



Middle School

National FFA Organization

Lesson MS.60

PLANNING A SERVICE PROJECT

Unit.

Stage Four of Development—SERVE

Problem Area.

How Do I Help Others?

Precepts.

D6: Value service to others.

National Standards.

NL-ENG.K12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Name the components of a service plan-the organized components and strategies for executing a service activity.
- 2 Choose a service project.
- 3 Develop a service project plan.



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Time. Instruction time for this lesson: 100 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

- ✓ Plastic cups
- ✓ Rubber bands
- ✓ Unsharpened pencils
- ✓ Candy or some small prizes
- ✓ Overhead projector
- ✓ Access to Internet—optional
- ✓ MS.60.TM.A
- ✓ MS.60.AS.A—one per student
- ✓ MS.60.Assess—one per student
- ✓ MS.60.Test—one per student



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

► Service plan



Interest Approach

Students will be working in groups of four or five. You may want to designate teams ahead of time and pre-assign stations. Set up enough stations in the room to accommodate the number of teams, with two desks or tables at each station positioned at least three feet apart. At one of the desks at each station, arrange ten plastic cups right side up. Along with the cups, provide two unsharpened pencils and four rubber bands. Each team will be asked to construct a pyramid by moving the cups to the other table, using only the rubber bands and pencils. Their hands may not touch the cups. The team that performs this feat the fastest wins a small prize. Stand at one of the stations and ask students:



Are you up for a challenge? In a minute you will break into teams. As a team, your challenge is to move these 10 cups on this table into a pyramid on that table. You may use only the resources provided, and your hands may not touch the cups. When I say "go," find your team and move to your station. Do not start until I say "begin!" I think you can do this in one minute, but let's see which team can construct its pyramid in the least amount of time! Are there any questions? Go!



Allow students to get into teams and move to their stations. Give them only a few seconds to prepare before saying:

 **Begin!**

Give students time to build their pyramids, monitoring for signs of planning and problem-solving. Report each team's time, or, if no team is finished within one minute, stop the activity and tell the students:

 **I think you can construct your pyramid more quickly than this. As a team, huddle for 30 seconds and formulate a plan for construction.**

Give students about 30 seconds to plan and then tell them:

 **All right, everyone move your supplies back into their original position. Let's try this again with a plan. Ready, begin!**

Give students time to build their pyramids again, monitoring for increased efficiency and teamwork as a result of a plan. Report each team's time, celebrate those who improved their times, and reward the winner. Discuss with students:

 **What were you asked to do?**

Correct response: construct a pyramid with the resources provided

 **What was challenging about it?**

Correct response: could not use our hands; had to work as a team

 **What helped you increase your time?**

*Correct response: taking time to plan
Ask students to think about the value of planning through discussion.*

 **How many of you have played on a sports team? How important is a game plan to your success?**

Have any of you ever cooked or baked anything? Did you just know the right ingredients, or did you follow a recipe?

What are some other examples of following plans to attain the desired results?

What is the value of having a plan?

Possible student responses: it gives direction and order to things; it creates a standard for performance; failing to plan is planning to fail

Transition to Objective 1





Planning helped you accomplish your goal more quickly in the pyramid activity. Someone took a lot of time to plan this very building we are sitting in, and someone else used that plan to make each piece of material fit together just right. As a teacher, I make and follow a plan, too. Today, you are going to be adding your names to this list of plan-makers, as you will be creating a plan for a service project.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Name the components of a service plan-the organized components and strategies for executing a service activity.

Ask students to take out a sheet of paper and capture information from MS.60.TM.A in their notes. An example of a service project is included; however, you can use whatever example you choose. This would also be a good time to tie in examples from the pyramid activity.



There are several components that comprise a service plan. As we discuss each component, we will brainstorm examples together.

I. Components of a service plan

A. Title

1. Name of the project

Community Rake Day

B. Needs assessment

Ask students to define the word "need," or recall definition from Lesson MS.59: lack of something necessary, desirable, or useful; physical or mental requirements for one's well-being or survival; or conditions requiring relief. Ask:



What does a need assessment identify?
What need is being recognized by this project?

Response: there are many older people in the community who aren't able to get out and rake their leaves in the fall. The leaves pile up in their yard and become unsightly.



C. Project goals

1. What will be accomplished to meet the identified need?

Response: leaves raked and bagged for elderly people in the community. Be specific in quantity and quality. How many bags? How many lawns?

D. Learning goals

1. What do I hope to learn or gain from this project?

Response: meet and talk with some new people, get exercise, project positive image of class or FFA chapter to the community.

E. Tools or resources

1. What materials and human power are needed for this project?

Responses: volunteers; rakes; large garbage bags; pick-up trucks; donuts and juice for breakfast; cups and napkins

F. Budget

1. How much will this project cost and how will it be funded?

Responses: will try to get everything donated; chapter will pay up to \$25 for supplies that cannot be donated. Be specific with a budget and develop strategies for fund-raising if needed.

G. Strategies or procedures

1. Who will do what-delegating, advertising, recruiting, set-up, cleanup, etc.?

Suggestions: have project announced during morning and afternoon announcements; hang sign-up sheets in hallways; hold a volunteer meeting; ask for donations of donuts, juice, cups, napkins, and trash bags; locate a source for rakes; find people with pick-up trucks; set up check-in station on day of event

H. Timeline

1. When will things get done?

Assign dates to the procedures above.

I. Reflection questions

1. What do I want to remember to ask myself after the project?

Responses: what did I learn from this activity? What skills did I gain or develop from this project? How can we improve this project for next year?

