

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?

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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.
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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 |

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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?

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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?