay, Ben. Career Development & Leadership: An Information Sourcebook for *Leadership Training Activities*. Topeka, KS: Kansas Curriculum Center, Washburn University --- SAS, 1999.

Do Something Web site. www.dosomething.org.

ServeNet Web site. www.servenet.org.

The Service Station Web site. www.servicestation.org.

Volunteers of America Web site. www.voa.org.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ MS.59.TM.A
- ✓ MS.59.TM.B
- ✓ MS.59.TM.C
- ✓ MS.59.TM.D
- ✓ MS.59.AS.A—one per student
- ✓ MS.59.AS.B—one per student
- ✓ MS.59.AS.C—one per student
- ✓ MS.59.AS.D—two per student
- ✓ MS.59.Assess—one per student
- ✓ MS.59.Test—one per student
- ✓ Markers or colored pencils
- ✓ Nominal prizes like stickers or candy for redeemed coupons



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

- ▶ Needs
- ▶ Service learning
- ▶ Reflection



Interest Approach



In a minute, you will be doing a word search puzzle. The word **NEEDS** appears 20 times throughout the puzzle. You will have 60 seconds to individually locate and circle the word **NEEDS** as many times as you can. When I say, “Find it,” turn your paper over and begin. Are there any other questions.



Hand out MS.59.AS.A, puzzle side down. When everyone has a paper, give the instruction:



Remember, you have 60 seconds. Find it!

After 60 seconds, say:



Stop. Pencils down. Show me your hand if you found the word five or more times. Show me your hand if you found the word ten or more times. Show me your hand if you found all 20 instances of the word. Would any of you like a little more time.

If in rows, you may want to designate what rows will work together. If students are sitting at tables, you may give the option of working as a table.



When you hear me say, “Find it again,” you will have 60 more seconds to work with a partner to find as many more as you can. Ready. Find it again!

After 60 more seconds, say:



Stop!

Reveal answers on MS.59.TM.A.



Please stand. Stay standing if you found 15 or more instances of the hidden word. Let’s give praise to them by saying, “Well done!” on the count of three.



Stay standing if you found 18 or more instances of the hidden word. Let’s recognize them by saying, “You’re amazing!”



And now, stay standing if you found all 20 instances of the hidden word! Let’s congratulate them for their great vision by saying, “Way to go!” Everyone may be seated.

Use a Me You Us Moment to process the activity with the following questions:



What did it take to be successful at this activity.
What was the value of working with a partner or group.

Write ideas on the writing surface.



Let’s capture at least three of your ideas as a class. Call them out.

Possible student responses: had to focus on little things; had to look at things in a different way; others notice things we don’t see

Transition to Objective 1:



Imagine that this puzzle represents a day in your life. Picture your family, school, or community. Your challenge for this lesson is to think about the things in your lives you don’t always notice or don’t always see, mostly because you overlook them. We are going to help each other identify the needs that are hidden in our families, school, and communities, and then work together as a team to identify opportunities to meet those needs through service.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify needs in families, schools, and communities.

Cup your hands around your eyes, like you're looking through a pair of binoculars. Ask students to do the same.



Everyone, imagine you are looking through a pair of binoculars. Hold them up to your eyes. You are now a Needs Explorer—on the hunt for hidden needs in your families, schools, and communities. Turn to your neighbor with your mental binoculars and say, "Let the adventure begin!"

Put MS.59.TM.B on the overhead, unmasking only the word "NEEDS."



Who knows what a need looks like. Do all needs look the same. Some may be so big, we run right into them, while others may be so small, we need a magnifying glass. What do I mean when I say the word "NEEDS." Think to yourself about other words or phrases that describe NEEDS, and be ready to give an example when I call upon you.

Call on several students to give their examples. Possible student examples: requirements for survival; food, shelter, clothing; things we want to have to make life better or easier

I. Definition of needs—adapted from Webster's Dictionary

Unmask the definition of NEEDS on transparency. Have students capture in notes.

- A. Lack of something necessary, desirable, or useful
- B. Physical or mental requirements for one's well-being or survival
- C. Conditions requiring relief

II. Identifying the needs of your family, community, and school

Ask student to create three columns on a sheet of notebook paper, and unmask example on MS.59.TM.B.