Transition to Objective 2





Does every act of service need a plan this detailed? No, not all projects take so much planning, but remember that 15 minutes of planning can save an hour of execution. But when planning a school or community service event, your level of success will be a direct reflection of how much consideration you gave to the details. How should our personal time constraints impact our choice of the type of service we want to be a part of?

Possible student responses: we choose projects that are more or less detailed, depending on how much time we have to give; we have to make time in our schedules to be involved in detailed projects

Objective 2. Choose a service project.

If students have completed Lesson MS.59, they already have generated a list of possible service activities. Refer to that list for the next activity. If they have not completed Lesson MS.59, give students several minutes to brainstorm possible service projects, or refer to Web sites listed under Resources in this lesson. As students will be working in groups of three or four, it would probably be a good idea to pre-assign service planning teams.



As a class, we have brainstormed several service opportunities. Now it's time for the planning to begin! In a minute, your service planning teams will be revealed. Your team's first challenge is to choose a project from the list. As two teams will not be able to choose the same project, check with me before you move on. Please remain seated until I read the names on each of the service planning teams. When I say "move," you may move to sit with your team and decide what project you would like to plan. Listen closely.

Read names of teams and, if necessary, gives further directions on how to move desks and chairs for group work.



Are there any questions? All right, move!

Allow students to move into groups. As each team decides what project they want to take on, hand out, and face down, copies of MS.60.AS.A.



Once you have chosen your project and had it approved by me, write it on the back of the activity sheet I just handed out. Do not turn the sheet over yet.

I. Team Service Plan

- A. Needs assessment
- B. Project goals
- C. Learning goals
- D. Tools or resources
- E. Budget
- F. Strategies or procedures
- G. Timeline
- H. Reflection questions



Transition to Objective 3.



Now the fun really begins! You know your projects and you have your teams, so start building the plan!

Objective 3. Develop a service project plan.

Students will work in groups to complete MS.60.AS.A. Each team may decide how it wants to break up planning responsibilities. Inform students that they will use this activity sheet to write a team report that will be turned in as an authentic assessment. See MS.60.Assess.



Turn over your activity sheet now and take 30 seconds to scan it. This is a guide to assist your team in planning your service project. After you have completed your activity sheet, as a team you will prepare a report.

Show MS.60.TM.A.

III. Components of a service plan

- A. Title
- B. Needs assessment
- C. Project goals
- D. Learning goals
- E. Tools or resources
- F. Budget
- G. Strategies or procedures
- H. Timeline
- I. Reflection questions

Insert specific instructions on due dates, formatting, grading, etc., and you may even choose to give students a copy of MS.60.Assess at this time.



You will have 15 minutes to work on this today in class.

Time allotted may be different depending upon the length of class. You may consider giving time in class tomorrow as well.



Review/Summary

Bring students back together as a whole class. Use an Eyewitness News Moment to answer the following questions:



What is the importance of having a plan for a service project?

What are the major components of a service plan?

Give me an example of a service project you are planning.



►Extended Classroom Activity:

Have each group present its plan or report to the entire class. Have students vote to choose which plan the class would like to follow through with. Give extra credit to students who participate in the service activity.

►FFA Activity:

Plan and execute a chapter-wide service event for the community or school.

►SAE Activity:

Have students choose a service opportunity related to their SAE. Have them create a service plan and include it in their record book.

✓ Evaluation

A written test, MS.60.Test, is included to assess Objectives 1, 2, and 3.

A grading rubric, MS.60.Assess, is included to assess the team service plan report.

Answers to Test:

1. A
2. E
3. B
4. D
5. C
6. G
7. I
8. H
9. F



PLANNING A SERVICE PROJECT

Directions: Match the component of a service project plan with its description by writing the letter of the component next to each question.

- _____ 1. What is the name of the project.
- _____ 2. What materials and human power are needed for this project.
- _____ 3. What need is being recognized by this project.
- _____ 4. What do I hope to learn or gain from this project.
- _____ 5. What will be accomplished to meet the identified need.
- _____ 6. Who will do what.
- _____ 7. What do I want to remember to ask myself after the project.
- _____ 8. When will things get done.
- _____ 9. How much will this project cost.

► **Choices:**

- A. Title
- B. Needs assessment
- C. Project goals
- D. Learning goals
- E. Tools or resources
- F. Budget
- G. Strategies or procedures
- H. Timeline
- I. Reflection questions



PLANNING A SERVICE PROJECT PAPER

The following checklist will be used to assess your team service plan:

Typed—1 point

Each component included in detail—2 points each

Title

Needs assessment

Project goals

Learning goals

Tools or resources

Budget

Strategies or procedures

Timeline

Reflection questions

Copies of individual team member's activity sheet stapled to back—1 point

20 points Total



COMPONENTS OF A SERVICE PLAN

◆ Title

➔ Name of the project

◆ Needs assessment

➔ What need is being recognized by this project.

◆ Project goals

➔ What will be accomplished to meet the identified need.

◆ Learning goals

➔ What do I hope to learn or gain from this project.

◆ Tools or resources

➔ What materials and human power are needed for this project.

◆ Budget

➔ How much will this project cost and how will it be funded.

◆ Strategies or procedures

➔ Who will do what.

◆ Timeline

➔ When will things get done.

◆ Reflection questions

➔ What do I want to remember to ask myself after the project.



TEAM SERVICE PLAN

Title

Needs assessment:

Project goals:

Learning goals:

Tools or resources:

Budget:

Strategies or procedures:

Timeline:

Reflection questions:

