



Lesson Plan

The Truth Revolution

Created: 05/2026 by the National FFA Organization

Description of Lesson: *In her retiring address, 2024-25 National FFA Eastern Region Vice President Caroline Groth shares her story of speaking truth to inspire positive change.*

Student Learning Objectives:

After completing these activities, students will ...

1. Describe the importance of speaking truth and positive thoughts to ourselves.
2. Develop ideas to make a meaningful impact and positively impact others.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References: Video: "Embracing Truth," <https://vimeo.com/1132337322?fl=pl&fe=cm>

Related Resources:

1. Retiring Addresses and Keynote Speeches, [FFA.org/proceedings/2025-proceedings/](https://ffa.org/proceedings/2025-proceedings/)
2. Keynote-Retiring Address Lessons, <https://ffa.app.box.com/folder/375371522202?s=v5eqwmltx9xuqgdi7zimqnt3zaec609l>
3. FFA Value Lesson Series, <https://FFA.box.com/s/u9qnfyvape9sy3d3xc85hlqxdxghq3dq>

Equipment and Supplies Needed:

1. A copy of "The Truth Revolution" worksheet for each student
2. A copy of "The Power of Truth" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Revolution
2. Truth

Cross-Curricular Connections:

English/Language Arts

Write a personal affirmation statement.

SAE and FFA Connections

1. Agricultural Communications and Education SAE Idea Cards, <https://FFA.app.box.com/file/301231972163?s=x7e4v2qzxcwkleugkun3mt0421m5nejx>.
2. Extemporaneous Public Speaking LDE, [FFA.org/participate/ides/extemporaneous-public-speaking/](https://ffa.org/participate/ides/extemporaneous-public-speaking/)

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3. Prepared Public Speaking LDE, [FFA.org/participate/prepared-public-speaking/](https://ffa.org/participate/prepared-public-speaking/)

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/c553b0c1by18lgv38miqwql1ju7suza9> (Word)

<https://ffa.box.com/s/col225y6ojpcy5dkskccuyw9iwt9hdsn> (Word)

<https://ffa.box.com/s/9u0q227lszkbjp2phg3be6cdb0b5smpz> (PDF)

<https://ffa.box.com/s/4xqjgz32zurlowkr078ebbei9dqrptdf> (PDF)

<https://docs.google.com/document/d/1daKcEv5-fYuBgHmjnhZsLnN8Mz8W3uVYOKPNNFQ1kY/copy> (Google)

<https://docs.google.com/document/d/133QhZhHVCxu2wVOLg4JDI4MsDKylhsds/copy> (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action A1. Work independently and in groups to get things done.
- FFA.PL-A.Action A3. Plan effectively.
- FFA.PL-A.Action A4. Identify and use resources.
- FFA.PL-A.Action A5. Communicate effectively with others.
- FFA.PL-A.Action A8. Evaluate and reflect on actions taken and make appropriate modifications.
- FFA.PL-B.Relationships B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.
- FFA.PL-B.Relationships B2. Interact and work with others.
- FFA.PL-B.Relationships B5. Participate effectively as a team member.
- FFA.PL-C.Vision C1. Contemplate the future.
- FFA.PL-C.Vision C2. Conceptualize ideas.
- FFA.PL-C.Vision C4. Adapt to opportunities and obstacles.
- FFA.PL-D.Character D1. Live with integrity.
- FFA.PL-D.Character D4. Respect others.
- FFA.PG-K.Emotional Growth K2. Live a compassionate and selfless life.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Common Core – Speaking and Listening

- 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.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively and with reason.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Initiative and Self-Direction
- Productivity and Accountability
- Think Creatively

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Lesson Plan:

1. **Bell Ringer:** Write one positive statement about yourself as an agriculture student. Start with "I am ..."
2. **Introduction:** Give a copy of the "The Truth Revolution" and "The Power of Truth" worksheets to each student. *Today, we are going to watch a retiring address from the 98th National FFA Convention & Expo. This retiring address was given by 2024-25 National FFA Eastern Region Vice President Caroline Groth. In her speech, she shares her personal journal with the truth.*
3. *Watch the video, look over the questions on the worksheet "The Truth Revolution" and be ready to record the answers.*
4. **Activity:** Each student needs a copy of the worksheet "The Truth Revolution."

Part 1: Have students watch the retiring address of the 2024-25 National FFA Eastern Vice President Caroline Groth. The video is available at <https://vimeo.com/1132337322?fl=pl&fe=cm>. While students watch the video, have them answer the questions on the worksheet.

