



Lesson Plan

Take a Stand!

Created: 03/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Recognize and explain current distractions.
2. Develop an action plan on how to overcome distractions.
3. Identify ways to take a stand in your community and/or school.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. 2015-16 National FFA Vice President Sarah Draper's Retiring Address, <https://vimeo.com/188421768>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Take Action!" worksheet for each student.
2. Pencil
3. Internet access to view the video.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity to have students reflect on distractions in their life and how to overcome them.
2. An activity to have students identify ways to take a stand in their community and/or school.
3. A personal growth development activity.

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/6iia6kqdvvy68mv3e7q1pvqgdyhafbzjq> (Word)

<https://ffa.box.com/s/s4r6sd8ja19hnn8pskb590bfqmqkd4d1> (non-Designed)

<https://ffa.box.com/s/hyk5kef4nwejs1b5ujpvljek5rugp5vl> (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-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.PG-K.Emotional Growth: Share and express healthy feelings and emotions.
- FFA.PG-L.Spiritual Growth: Define personal beliefs, values, principles and sense of balance.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

AFNR Cluster Skills

- 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.

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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- 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.

Common Core - Math (Specific)

- MP1 Make sense of problems and persevere in solving them.

AFNR Career Ready Practices

- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills
- Think Creatively

LESSON PLAN:

1. *Introduction:* Today's students have many activities going on in their lives. Some of those activities may easily become distractions. Today we will learn about what those distractions may be, how to overcome them, and ways to take a stand in your community and/or school.

Bellwork/Pre-Lesson Activity:

To introduce the students to the lesson for the day, ask this question:

1. "How can distractions be a positive and negative factor in your life?"

2. *Activity 1:* Each student needs a copy of the handout, "Take Action!"
Show the video, "Retiring Address – Sarah Draper." The direct URL is <https://vimeo.com/188421768>.
 - a. After the video, have students reflect on the video while completing the handout.
3. *Follow Up:* Have students reflect on the lesson by responding to the following question:
 1. "What are three facts you learned from today's lesson, and how will you apply those facts to your future self?"
4. *Leveling Up:* In her retiring address, Sarah mentions that time is one of our most valuable possessions. She poses the question, "Is what you are spending your time on important?" Have students reflect on this question with a partner. After ample time is given, have students discuss as a class.

NAME: _____

Take Action!

DIRECTIONS:

Watch the video, "Retiring Address – Sarah Draper." The direct link to the video is <https://vimeo.com/188421768>. After you watch the video, complete the questions below.

1. What are some distractions in your life? (*Identify at least three.*)

2. What are ways you can take action and minimize those distractions in your life?



3. Identify one cause in your community and/or school that would be worth "taking a stand for?"

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4. Determine a way that you could make a positive difference in this cause.

5. Why did you select this cause?

Aligned to the following standards:
FFA.PL-A.; FFA.PL-E.; FFA.PG-J.; FFA.CS-M.; CRP.04.;
CCSS.ELA.W.9-10.2;CCSS.ELA.SL.9-10.4;