Take out a sheet of notebook paper. Divide it into three vertical columns. Label each column with the headings Family, School, and Community, as you see here on the overhead. Put on your mental binoculars again and travel back with me over the past few days. Hunt down in your memory different needs you have seen or even felt in your family, school, and community. Take a minute to list these on your sheet.

On overhead or writing surface, list and discuss what students come up with.





Let's combine the needs you've discovered.

Possible student examples: Family—brother needs help with homework; Mom needs a new car School—landscaping needs to be done; bleachers need to be repaired; better food in the cafeteria; new band uniforms. Community—elderly people need help with groceries or yard work; kids need a safe place to play.

Ask students:



Focus again on the needs we've hunted down, identified, and added to our list. How does it make you feel to know there are so many needs out there.

Possible student response: feel sad, like we should do something to help; overwhelmed

Ask students:



What can we do about these needs.



Do we have the ability and/or responsibility to help.

Have a discussion to help students understand that they can take action to help.



When we take action to help meet the needs of others, we are performing acts of service.

Ask students to recall the definition of service or share the definition from Lesson MS.58: 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 our actions of helpfulness.

Objective 2. Generate examples of service opportunities connected to needs.

Students will break into teams of two or three to complete the next activity. As you explain directions, hand out copies of MS.59.AS.B.



There are many opportunities for us to serve. In fact, every need you discovered is like a clue or a link to another opportunity. In a minute, you are going to brainstorm opportunities to serve. Turn your attention to the overhead as I explain the activity sheet in front of you.

II. Opportunities to serve

A. HELPS Grid

Place MS.59.TM.C on overhead, and explain the grid.



Along the left-hand side of this grid, you can see the categories of needs we established earlier—family, school, and community. Along the top of the grid are the letters HELPS, which describe what service does for the people in need. Your task is to think of opportunities in each of the three needs categories that begin with the letters at the top. Use the lists you created to help



you. The opportunity can be big or small, group or individual, and can include a phrase. For example:

Write on transparency.

Family—H: Help Mom clear the table after dinner.

Generate several other examples in E, L, P, and S categories. Break students into groups of two or three to complete the entire grid.



When I say “go,” you will have five minutes to get into groups of two or three and complete the grid. When you are finished, raise your hand. Any questions. Go!

After five minutes, have students re-focus on the overhead and give several more examples. Capture examples on transparency.



Wow, you have found many opportunities for service! However, our purpose is not only just to identify opportunities, but also to take action!

Objective 3. Demonstrate service learning through action and reflection.

Hand out MS.59.AS.C. Students will choose two activities they can complete in the next 48 hours and will make a coupon for that activity. Provide markers or colored pencils if students do not have their own.



Obviously, we can’t do everything on this list right away, but we don’t have to wait for big moments to serve others; we can start tonight with small things. Look at your list and choose two opportunities you can complete in the next 48 hours. Then circle or place a star by your two choices.



You are going to take the next five minutes to begin creating service coupons for these activities. Use the activity sheet you received to draw a picture or write a description of the service you plan to do. Tomorrow, after you have completed the acts of service, you can turn in these coupons to earn a special prize.

Give students about five minutes to draw and create their coupons. Have some type of nominal prize, like stickers or candy, to give to students when they turn in their coupons over the next two days.

Bring students’ attention back to the front of the classroom and collect any markers or colored pencils. Ask students to capture the next definitions in their notes.



If you are not finished with your coupons, you may finish them on your own time. As you were creating your coupons, no doubt you were thinking about how you were going to accomplish this act of service and maybe even what the effect was going to be. The great thing about service is that not only do we help others, but we can learn from the process as well! That is why we are taking our service to the next level—the level of service-learning.



III. Defining service learning

Unmask the question, “What is Service Learning.” on MS.59.TM.D. Ask students:

A. What is service learning.

After some discussion, unmask the definition on MS.59.TM.D.

1. Service learning is what we learn from helping others. Through reflection and application of a structured service activity, service learning empowers students to apply knowledge and skills in real-life situations and develops leadership skills for the future.

Use arrow illustration on MS.59.TM.D to explain that:



Service learning moves you past community service to a deeper level of commitment and understanding.

Discuss reflection with students by unmasking the question on MS.59.TM.D. Ask students:

B. What is reflection and why do we do it.

Give students an opportunity to share examples of times they might use reflection—for example, in sports after losing a game. Then unmask definition on how reflection relates to service.