Part 2: Write the statements "I am worthy," "I am capable" and "I am loved" on the board. Ask students to brainstorm what each statement looks like in an agricultural setting (Ex. agricultural education classroom or shop, greenhouse, livestock barn, FFA event). Give each student three cards or sticky notes to be labeled "Worthy," "Capable" and "Loved." Students will use the following prompts from "Appendix 1: Writing Prompts" handout to write on their cards:

1. Worthy: Write one opportunity in agriculture that you believe you deserve to pursue (Ex. joining a CDE or LDE team, starting an SAE, running for chapter or state office, learning a new skill).
2. Capable: Write one agricultural skill or knowledge area you are good at or want to develop (Ex. welding, livestock care, plant science, agricultural mechanics, public speaking).
3. Loved: Write the name of a person or group that supports you in agriculture (Ex. classmates, teacher, family member, FFA advisor, mentor) and how that support helps you succeed.

Instruct students to place their sticky notes or cards on the designated board for the prompts.

Lead a class discussion based on the following questions:

1. Why is it important to know you are worthy of opportunities in school and in your future career?
2. How does believing you are capable help you try new things in agriculture?
3. How can showing others that they are valued, loved and supported make our FFA chapter and agriculture class stronger?

Part 3: Divide students into groups of three or four. Each group needs a copy of "The Power of Truth" worksheet and a statement from "Appendix 2: Truth Statements" handout. The truth statements:

1. I'm not good enough to be on a CDE team.
2. Mistakes help me learn and grow.
3. Everyone starts somewhere.
4. If I fail once, I shouldn't try again.
5. I don't belong in agriculture.
6. My contributions are valuable.
7. I can learn new skills.
8. My ideas don't matter.
9. Other people are naturally better than me.
10. Hard work and persistence can help me improve.

Instruct students to sort the statements into lies/negative self-talk and truths/positive, growth-oriented thinking. Instruct the groups to choose two or three "lies" and rewrite them into truth statements and share with the class. Debrief by asking the class, *How can replacing lies with truth change someone's actions or confidence?*

Part 4: Give each student a small card with a classmate's name on it. Students will write one positive affirmation connected to the lesson statements "You are worthy," "You are capable" or "You are valued." The affirmation should reference something they have observed that classmate doing in the agriculture class or an FFA activity (Ex. helping others, asking good questions, working hard with projects, participating in FFA activities). Have students place cards in a designated "Encouragement Box." You can either read them aloud or give them to

Name: _____

the specific student. Discuss the impact of sharing positive affirmations with others in your classroom, chapter, school and community.

5. **Follow-up:**

As we finish today, remember that the way you speak to yourself matters just as much as the work you do. The thoughts you choose to believe can either hold you back or propel you forward. So, when negative voices show up, replace them with the truth because you are worthy, you are capable and you are supported.

6. **Optional – Extended Learning Opportunities (Not factored into time requirement):**

- a. This should take 15 minutes. Divide students into groups of three or four and provide each group with a scenario related to agriculture, such as:
 1. A student is nervous about joining a career development event team.
 2. A student thinks they do not know enough to start a supervised agriculture experience.
 3. A student feels discouraged after making a mistake in the shop or greenhouse.
 4. A new student in the agriculture class or FFA chapter feels like they don't belong.

Groups discuss the scenario and answer the following questions:

1. How could the statements "I am worthy," "I am capable" or "I am loved" help this person?
2. What advice would you give them?
3. What actions could they take to overcome the challenge?

Each group briefly shares their ideas with the class.

7. **Exit Ticket:** Name one action that you will take this week to show that you are worthy, capable or loved in our agriculture class or community.

Name: _____

The Truth Revolution

Aligned to the following standards:

FFA.PL-A1;FFA.PL-A3;FFA.PL-A4;FFA.PL-A5;FFA.PL-A8;FFA.PL-B1; FFA.PL-B2;FFA.PL-B5;FFA.PL- C1;FFA.PL-C2;FFA.PL.C4;FFA.PL-D1; FFA.PL-D4;FFA.PL-F1;FFA.PG-K2;CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;CRP.04

Part 1

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA Eastern Vice President Caroline Groth. The video is available at <https://vimeo.com/1132337322?fl=pl&fe=cm>.

1. What heavy news did Caroline's parents share with her?
2. What type of livestock did Caroline show? Circle and write the species.



3. What are two lies that Caroline mentions that people tell themselves?
4. According to Caroline, what is the first step in overcoming these lies?
5. Every lie we tell ourselves comes back to three core things. What are these?
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 -
 -
6. What lies are you telling yourself?
7. What was Caroline's message to the members at the Kansas FFA state convention?
8. What does Caroline say we should do when lies come?
9. What is one way we can reclaim our joy and take our lives back?
10. What are three truths you can tell yourself?
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Name: _____

The Power of Truth

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5;
FFA.PL-C1; FFA.PL-C2; FFA.PL-C4; FFA.PL-D1; FFA.PL-D4; FFA.PL-F1; FFA.PG-K2; CCSS.ELA-
W.9-10.4; CCSS.SL.9-10.6; CRP.04

Directions: Read each statement and decide whether it is a lie/negative self-talk or a truth/positive self-talk. Place a check mark in the correct column.

