



Lesson Plan

Quiet in Volume, Loud in Value

Created: 11/2020 by the National FFA Organization

Retiring Address Video Summary: In this retiring address, 2019-20 National FFA Central Region Vice President Mamie Hertel shares how our actions can be quiet in volume and loud in value.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify how their actions can be quiet in volume and loud in value.
2. Create a web of ideas on how to be quiet in volume but loud in value.

TIME REQUIRED: 45 minutes

RESOURCES/REFERENCES:

1. Video: "Quiet in Volume, Loud in Value | Mamie Hertel Retiring Address,"
<https://vimeo.com/showcase/7865594/video/477811400>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Quiet in Volume, Loud in Value" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

CROSS-CURRICULAR CONNECTIONS:

English/Language Arts
Create a web of ideas.

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/71rt0c5pqmbam19ca3a7lqwo8e4caqiv> (Word)
<https://ffa.box.com/s/m8s3umh6uxuklezq5jsqsnigo6f4npd7> (Non-Designed)
<https://ffa.box.com/s/s6nvf1xq2qy86xs8ow2vy6txksncq38q> (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 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.

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:* What is the first thought that comes to mind when you hear “quiet in volume, loud in value?”
2. *Introduction:* Everything that we do every day has meaning and an impact in some way. Today, we are going to watch a retiring address from the 93rd National FFA Convention & Expo. This retiring address was given by the 2019-20 National FFA Central Region Vice President Mamie Hertel. In her speech, we learn how the smallest of actions can have a major impact.

Hand out the worksheet “Quiet in Volume, Loud in Value.” Before watching the video, look over the questions on the “Quiet in Volume, Loud in Value” worksheet, and be ready to listen for the answers as you view the video.

3. *Activity:*
 - a. *Part 1:* Each student needs a copy of the worksheet “Quiet in Volume, Loud in Value.” Have students complete the questions while watching the video “Quiet in Volume, Loud in Value | Mamie Hertel Retiring Address,” found at <https://vimeo.com/showcase/7865594/video/477811400>.
 - b. *Part 2:* People every day are being quiet in volume and loud in value. Have students think about the examples of others being quiet in volume and loud in value and then create a web of four ideas that they could do to be quiet in volume and loud in value. The center of the web has the statement “quiet in volume and loud in value.” In each bubble after that, students will list one of their ideas. In the third bubble, they should describe how that action will impact others. Students can use the example provided to guide them.
4. *Follow-up:* Have students record the actions they do during the day that are quiet in volume and loud in value.
5. *Optional – Extended Learning Opportunities (Not factored into time requirement):*
 - a. Have students share their webs with the class and generate more ideas that they could add to their webs.
6. *Exit Ticket:* What does “quiet in volume, loud in value” mean? How can you be “quiet in volume, loud in value?”

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-N;
CCSS.ELA.W.9-10.4; CRP.02; CRP.04; CRP.06; CRP.08

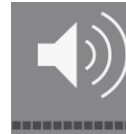
Quiet in Volume, Loud in Value

Part 1

DIRECTIONS:

Complete the following activities while watching "Quiet in Volume, Loud in Value," the retiring address of 2019-20 National FFA Central Region Vice President Mamie Hertel. The video is available at <https://vimeo.com/showcase/7865594/video/477811400>.

What does the word "volume" mean to you?



According to Mamie, what does "quiet in volume, loud in value" mean?

What did Ellie do to change the lives around her?

- a. She held a clothing drive for those in need in her community.
- b. She organized a 5k to raise money for her school agriculture program.
- c. She worked with her elementary school to start an elementary agriculture program.
- d. She went to the state legislature asking them to require at least one school in every county to have an agriculture program.

_____ is added when we don't
mind taking a _____
approach.

Identify a time YOU were quiet in volume and loud in value.



Approximately how many miles do National FFA Officers travel in a normal year?

- a. 20,000
- b. 50,000
- c. 75,000
- d. 100,000



It is NOT about going _____;
it's about adding _____.

