



Lesson Plan

Be the Light

Created: 05/2026 by the National FFA Organization

Description of Lesson: *Being a light can help others overcome challenging times. In his retiring address, 2024-25 National FFA Secretary Luke Jennings shares his experience of the power of support systems.*

Student Learning Objectives:

After completing these activities, students will ...

1. Define what it means to “be the light” or make a positive impact in the lives of others.
2. Identify examples of actions that can positively influence individuals or communities.
3. Reflect on personal opportunities to make a positive impact in school, at home or in the community.

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: “Be the Light,” <https://vimeo.com/1132641762?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/u9qnfyvape9sy3d3xc85hlqxdxghq3d9>

Equipment and Supplies Needed:

1. A copy of the “Need a Light?” worksheet for each student
2. A copy of the “Radiate Positivity” worksheet for each student
3. A copy of the “Light the Way” worksheet for each student
4. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Impact
2. Inspiration
3. Support

Cross-Curricular Connections:

English/Language Arts

Read scenarios and discuss viewpoints.

SAE and FFA Connections

Name: _____

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/ldes/extemporaneous-public-speaking/
3. Prepared Public Speaking LDE, 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/2253222914317> (Word)
<https://ffa.app.box.com/file/2253258073395> (Word)
<https://ffa.app.box.com/file/2253270069180> (Word)
<https://ffa.app.box.com/file/2253208619404> (PDF)
<https://ffa.app.box.com/file/2253220897940> (PDF)
<https://ffa.app.box.com/file/2253229765420> (PDF)
https://docs.google.com/document/d/1Z7zer6_XOBUMvilybDhVOu-Px9anP-uS/copy (Google)
<https://docs.google.com/document/d/1FQCD4FWecFUWcNFWQiOmX0RT9ZELBwmyhbEIVnwDgg0/copy> (Google)
<https://docs.google.com/document/d/1UN680n7RZ5KF6UWLhJtUIOtM36NQyXyp/copy>

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 A7. Invest in others by enabling and empowering them.
- 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 B3. Develop 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-D.Character D4. Respect others.
- FFA.PL-D.Character D6. Value service to others.
- FFA.PL-F.Continuous Improvement F1. Implement a leadership and personal growth plan.
- FFA.PG-H.Social Growth H1. Acknowledge that differences exist among people.
- FFA.PG-K.Emotional Growth K2. Live a compassionate and selfless life.
- FFA.PG-L.Spiritual Growth L2. Respect and be sensitive to others' beliefs.

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

Name: _____

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

Name: _____

Lesson Plan:

1. **Bell Ringer:** Think of a time when someone helped you through a tough situation. What did they do, and why was it helpful?
2. **Introduction:** Give a copy of the “Need a Light?” worksheet 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 Secretary Luke Jennings. In his speech, he shares his story about needing a light and being a light. As we watch the video, look over the questions on the worksheet “Need a Light?” and be ready to record the answers.*
3. **Activity:** Each student needs a copy of the worksheets “Need A Light?” and “Radiate Positivity.”
 - a. **Part 1:** Have students watch the retiring address of the 2024-25 National FFA Secretary Luke Jennings. The video is available at <https://vimeo.com/1132641762?fl=pl&fe=cm>. While students watch the video, have them answer the questions on the “Need a Light?” worksheet.
 - b. **Part 2:** Divide students into pairs or groups and assign each an idea from the worksheet “Radiate Positivity.” Instruct students to provide ideas on how to be a “light” in that situation. Follow up with the entire class by asking each group to share their ideas for each situation.
 - c. **Part 3:** Give students three sticky notes and instruct them to write one way they can be a light in three categories: school, FFA chapter and community. Designate space on a board for each category and have students place sticky notes there. Discuss ideas with the class about how these could be incorporated into chapter activities.
 - d. **Part 4:** Each student needs a copy of the “Light the Way” worksheet. Pair students together and have them discuss the following questions from the worksheet. Lead a class discussion after pairs’ discussion time.
 1. Why do you think people sometimes choose not to step in or help others, even when they see someone struggling?
 2. How can one person’s attitude or actions influence the overall environment of a classroom, team or FFA chapter?
 3. Think about someone who has been a “light” in your life. What specific qualities do they have that you could model in your own actions?

Follow-up: *As we wrap up today, remember that being a light doesn't require something big or extraordinary. It's often the small actions that make the greatest difference. Each of you can impact someone's life, whether it's through kindness, encouragement or simply showing up when it matters most. The world can feel dark at times, but you have the power to make it brighter. Don't wait for someone else to make a difference; choose to be the light.*

4. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. This should take 15 minutes. Create a “Light in Action” challenge. Students should identify one person that they could support that week. They should write two or three sentences about their plan. Follow up in a week with a written or oral reflection on the activity and its impact.
5. **Exit Ticket:** What is one action you will take this week to positively influence someone else?

Name: _____

Need a Light?

