



FFA Substitute Teacher Guide

Created: 08/2025 by the National FFA Organization

This guide includes different options for curated and cohesive activities to leave for students when you need to be away from your classroom for a varying number of days.

****Each plan includes links to all resources, which are fully editable to suit the needs of your classroom and students.***

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 - This section contains two options for cohesive plans that would work to leave for your students when you will be away from your classroom for five consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other.
 - Option 1: Introduction to FFA
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One-Day Plans

Linked below are several National FFA Educator Resources that would work well to leave for your students when you will be away from your classroom for a single day. Click on each link to access the materials for that activity.

Resource	Time	Description
FFA... What's It All About?	50 minutes	Watch a video about FFA and create a visual aid to help recruit new FFA members.
Raise Your Voice	90 minutes	Watch a video and create an educational resource to educate others about National FFA.
FFA in the USA Article Activity	90 minutes	Read an FFA in the USA article and complete Parts 1 and 2 of the worksheet about the article you read.
Finding Focus in FFA FFA New Horizons Activity	90 minutes	Read an FFA New Horizons article about how two vision-impaired twins have found their place in FFA. Then, complete an activity about service dogs and value statements.
National Officer Retiring Address Video Activity	30 minutes	Choose a National FFA Officer Retiring Address video to watch and complete the generic RA activity sheet.
FFA Blue 365 Video Activity	45 minutes	Watch an FFA Blue 365 video and complete the generic video activity.
The Creation of the FFA Jacket	30 minutes	Read the article and complete the activity tracking an FFA jacket.
I Believe	60 minutes	Watch a video about the FFA Creed. Then, complete the activity about the history of the FFA Creed.
More Than a Jacket FFA New Horizons Activity	60 minutes	Read an FFA New Horizons article about how the FFA jacket was created. Then, complete an activity about where the pieces of an FFA jacket come from.
70 Years of FFA Stories FFA New Horizons Activity	60 minutes	Read an FFA New Horizons article about how the magazine has evolved over time. Then, complete an activity designing your own magazine cover.
FFA Moment 1935 and 1965 FFA New Horizons Activity	90 minutes	Read an FFA New Horizons article about how the NFA was established. Then, complete an activity about the NFA merger and history of the organization.
Vocabulary Activities (Word PDF)	50 minutes	Choose from a bank of eight vocabulary activities and complete a vocabulary activity using this list of career-related vocabulary terms .

Additionally, you can find some of these activities on a choice board linked below. This choice board is designed in a way that none of the activities require the completion of the other activities so you can provide options for your students when you need to be away from your classroom for a day.

FFA Substitute Choice Board:

Word Document: <https://ffa.box.com/s/12oyl7jrb034vowr5nmufllvzeqcyuli>

PDF: <https://ffa.box.com/s/qzvxtlo5xcv4vtq2k6ak3uo6fatwk1q9>

Google Doc: https://docs.google.com/document/d/1PDHU9O_IW0Ad9G0t-QdXu1ML0WJjDnydktwKlmdg058/copy

***Choice Board Note: All student activity sheets from the choice board will need to be printed and available in your classroom or posted on your school's learning management system for students to access to complete the activities.*

Three-Day Plans

Below are two options for cohesive plans that would work to leave for your students when you will be away from your classroom for three consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other. Each plan also includes the student learning objectives, a list of materials to print or post to your school's learning management system and ideas for extension activities.

Option 1: What Is FFA?

Click [here](#) to access the written plan that you may leave for your substitute. (*Click here for the Google Docs version.*)

Student Learning Objectives	Materials
After completing these activities, students will ... 1. Identify the aspects of FFA that attract new members. 2. Design a visual aid to recruit new FFA members. 3. Analyze an FFA in the USA article. 4. Determine the required elements for an article. 5. Write an article advocating for agriculture or FFA in their local community.	Student Activity Sheets to Print or Post: • Three-Day Substitute Daily Activity Sheet: Option 1 (Word PDF Google Doc) • FFA Student Handbook Workbook (pgs. 3-5) • FFA... What's It All About? student activity sheet • FFA in the USA article activity Other Materials Needed: • FFA Student Handbook • Student devices with internet access • Sticky notes • Visual aid supplies: markers, paper, etc.
Vocabulary Terms	
1. APA citation 2. Appeal 3. Advocacy 4. FFA 5. Jargon 6. Primary source 7. Recruitment 8. Visual aid	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) In one minute, write down everything you know about FFA. 2. Activity: Students will use the FFA Student Handbook Workbook to complete pgs. 3-5 of the FFA Student Handbook Workbook ("What Is FFA?" and "What's in It for Me?"). When done, they will complete the FFA... What's It All About? activity in which they will create a recruitment visual aid for FFA. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) Return to the list you created at the beginning of this lesson and add to it with information you learned today.	
Day 2: (50 minutes) 1. Bell Ringer: (Students will record the following on their Daily Activity Sheets.) Define advocacy and determine why it is important to advocate for agriculture and the FFA. 2. Activity: Students will complete Parts 1 and 2 of the FFA in the USA article activity. Students will select one FFA in the USA article to answer questions about and then brainstorm ideas for an article they could write. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.)	