1. Reflection is thinking critically about your service experience. Reflection is the key to finding meaning from the actions you have taken and determining how you can apply what you have learned.

Ask students to:



Reflect on some service activities you have performed in the past. What did you individually gain by that service.

Some possible responses include: pride; teamwork; friendship

Pass out two copies each of MS.59.AS.D—one for each act of service. The first three questions should be filled out prior to the service activity, while the remaining questions should be answered after the activity. If time permits, allow students to complete the first three questions in class.



You have each chosen two service activities in which to participate. This journal sheet will help you to reflect on your experience as you move to the level of service learning. For each activity, answer the questions provided.

What is the need.

What is the act of service.

What do I expect to happen.

What happened.



Was I able to meet the need.
Did anyone else know about it. If so, how did they respond. How did they feel.
How did I feel.
What did I learn about myself from this act of service.

Explain to students:



You will turn in these journals along with your service coupons. They will be assessed on completeness and thoughtfulness and are worth ten points each.



Review/Summary

Use a Little Professor Moment to review key points with students:



Today, we have explored needs, identified opportunities to serve, and discovered what we can learn through service to others. We might even consider ourselves expert explorers—the Louis and Clark of service!

Louis teaches Clark:

1. What are needs. Give two examples of service projects that meet needs.

Clark teaches Louis:

2. What is service learning and why is it important.



Application

►Extended Classroom Activity:

As a follow-up to the lesson, have students break into groups of four or five and share their experiences. As a group, they can pick one experience to share with the entire class. Set up the classroom like a TV station, each group pretending to be a news team. Use an Eyewitness News Moment to have each team present a skit that shares the results of the service activity.

►FFA Activity:

At an FFA meeting, have students brainstorm service projects the chapter could do together. Use service learning journals after chapter activities to assist in filling out National Chapter Award.

►SAE Activity:

Have students identify ways to serve through SAE. Offer a special service award at chapter banquet for members who incorporate service into SAE.



✓ Evaluation

A written test, MS.59.Test, is included to assess Objectives 1, 2, and 3.

A grading checklist, MS.59.Assess, is included to assess the students' journal activity.

Answers to Test:

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

5. Family, School, Community, and one example for each



FINDING OPPORTUNITIES FOR SERVICE IN YOUR FAMILIES, SCHOOL AND COMMUNITIES

►Part One: True or False (1 point each)

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

- _____ 1. A need is a lack of something necessary, desirable, or useful.
- _____ 2. There are few opportunities to serve in my family, school, and community.
- _____ 3. Service learning is the same thing as volunteering.
- _____ 4. Service learning includes structured reflection and application, such as journaling.

►Part Two: Short Answer (6 points)

Instructions: In the space provided, answer the following question completely.

