



What Do You Believe?

Created: 05/2026 by the National FFA Organization

Description of Lesson: *Students will explore how personal beliefs influence their decisions and behaviors. Using the retiring address of 2024-25 National FFA Southern Region Vice President Jack Lingenfelter, students will analyze how beliefs shape actions.*

Student Learning Objectives:

After completing these activities, students will ...

1. Examine how personal beliefs influence choices in real-life situations.
2. Evaluate how beliefs about identity and purpose shape leadership and responses to challenges.
3. Develop a personal belief statement that connects their values to actions.

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: “Jack’s Big Adventure 2.0,” <https://vimeo.com/1132671817?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/u9qnfyvape9sy3d3xc85hlqxdxghq3dg>

Equipment and Supplies Needed:

1. A copy of the “What Do You Believe?” worksheet for each student
2. A copy of the “Belief in Action” 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. Belief
2. Purpose

Cross-Curricular Connections:

English/Language Arts

- Read scenarios and discuss viewpoints.
- Write a personal belief statement.

Name: _____

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/)
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.app.box.com/file/2250553474825> (Word)

<https://ffa.app.box.com/file/2250639651629> (Word)

<https://ffa.app.box.com/file/2250575454054> (PDF)

<https://ffa.app.box.com/file/2250635683098> (PDF)

<https://docs.google.com/document/d/1h6PkIWA9nD67unedW2-csiNumaLSQwJHdapzq7XyMdc/copy> (Google)

https://docs.google.com/document/d/1bKd3Lv9hXHdNljewcUIM8Q8_HmWPRdTBGwx64ynYHo/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 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 D2. Accurately assess my values.
- FFA.PL-D.Character D3. Accept responsibility for personal actions.
- FFA.PL-F.Continuous Improvement F1. Implement a leadership and personal growth plan

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:** What is something you believed as a child that turned out not to be true? How did that belief influence your behavior at the time?
2. **Introduction:** 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 Southern Region Vice President Jack Lingenfelter. In his speech, he shares his story about personal belief and purpose. As we watch the video, look over the questions on the worksheet "What Do You Believe?" and be ready to record the answers.
3. **Activity:** Each student needs a copy of the worksheet "What Do You Believe?"
 - a. **Part 1:** Have students watch the retiring address of the 2024-25 National FFA Southern Region Vice President Jack Lingenfelter. The video is available at <https://vimeo.com/1132671817?fl=pl&fe=cm>. While students watch the video, have them answer the questions on their student worksheets.
 - b. **Part 2:** Divide students into small groups. Each group needs a copy of the "Belief in Action" worksheet. Groups should discuss the scenarios and answer the reflection questions. Each group will briefly share their responses with the class.
 1. Scenario 1: You run for chapter office but do not get elected. You feel embarrassed and consider stepping away from FFA activities.
Discussion questions:
 1. What belief about yourself might make this situation more difficult?
 2. What belief could help you stay involved and make a difference?
 2. Scenario 2: Your team does not place in a competition you practiced hard for.
Discussion questions:
 1. What belief could cause someone to give up?
 2. What belief could motivate someone to keep improving?
 3. Scenario 3: A new student joins the agriculture class and does not know anyone. Most people ignore them.
Discussion questions:
 1. What belief about purpose could motivate someone to reach out?
 2. How might your actions change if you believe leadership means serving others?
 4. Scenario 4: You see a lot of trash around the school greenhouse or shop after an event.
Discussion questions:
 1. What belief might cause someone to litter or others to ignore it?
 2. What belief might motivate someone to take responsibility and clean it up?

Have a debrief discussion: How did different beliefs lead to different actions? Why is it important to understand what you believe before facing challenges?

- c. **Part 3:** Have students create a short personal belief statement and answer reflection questions on the "Belief in Action" worksheet. The sentence structure is: "I believe _____, and because of that belief, I will _____." Give students the opportunity to share their belief statements with the class. Discuss the importance of knowing your personal beliefs and how that impacts finding personal purpose and making an impact.
- d. **Part 4:** "Take a Stand" activity. Place three signs in different areas of the room that say Agree, Disagree and Unsure. Give students the following directions: *I'm going to read a series of belief-based statements. As each statement is read, move to the area of the room with the sign that matches your belief for that statement (Agree, Disagree or Unsure). At your location, discuss with others in that group why they chose that position and what belief influenced their choice.*

Read a series of belief-based statements such as:

1. Failure means I should quit.
2. Leaders are born, not made.
3. My actions can make a difference.
4. It's easier to follow than lead.
5. I am in control of my future.
6. Confidence comes from within ourselves, not from others.