What article did you choose to read for this activity and why?

Day 3: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is advocating for something important?
2. **Activity:** Students will complete Part 3 of the [FFA in the USA article activity](#). In this activity, students will write the article they previously brainstormed ideas for.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What role do you think advocacy plays in the agriculture industry and FFA?

Potential Extension Activities

- Have students complete the [FFA in the USA article activity](#) for an additional article.
- Have students complete activities from the [FFA Fundamentals Choice Board](#).
- Have students complete additional activities in the [FFA Student Handbook](#) and the [FFA Student Handbook Workbook](#).

Option 2: FFA History

Click [here](#) to access the written plan that you may leave for your substitute. (Click [here](#) for the Google Docs version.)

Student Learning Objectives	Materials
After completing these activities, students will ... 1. Understand the history behind FFA. 2. Learn about the National FFA Give the Gift of Blue program. 3. Analyze the NFA. 4. Explore the NFA and FFA merger and why it came about.	Student Activity Sheets to Print or Post: • Three-Day Substitute Daily Activity Sheet: Option 2 (Word PDF Google Doc) • FFA Student Handbook Workbook • More Than a Jacket student activity sheet • FFA New Horizons article "More Than a Jacket" • FFA Moment 1935 and 1965 student activity sheet • FFA New Horizons article "FFA Moment 1935 and 1965" Other Materials Needed: • FFA Student Handbook • Student devices for internet access
Vocabulary Terms	
1. Archives 2. Campaign 3. Civil Rights Act of 1964 4. Corduroy 5. Creed 6. Emblem 7. Legacy 8. Merger 9. NFA 10. Preservation 11. Sponsorship	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Why is knowing the history of FFA important? 2. Activity: Students will use the FFA Student Handbook to complete pgs. 8-12 of the FFA Student Handbook Workbook. This activity will have students research different aspects of FFA history. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) How can the history of FFA help guide the future of the organization?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Do you think every FFA member should have their own FFA jacket? Why or why not? 2. Activity: Students will read the FFA New Horizons article "More Than a Jacket" to complete the More Than a Jacket activity. Through this activity, students will read an article, watch videos and learn about the Give the Gift of Blue program. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) Why is it important for FFA members to have an FFA jacket?	
Day 3: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) How do you like to preserve personal memories? 2. Activity: Students will use the FFA Student Handbook to complete pg. 13 of the FFA Student Handbook Workbook to learn about NFA. When done, they will read the FFA New Horizons article "FFA Moment: 1935	

[and 1965”](#) and complete the [FFA Moment 1935 and 1965](#) activity to learn more about NFA.

3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is preservation of history important?

Potential Extension Activities

- Have students complete activities from the [FFA Fundamentals Choice Board](#).
- Have students read the FFA Creed and create their own creed for their personal lives.

Five-Day Plans:

Below are two options for cohesive plans that would work to leave for your students when you will be away from your classroom for five consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other. Each plan also includes the student learning objectives, a list of materials to print or post to your school's learning management system and ideas for extension activities.

Option 1: Introduction to FFA

Click [here](#) to access the written plan that you may leave for your substitute. (*Click here for the Google Docs version.*)

Student Learning Objectives	Materials
After completing these activities, students will ... 1. Describe the organizational structure of FFA. 2. Understand and explain the basics of the National FFA Organization. 3. Explain what it means to be an FFA member. 4. Identify important messages from keynote speakers and retiring addresses from National FFA Convention. 5. Apply important messages to their own lives. 6. Identify and describe key aspects of the FFA organization. 7. Design a means of communicating with and/or educating individuals outside FFA.	Student Activity Sheets to Print or Post: • Five-Day Substitute Daily Activity Sheet: Option 1 (Word PDF Google Doc) • FFA Student Handbook Workbook • 70 Years of FFA Stories Student Activity Sheet • FFA New Horizons Article "70 Years of FFA Stories" • Keynote Speaker and Retiring Address Activity • Raise Your Voice Student Activity Sheet Other Materials Needed: • Student devices with internet access • FFA Student Handbook
Vocabulary Terms	
1. Code of Ethics 2. Commemorated 3. Commodities 4. Creed 5. Degree 6. Delegates 7. Distribution 8. Emblem 9. Evolution 10. Genetically modified 11. Ingenuity 12. Interchange 13. Interest rate 14. Literacy 15. Manufacturer 16. Mission statement 17. Motto 18. Pathology 19. Policy 20. Prestigious 21. Repository 22. Revolution 23. Sentiment	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.)	

What do you already know about FFA?

2. **Activity:** Students will use the [FFA Student Handbook Workbook](#) to complete pgs. 20-28 of the [FFA Student Handbook Workbook](#). In these pages, students will cover FFA basics, including the emblem, creed, official dress and more.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
After completing today's activity, what are three new things you learned about FFA?