5. List the three types of needs. For each need, identify a service opportunity based on that need.



SERVICE LEARNING JOURNAL ASSESSMENT CHECKLIST

►Journal 1

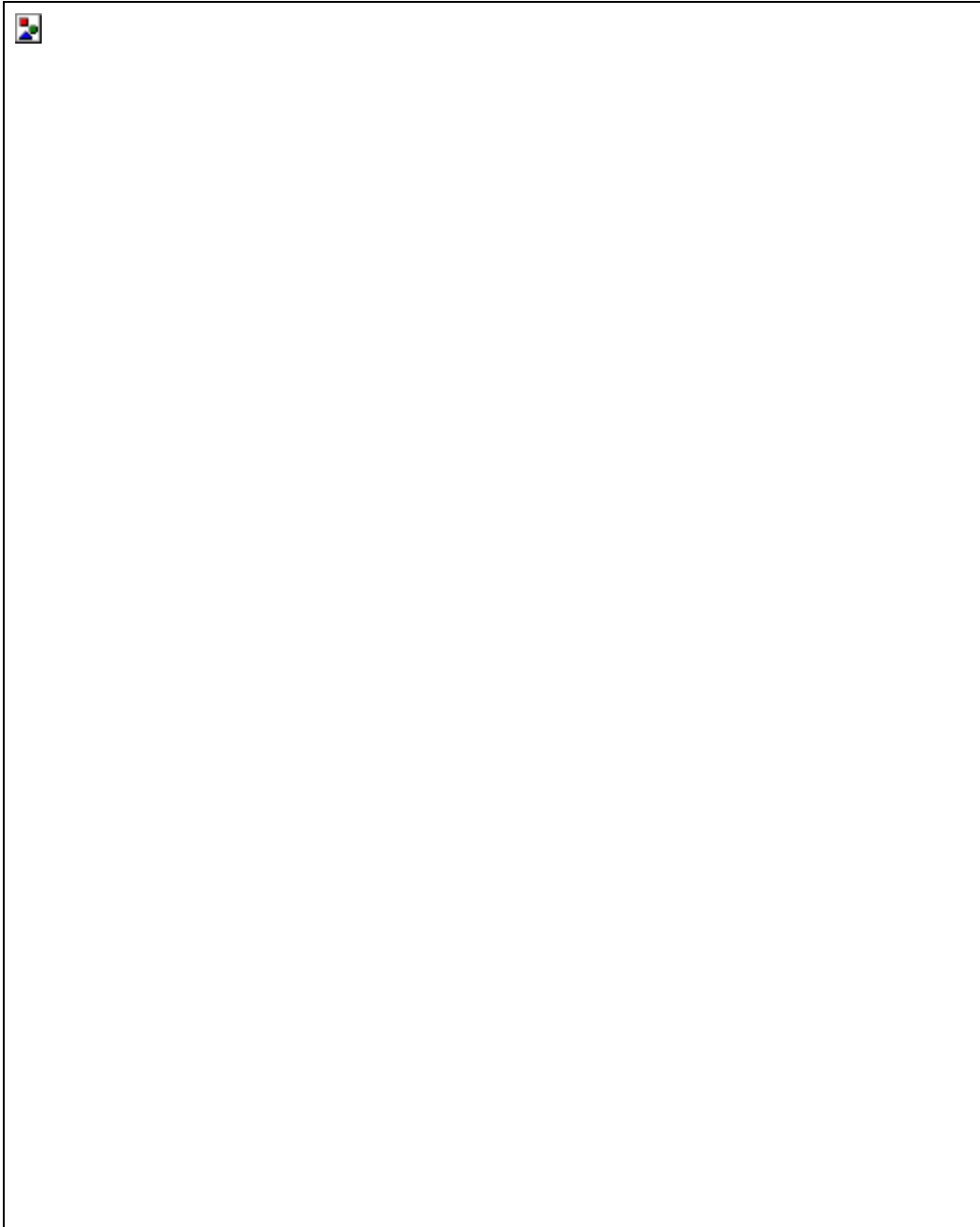
- _____ Student completed a service activity—0.5 point
- _____ Student answered each journal question completely—0.5 point for each question, 4.5 points total
- _____ Student showed thoughtfulness in reflection—0.5 point for each question, 4.5 points total
- _____ Total points out of 10

►Journal 2

- _____ Student completed a service activity—0.5 point
- _____ Student answered each journal question completely—0.5 point for each question, 4.5 points total
- _____ Student showed thoughtfulness in reflection—0.5 point for each question, 4.5 points total
- _____ Total points out of 10



CAN YOU FIND THE WORD “NEEDS” 20 TIMES IN THIS PUZZLE.



NEEDS ARE:

- ◆ **The lack of something necessary, desirable, or useful**
- ◆ **Physical or mental requirements for one's well-being or survival**
- ◆ **Conditions that require relief**
- ◆ **Family**
- ◆ **School**
- ◆ **Community**



OPPORTUNITIES FOR SERVICE GRID

HELPS	
Family	
School	
Community	



WHAT IS SERVICE LEARNING.