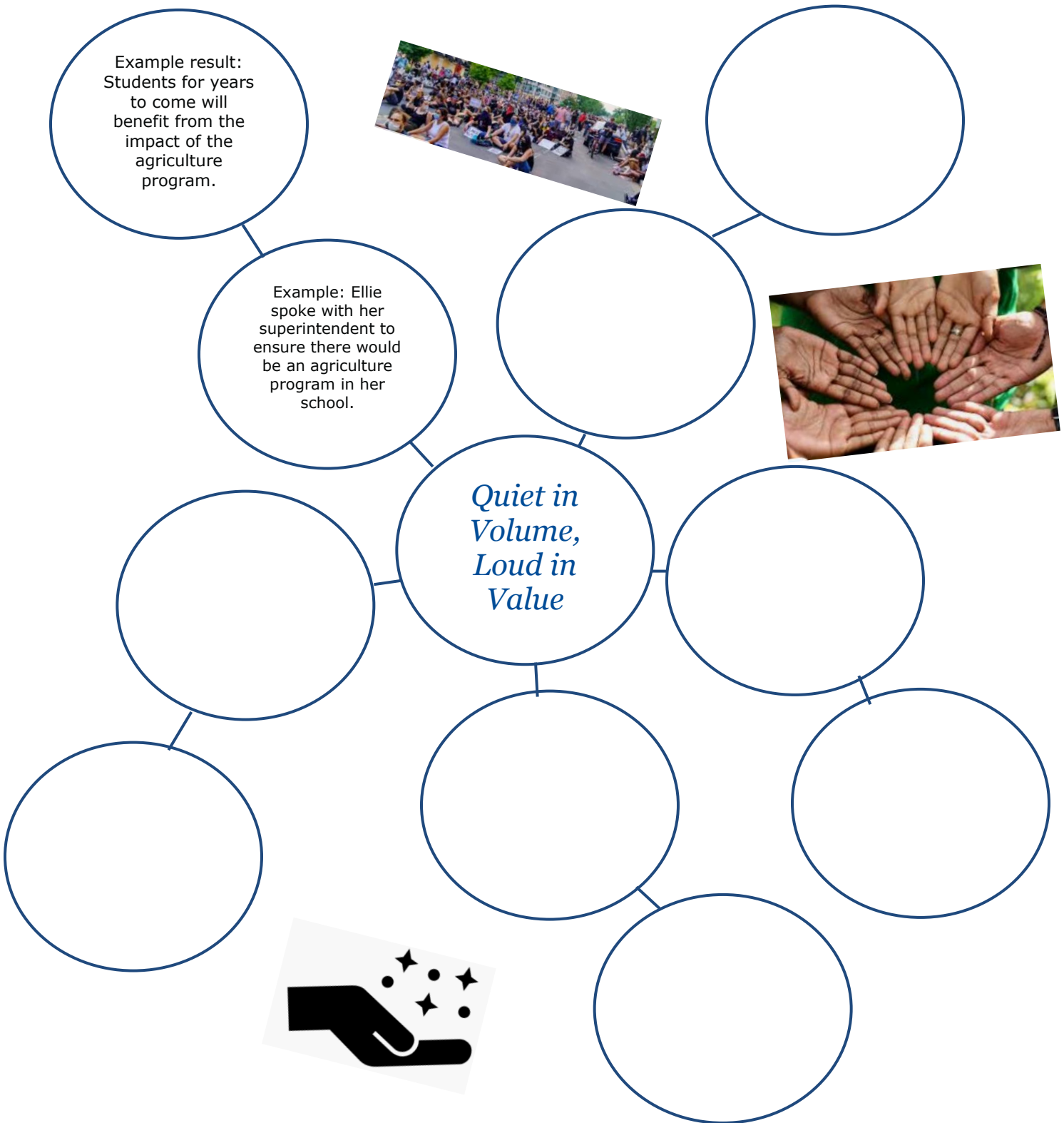
Identify two people you have met, and their actions, that have been quiet in volume and loud in value.

- 1.
- 2.

Part 2

DIRECTIONS:

People every day are being quiet in volume and loud in value. Thinking about the examples of others being quiet in volume and loud in value, create a web of four ideas that you could do to be quiet in volume and loud in value. The center of the web lists the statement "quiet in volume and loud in value." In each bubble after that, list one of your ideas. In the third/outermost bubble, describe how that action will impact others.



NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-N;
CCSS.ELA.W.9-10.4; CRP.02; CRP.04; CRP.06; CRP.08

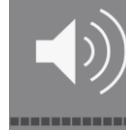
KEY: Quiet in Volume, Loud in Value

Part 1

DIRECTIONS:

Complete the following activities while watching "Quiet in Volume, Loud in Value," the retiring address of 2019-20 National FFA Central Region Vice President Mamie Hertel. The video is available at <https://vimeo.com/showcase/7865594/video/477811400>.

What does the word "volume" mean to you? **Answers will vary. Example answers: hair, sound, liquid measurement**



According to Mamie, what does "quiet in volume, loud in value" mean?
Being very meaningful without expecting, or having, lots of recognition



What did Ellie do to change the lives around her?

- a. She held a clothing drive for those in need in her community.
- b. She organized a 5k to raise money for her school agriculture program.
- c. She worked with her elementary school to start an elementary agriculture program.
- d.** She went to the state legislature asking them to require at least one school in every county to have an agriculture program.



Value is added when we don't mind taking a **quieter** approach.

Identify a time YOU were quiet in volume and loud in value.
Answers will vary.



Approximately how many miles do National FFA Officers travel in a normal year?

- a. 20,000
- b. 50,000
- c. 75,000
- d.** 100,000



It is NOT about going **viral**; it's about adding **value**.

Identify two people you have met, and their actions, that have been quiet in volume and loud in value. **Answers will vary.**

- 1.
- 2.