



Lesson Plan

The Characters We Play

Created: 02/2020 by the National FFA Organization

Retiring Address Video Summary: *We go through life hiding behind a mask suitable for whatever situation we are currently a part of, hoping to be accepted. In this retiring address, 2018-19 National FFA President Luke O'Leary shares how it is important to allow others to see us for who we truly are.*

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify the factors that make up character.
2. Describe how to allow their true character to shine through no matter the situation.

TIME REQUIRED: 45 minutes

RESOURCES:

1. Video: "The Characters We Play | Luke O'Leary Retiring Address," <https://vimeo.com/370334862>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the worksheet "The Characters We Play" for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

STUDENT ACTIVITY SHEETS:

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

<https://ffa.box.com/s/g9t1enusfszaufa8aakbvios2cey7njm> (Word)

<https://ffa.box.com/s/g3r9d70jega8d9hu4bfvrasjh797aorx> (Non-Designed)

<https://ffa.box.com/s/2k3wwh66mq6furcyqgp45n03qq3xreu8> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02: Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04: Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06: Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

- CRP.08: Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility

LESSON PLAN:

1. *Bell Ringer:* Do you always act like yourself in every situation you are in? Why or why not?
2. *Introduction:* Today, we are going to watch a retiring address from the 92nd National FFA Convention & Expo. This retiring address was given by 2018-19 National FFA President Luke O'Leary. In his speech, he recognizes that many people try to change who they are based upon the people they are around and the situations they are in.

Before watching the video, look over the questions on the worksheet "The Characters We Play," and be ready to listen for the answers as you view the video.
3. *Activity:* Each student needs a copy of the worksheet "The Characters We Play." Students will watch the retiring address of 2018-19 National FFA President Luke O'Leary and complete the activities. The video "The Characters We Play | Luke O'Leary Retiring Address" is available at <https://vimeo.com/370334862>.
4. *Follow-up:* Have students share the picture they drew that depicts their true identity. If time and space allow, consider making a gallery of pictures to put on display in order to showcase each unique student.
5. *Leveling Up:* Have students pair with a younger student and serve as a mentor for that student. A resource to help with the mentoring program is the Partnering in Active Learning Support (PALS) resources found at <https://FFA.box.com/s/f94quldiqzrqeavry0cxdtv55n4ml0g3>.
6. *Exit Ticket:* Why is it important to be yourself and not hide behind a "mask"?

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-N; MP1;
MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

The Characters We Play

DIRECTIONS:

Fill in the blanks and answer the questions below while watching "The Characters We Play," the retiring address of 2018-19 National FFA President Luke O'Leary. The video is available at <https://vimeo.com/370334862>.



What three characters do we currently play that we need to spend time working to overcome?

Character 1: _____

Describe a specific time when you portrayed this character.

Character 2: _____

Describe a specific time when you portrayed this character.

Character 3: _____

Describe a specific time when you portrayed this character.



When we play these characters, we
_____ our ability to
_____ out our true _____.



To be successful, we have to try experiences that make us _____.

- a. comfortable
- b. uncomfortable
- c. stick to tradition
- d. do whatever we are told

Give an example of a "box" you have tried to force yourself into.



KEY: The Characters We Play

DIRECTIONS:

Fill in the blanks and answer the questions below while watching "The Characters We Play," the retiring address of 2018-19 National FFA President Luke O'Leary. The video is available at <https://vimeo.com/370334862>.

What three characters do we currently play that we need to spend time working to overcome?		
Character 1: <u>Admired</u> Describe a specific time when you portrayed this character. <u>Answers will vary.</u>	Character 2: <u>Accepted</u> Describe a specific time when you portrayed this character. <u>Answers will vary.</u>	Character 3: <u>Silent</u> Describe a specific time when you portrayed this character. <u>Answers will vary.</u>



When we play these characters, we eliminate our ability to live out our true identity.



Give an example of a "box" you have tried to force yourself into.
Answers will vary.



To be successful we have to try experiences that make us _____.

- a. comfortable
- ☒ b. uncomfortable
- c. stick to tradition
- d. do whatever we are told



Complete the following statement from Luke:

This is not a mask.



Character 1: Admired

They taught me that people are admired most for who they are, not what they have done.

Character 2: Accepted

We should always be proud of who we are because those who truly matter will always accept us for us.

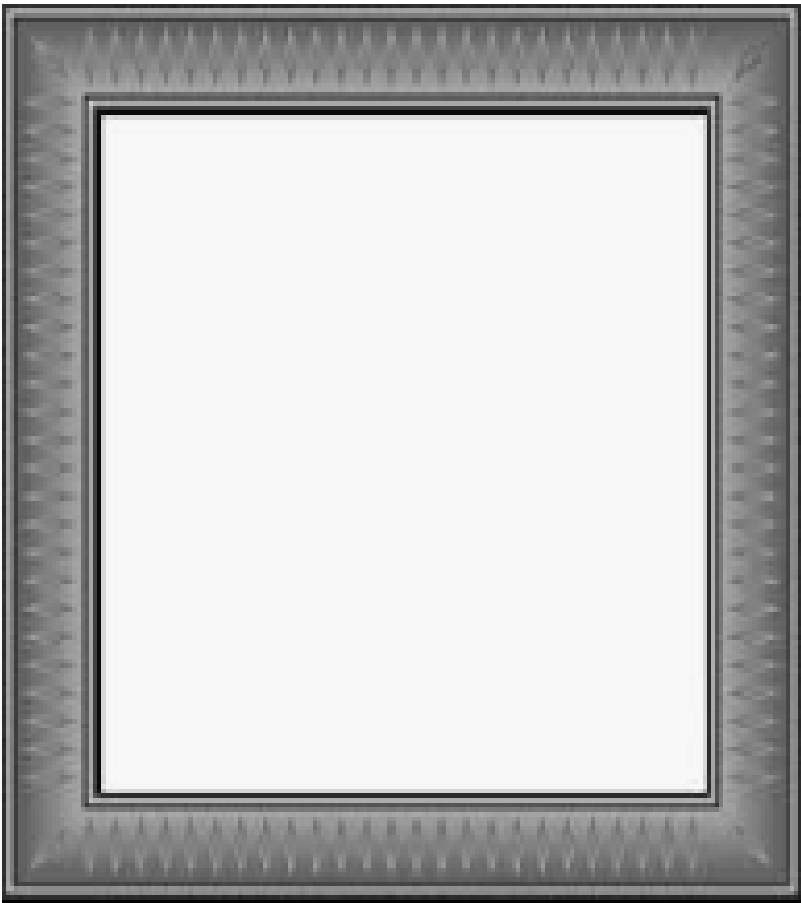


Character 3: Silent

They taught me that no amount of judgment is ever worth being silent about who we are.

How can you help those that struggle with their identity?

Answers will vary.



Using the space to the right, draw a picture that depicts your unique identity.



Why is it important to be yourself?

Answers will vary.