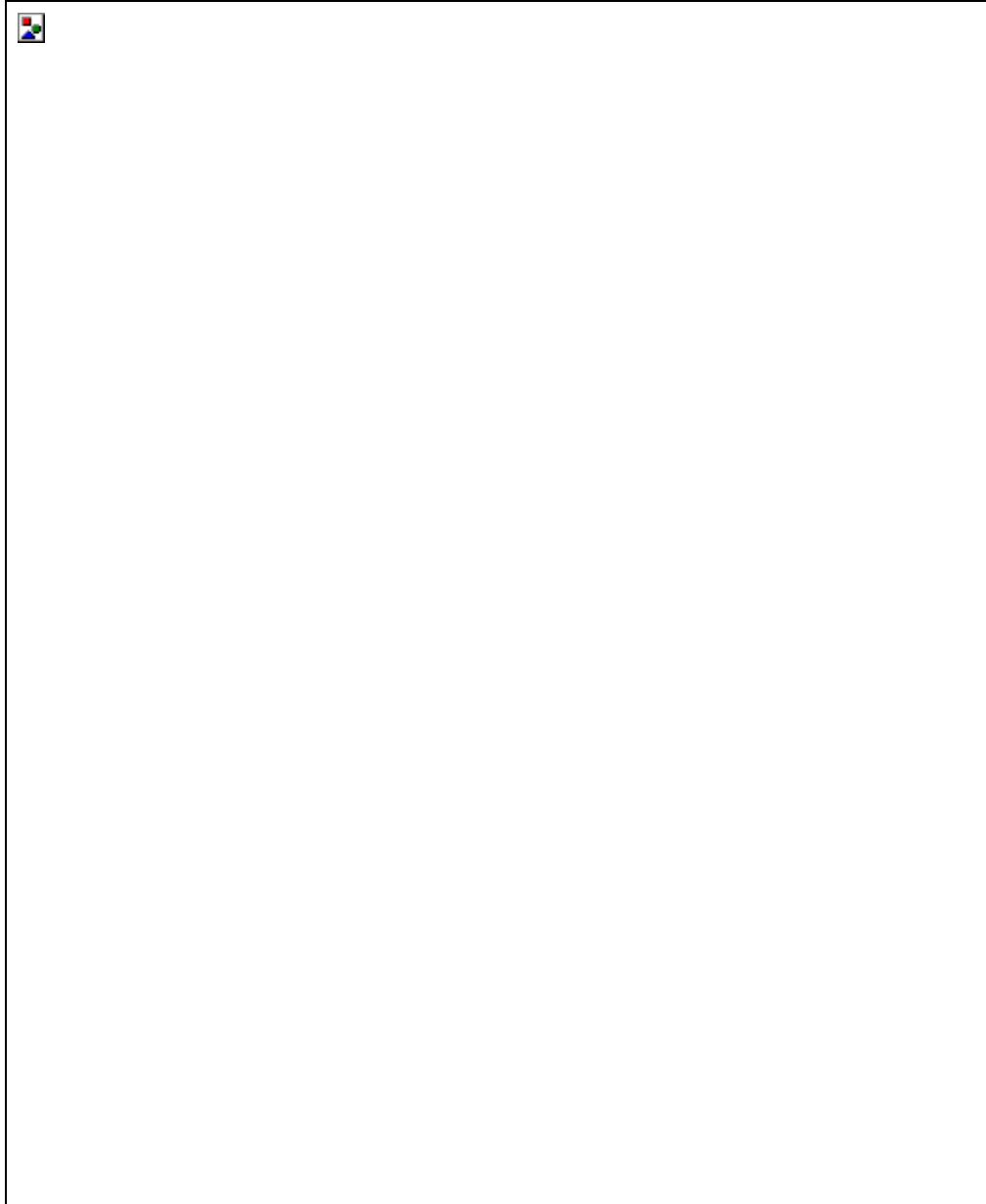
- ◆ Service learning is what we learn from helping others.
- ◆ Through reflection and application of a structured service activity, service learning empowers students to apply knowledge and skills in real-life situations and develops leadership skills for the future.

WHAT IS REFLECTION AND WHY DO WE DO IT.

- ◆ Reflection is the act of thinking critically about, or giving careful consideration to, something, such as one's service experience.
- ◆ Reflection as it relates to service is the key to finding meaning from the actions one has taken and determining how one can apply what one has learned.



CAN YOU FIND THE WORD “NEEDS” 20 TIMES IN THIS PUZZLE.



OPPORTUNITIES FOR SERVICE GRID

HELPS	
Family	
School	
Community	



Name: _____

_____’s Helping Coupon

Good for one act of service to

for

on

_____.

_____’s Helping Coupon

Good for one act of service to

for

on

_____.

I



SERVICE LEARNING JOURNAL

Date of Activity:

What is need.

What is act of service.

What do I expect to happen.

What actually happened.

Was I able to meet the need.

Did anyone else know about it.

If so, how did they respond. How did they feel.

How did I feel.

What did I learn about myself from this act of service.