Name: _____

7. Mistakes are necessary for growth.
8. Leadership means serving others.
9. What I do today affects my future.
10. Purpose is something you are born with.

Once students return to their seats, lead a debrief discussion with the following questions:

1. What influenced your decisions today?
 2. Did anyone change their mind once they heard others' opinions? Why?
 3. How do beliefs shape the choices we make in real situations?
4. **Follow-up:** *Today, we focused on discovering your beliefs and purpose. We learned that the decisions we make in class, FFA and life reflect these beliefs. Your beliefs are the foundation of who you are, and your actions bring those beliefs to life. You will face choices and challenges where no one is watching, but your character is still on display. As you leave today, think about this: What you believe matters, but what matters even more is how you choose to live it out.*
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
- a. This should take 15 minutes. Instruct students to create a “My Why” visual representation of their purpose, beliefs and goals in FFA or their future careers. Students can create digitally or on paper and can include representative words, images and symbols. Student work can be shared and posted in the classroom.
6. **Exit Ticket:** Based on your beliefs and purpose, what is one specific action you will take this week to live it out in class, at home or in FFA?

Name: _____

Aligned to the following standards:

FFA.PL-A1;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-D2;FFA.PL-D3;CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;CRP.04

What Do You Believe?

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA Southern Region Vice President Jack Lingenfelter. The video is available at <https://vimeo.com/1132671817?fl=pl&fe=cm>.

1. What did Jack believe about Santa?

2. What does Jack say about what you believe?

3. If we want our lives to count for something, we must know what we _____.

4. In what state did Jack attend his first state convention as a national officer?

5. What did Oregon FFA member Isabella give Jack?

6. Jack first believed that "I am loved if I _____ well."

7. What was unusual about South Dakota FFA member Jordy's card?

8. Jack later stated that "I am loved regardless of _____."

9. What do you believe about yourself?

10. What do you believe about your purpose?

Name: _____

Aligned to the following standards:

FFA.PL-A1;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-D2;FFA.PL-D3;CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;CRP.04

Belief in Action

Directions:

Read and discuss the scenarios with your group. Answer the reflection questions and prepare to present and discuss with the class.

Scenario 1: You run for chapter office but do not get elected. You feel embarrassed and consider stepping away from FFA activities.

Discussion questions:

- What belief about yourself might make this situation more difficult?
- What belief could help you stay involved and make a difference?

Scenario 2: Your team does not place in a competition you practiced hard for.

Discussion questions:

- What belief could cause someone to give up?
- What belief could motivate someone to keep improving?

Scenario 3: A new student joins the agriculture class and does not know anyone. Most people ignore them.

Discussion questions:

- What belief about purpose could motivate someone to reach out?
- How might your actions change if you believe leadership means serving others?

Scenario 4: You see a lot of trash around the school greenhouse or shop after an event.

Discussion questions:

- What belief might cause someone to litter or others to ignore it?
- What belief might motivate someone to take responsibility and clean it up?

Name: _____

Aligned to the following standards:

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Belief in Action

Directions: Create a short personal belief statement like the one shared in Jack's retiring address.

The sentence structure is:

"I believe _____, and because of that belief,
I will _____."

Reflection questions:

1. Who influenced how you see the world the most? How?
2. What problem in the world makes you feel the most urgent need to do something?
3. What three words would your closest friends use to describe you? Do you agree?

Name: _____

Aligned to the following standards:

FFA.PL-A1;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-D2;FFA.PL-D3;CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;CRP.04

KEY: What Do You Believe?

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA Southern Region Vice President Jack Lingenfelter. The video is available at <https://vimeo.com/1132671817?fl=pl&fe=cm>.

1. What did Jack believe about Santa?

That Santa was watching him 24/7

2. What does Jack say about what you believe?

What you believe shapes the way you live.

3. If we want our lives to count for something, we must know what we believe.

4. In what state did Jack attend his first state convention as a national officer?

Oregon

5. What did Oregon FFA member Isabella give Jack?

A thank you note in a golden envelope.

6. Jack first believed that "I am loved if I perform well."

7. What was unusual about South Dakota FFA member Jordy's card?

It was identical to Isabella's card.

8. Jack later stated that "I am loved regardless of performance."

9. What do you believe about yourself?

Answers will vary.

10. What do you believe about your purpose?

Answers will vary.

Name: _____

Aligned to the following standards:

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Key: Belief in Action

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Answers will vary.

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Name: _____

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