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4 ;FFA.PL-A5; FFA.PL-A7; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2;
FFA.PL-B5; FFA.PL- C1; FFA.PL-C2; FFA.PLC4; FFA.PL-D1; FFA.PL-D2; FFA.PL-D3; FFA.PL-
D4; FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2; FFA.PG-L2; CCSS.ELA-W.9-10.4;
CCSS.SL.9-10.6 ;CRP.04

Directions: Answer the following questions while watching the retiring address of 2024-25 National Secretary Luke Jennings. The video is available at <https://vimeo.com/1132641762?fl=pl&fe=cm>.

1. What is Luke afraid of?

2. Draw and label the state where Luke attended leadership camp.

3. Name two camp activities that Luke participated in.

4. What caused FFA member Laura to walk in darkness?

5. What does Luke tell us that the world needs us to be?

6. Name a time when you were walking through darkness.

7. What did Luke's friends do to help him through a dark time during his senior year?

8. How did others show their light to Luke's family?

9. Who shows up in the darkness for you?

10. What can you do today to be a light for someone else?

Name: _____

Radiate Positivity

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A7; 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; FFA.PL-
D4; FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2; FFA.PG-L2; CCSS.ELA-W.9-10.4;
CCSS.SL.9-10.6 ;CRP.04

Directions: Read the assigned scenario and write suggestions on how you could be a “light” in that situation.

1. A new student joins your agricultural mechanics class halfway through the semester. During welding practice, they seem nervous and keep making mistakes. A few students start laughing and making comments about their welds.

2. Your chapter is preparing for an upcoming competition. One team member is having difficulty learning information and feels like they are slowing the team down. They say they might quit the team.

3. A local farmer near your community recently had equipment break down during harvest and is struggling to finish before the weather turns bad.

4. Your group is working on an agriscience project. One member keeps saying the project will fail and that there’s no point in trying.

5. Someone in your school posts negative or misleading information online about farmers harming the environment.

Name: _____

Light the Way

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A7; 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; FFA.PL-
D4; FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2 ;FFA.PG-L2; CCSS.ELA-W.9-10.4;
CCSS.SL.9-10.6; CRP.04

Directions: Read each question and answer with complete sentences.

1. Why do you think people sometimes choose not to step in or help others, even when they see someone struggling?

2. How can one person's attitude or actions influence the overall environment of a classroom, team or FFA chapter?

3. Think about someone who has been a "light" in your life. What specific qualities do they have that you could model in your own actions?

Name: _____

KEY: Need a Light?

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A7; 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; FFA.PL-D4;
FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2; FFA.PG-L2; CCSS.ELA-W.9-10.4;
CCSS.SL.9-10.6; CRP.04

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA Secretary Luke Jennings. The video is available at <https://vimeo.com/1132641762?fl=pl&fe=cm>.

1. What is Luke afraid of?

The dark/what is in the dark

2. Draw and label the state where Luke attended leadership camp.

Wyoming

3. Name two camp activities that Luke participated in.

Answers will vary but may include volleyball, campfire songs, eating in the dining hall and hiking in the mountains.

4. What caused FFA member Laura to walk in darkness?

She moved from Oregon and didn't have many new friends.

5. What does Luke tell us that the world needs us to be?

A light

6. Name a time when you were walking through darkness.

Answers will vary.

7. What did Luke's friends do to help him through a dark time during his senior year?

They created a makeshift homecoming dance.

8. How did others show their light to Luke's family?

Answers will vary but may include sat with the family in the hospital, lined the streets when they returned home and made them smile, laugh and dance.

9. Who shows up in the darkness for you?

Answers will vary.

10. What can you do today to be a light for someone else?

Answers will vary.

Name: _____

KEY: Radiate Positivity

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4 ;FFA.PL-A5; FFA.PL-A7; 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; FFA.PL-D4
;FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2; FFA.PG-L2; CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6;
CRP.04

Directions: Read the assigned scenario and write suggestions on how you could be a “light” in that situation.

Answers will vary.

1. A new student joins your agricultural mechanics class halfway through the semester. During welding practice, they seem nervous and keep making mistakes. A few students start laughing and making comments about their welds.

2. Your chapter is preparing for an upcoming competition. One team member is having difficulty learning information and feels like they are slowing the team down. They say they might quit the team.

3. A local farmer near your community recently had equipment break down during harvest and is struggling to finish before the weather turns bad.

4. Your group is working on an agriscience project. One member keeps saying the project will fail and that there's no point in trying.

5. Someone in your school posts negative or misleading information online about farmers harming the environment.

Name: _____

KEY: Light the Way

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3 ;FFA.PL-A4; FFA.PL-A5; FFA.PL-A7; 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; FFA.PL-
D4; FFA.PL-D6; FFA.PL-F1; FFA.Pg-H1; FFA.PG-K2; FFA.PG-L2; CCSS.ELA-W.9-10.4;
CCSS.SL.9-10.6; CRP.04

Directions: Read each question and answer with complete sentences.

1. Why do you think people sometimes choose not to step in or help others, even when they see someone struggling?

Answers will vary.

2. How can one person's attitude or actions influence the overall environment of a classroom, team or FFA chapter?

Answers will vary.

3. Think about someone who has been a "light" in your life. What specific qualities do they have that you could model in your own actions?

Answers will vary.