Day 2: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why do you think it is important to celebrate important milestones?
2. **Activity:** Students will use the [FFA Student Handbook Workbook](#) to complete pg. 29 of the [FFA Student Handbook Workbook](#) on the *FFA New Horizons* magazine. When done, they will read the *FFA New Horizons* article "[70 Years of FFA Stories](#)" and complete the [70 Years of FFA Stories](#) activity to design their own cover for *FFA New Horizons*.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What is your favorite thing you learned today about the history of FFA?

Day 3: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
What is your favorite activity or event that your FFA chapter does each year?
2. **Activity:** Students will use the [FFA Student Handbook Workbook](#) to complete pgs. 32-38 of the [FFA Student Handbook Workbook](#). In this section, they will cover FFA chapter basics including POA, officers, banquets and meetings.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
If you could be one of the FFA officers you learned about today, which would you be and why?

Day 4: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is public speaking an important skill to have?
2. **Activity:** Students will choose a keynote speech or retiring address from a previous National FFA Convention & Expo and complete the [Keynote Speaker and Retiring Address Activity](#).
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What is one quote that stood out to you from the speaker you watched and why?

Day 5: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is sharing about the FFA important?
2. **Activity:** Students will complete the [Raise Your Voice](#) activity to design a means of educating others about FFA.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What are five new things you learned about FFA this week?

Potential Extension Activities

- Have students watch an additional National FFA Retiring Address and complete the [Keynote Speaker and Retiring Address Activity](#).
- Have students complete activities from the [FFA Fundamentals Choice Board](#).

Option 2: What's in It for Me?

Click [here](#) to access the written plan that you may leave for your substitute. *Click here for the Google Docs version.*)

Student Learning Objectives	Materials
After completing these activities, students will ... 1. Identify what is needed to become a chapter and state FFA officer. 2. Develop soft skills needed to succeed in their future. 3. Identify important messages from keynote speakers and retiring addresses from National FFA Convention. 4. Apply important messages to their own lives. 5. Reflect on experiences in FFA. 6. Identify what makes their FFA chapter unique.	Student Activity Sheets to Print or Post: • Five-Day Substitute Daily Activity Sheet: Option 2 (Word PDF Google Doc) • FFA Student Handbook Workbook • How to Become a Chapter Officer student activity sheet • Keynote Speaker and Retiring Address Activity • On the Record with Gordie Gasch student activity sheet • Swapping Surprises student activity sheet • Conversations Spark Community Change student activity sheet Other Materials Needed: • Student devices with internet access • FFA Student Handbook
Vocabulary Terms	
1. Anticipation 2. Belonging 3. Bill 4. Delegate 5. Demonstrate 6. Desire 7. Evolution 8. Exchange 9. Extraordinary 10. Grant 11. Grit 12. Lawmaker 13. Legislation 14. Soft skills 15. Understatement 16. Valedictorian 17. Vote	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Think about what you know about FFA already. List as many skills as you can that can be gained from being involved in FFA. 2. Activity: Students will use the FFA Student Handbook to complete pgs. 47 and 48 of the FFA Student Handbook Workbook to investigate their state FFA association. When done, they will read the <i>FFA New Horizons</i> article "How to Become a Chapter Officer" to complete the How to Become a Chapter Officer activity. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) How do you think becoming a chapter FFA officer could impact your future?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) How does public speaking help prepare you for your future?	

2. **Activity:** Students will use the [FFA Student Handbook](#) to complete pgs. 51-53 of the [FFA Student Handbook Workbook](#) to learn more about National FFA conferences, activities and officers. When done, students will choose a keynote speech or retiring address from a previous National FFA Convention & Expo and complete the [Keynote Speaker and Retiring Address Activity](#).
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What is one quote that stood out to you from the speaker you watched and why?

Day 3: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Share a time when you made a big decision. What was it, and how did it make you feel?
2. **Activity:** Students will use the [FFA Student Handbook](#) to complete pg. 56 of the [FFA Student Handbook Workbook](#) to investigate FFA after high school. When done, students will read the *FFA New Horizons* article "[On the Record with Gordie Gasch](#)" to complete the [On the Record with Gordie Gasch](#) activity.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What does "sense of belonging" mean to you, and why is it important?

Day 4: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is it important to learn about FFA in other states?
2. **Activity:** Students will read the *FFA New Horizons* article "[Swapping Surprises](#)" to complete the [Swapping Surprises](#) activity to plan an FFA/agriculture exchange box.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What could you learn from doing a box exchange with another school?

Day 5: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why is being involved in your community important?
2. **Activity:** Students will read the *FFA New Horizons* article "[Conversations Spark Community Change](#)" to complete the [Conversations Spark Community Change](#) activity to learn more about Living to Serve grants.
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
How can being involved in FFA impact your future?

Potential Extension Activities

- Have students watch an additional National FFA Retiring Address and complete the [Keynote Speaker and Retiring Address Activity](#).
- Have students complete activities from the [FFA Fundamentals Choice Board](#).