Statement	Lie/Negative Self -Talk	Truth/Positive Self-Talk
1. I'm not good enough to be on a CDE team.		
2. Mistakes help me learn and grow.		
3. Everyone starts somewhere.		
4. If I fail once, I shouldn't try again.		
5. I don't belong in agriculture.		
6. My contributions are valuable.		
7. I can learn new skills.		
8. My ideas don't matter.		
9. Other people are naturally better than me.		
10. Hard work and persistence can help me improve.		

Rewrite each lie/negative self-talk statement into a truth/positive self-talk statement below.

Name: _____

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3 ;FFA.PL-A4; FFA.PL-A5; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5;
FFA.PL- C1; FFA.PL-C2; FFA.PL.C4; FFA.PL-D1; FFA.PL-D4; FFA.PL-F1 ;FFA.PG-K2; CCSS.ELA-
W.9-10.4; CCSS.SL.9-10.6 ;CRP.04

KEY: The Truth Revolution

Part 1

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA Eastern Region Vice President Caroline Groth. The video is available at <https://vimeo.com/1132337322?fl=pl&fe=cm>.

1. What heavy news did Caroline's parents share with her?

They decided to sell the family farm.

2. What type of livestock did Caroline show? Circle and write the species.



Sheep



3. What are two lies that Caroline mentions that people tell themselves?

Answers will vary but may include I'm not smart enough, I'm not pretty enough, I could never memorize that speech or they would never like me.

4. According to Caroline, what is the first step in overcoming these lies?

Recognizing that they are lies

5. Every lie we tell ourselves comes back to three core things. What are these?

- I'm unworthy.
- I'm helpless.
- I'm unlovable.

6. What lies are you telling yourself?

Answers will vary.

7. What was Caroline's message to the members at the Kansas FFA state convention?

Find the good, be the good and choose the good.

8. What does Caroline say we should do when lies come?

We must cling to the truth.

9. What is one way we can reclaim our joy and take our lives back?

Answers will vary but may include lean on people and lean on faith.

10. What are three truths you can tell yourself?

I am worthy, I am capable and I am loved.

Name: _____

Aligned to the following standards:

FFA.PL-A1;FFA.PL-A3;FFA.PL-A4;FFA.PL-A5;FFA.PL-A8;FFA.PL-B1; FFA.PL-B2;FFA.PL-B5;FFA.PL- C1;FFA.PL-C2;FFA.PL.C4;FFA.PL-D1; FFA.PL-D4;FFA.PL-F1;FFA.PG-K2;CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;CRP.04

KEY: The Power of Truth

Directions: Read each statement and decide whether it is a lie/negative self-talk or a truth/positive self-talk. Place an “X” in the correct column.

Statement	Lie/Negative Self -Talk	Truth/Positive Self-Talk
1. I’m not good enough to be on a CDE team.	X	
2. Mistakes help me learn and grow.		X
3. Everyone starts somewhere.		X
4. If I fail once, I shouldn’t try again.	X	
5. I don’t belong in agriculture.	X	
6. My contributions are valuable.		X
7. I can learn new skills.		X
8. My ideas don’t matter.	X	
9. Other people are naturally better than me.	X	
10. Hard work and persistence can help me improve.		X

Rewrite each lie/negative self-talk statement into a truth/positive self-talk statement below.

Answers will vary.

Name: _____

Appendix 1: Writing Prompts

1. Worthy: Write one opportunity in agriculture that you believe you deserve to pursue (Ex. joining a CDE or LDE team, starting an SAE, running for chapter or state office, learning a new skill).
2. Capable: Write one agricultural skill or knowledge area you are good at or want to develop (Ex. welding, livestock care, plant science, agricultural mechanics, public speaking).
3. Loved: Write the name of a person or group that supports you in agriculture (Ex. classmates, teacher, family member, FFA advisor, mentor) and how that support helps you succeed.

Name: _____

Appendix 2: Truth Statements

I'm not good enough
to be on a CDE team.

Name: _____

Mistakes help me learn and
grow.

Name: _____

Everyone starts somewhere.

Name: _____

If I fail once, I shouldn't try again.

Name: _____

I don't belong in agriculture.

Name: _____

My contributions are
valuable.

Name: _____

I can learn new skills.

Name: _____

My ideas don't matter.

Name: _____

Other people are naturally
better than me.

Name: _____

Hard work and persistence
can help me improve.