



Lesson Plan

Why Me?

Created: 02/2020 by the National FFA Organization

Retiring Address Video Summary: In this retiring address, 2018-19 National FFA Western Region Vice President Shea Booster discusses how we need to strive to be great leaders by not claiming to be “victims” in various situations.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify when they are playing the victim in a typical, everyday situation.
2. Describe why playing the victim in typical, everyday situations can have negative consequences.
3. Define the word satisfaction.

TIME REQUIRED: 45 minutes

RESOURCES:

1. Video: “Why Me? | Shea Booster Retiring Address,” <https://vimeo.com/370185042>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the “Why Me?” worksheet 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/gouht9ilqqd8hsiv696hy9a8m38fr1wn> (Word)

<https://ffa.box.com/s/oxlsf4td7rqmi776ypjr5lzc87anue8a> (Non-Designed)

<https://ffa.box.com/s/82dl6xjcqpy26m7wopzmbkfab12n2sxx> (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:* What would you say if your teacher gave you a *D* grade on an assignment?
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 Western Region Vice President Shea Booster. In his speech, Shea discusses how we need to strive to be great leaders by not claiming to be "victims" in various situations.

Before watching the video, look over the questions on the "Why Me?" worksheet, and be ready to listen for the answers as you view the video.
3. *Activity:* Each student needs a copy of the worksheet "Why Me?" Students will watch the retiring address of 2018-19 National FFA Western Region Vice President Shea Booster and complete the activities. The video "Why Me? | Shea Booster Retiring Address" is available at <https://vimeo.com/370185042>.

Teacher Note: This retiring address discusses people in society that play the "victim" in many situations to remove themselves from blame. It is important to explain to students that there are horrific acts that happen every day where people are victims, and they should seek out the appropriate resources for those situations. This retiring address and the associated activities are not referring to these severe situations, but the simple, everyday ones where people claim to be the victim.

4. *Follow-up:* For a week, have students write in a journal to reflect on their day to better identify when they are working toward being a leader.
5. *Leveling Up:* Have students put together a presentation that they could share with other classes about why it is important to identify when they may be "playing the victim" and how to work toward leadership instead.
6. *Exit Ticket:* What benefit is there to you by not saying "why me?" and playing a victim during normal situations in life?

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

Why Me?

DIRECTIONS:

Fill in the blanks and answer the questions below while watching "Why Me?," the retiring address of 2018-19 National FFA Western Region Vice President Shea Booster. The video is available at <https://vimeo.com/370185042>.

Note: It is important to understand that there are horrific acts that happen every day where people are victims, and people should seek out the appropriate resources for those situations. This retiring address and the associated activities are not referring to these severe situations.

What sport did Shea play when he was 13?

- a. Basketball
- b. Lacrosse
- c. Baseball
- d. Soccer



How many time zones changes did Shea go through during his year of service?

- a. 113
- b. 89
- c. 122
- d. 110



More people _____ think they are _____ than ever before.



Our society is _____ time more likely to use the term "victim" than those in the 1940s during the Holocaust.

- a. 2
- b. 3
- c. 4
- d. 5
- e. 6



Victimhood is a _____.

- a. time when things did not go your way
- b. choice
- c. reason to complain

Why do people play the victim? Give an example of a person playing the victim.

Give an example of a time in your life when you played the "why me? victim" in a situation. Why did you do that?



Place an X on the line to show which way you are heading at the current time.

Victim

Leader



Place an X on the line to show which way you WANT to go.

Victim

Leader



How can you work to move in the direction you selected above?



DIRECTIONS:

Read each scenario below. Place an X in the column that best identifies how the person is acting.

<i>Scenario</i>	<i>Victim</i>	<i>Leader</i>	Why is it important to identify when you are "playing the victim" and try to correct your actions?
You are going through the drive through at the local coffee shop to get your morning latte. You have paid and begin driving away when you drop the hot coffee all over your lap. In your anger, you decide to pursue legal action against the coffee shop because of what happened.			
You decide to put your name in to become a member of student council. The teacher sponsors and senior student council members conduct interviews. The next day you find out you did not get selected for student council. You decide to make a list of goals to better prepare yourself for the election next year and sign up to help with multiple school functions.			
After school, you are getting into your car when you accidentally ding the door of the car next to you. You alert the driver of the other vehicle but tell your parents it was the other driver's fault because they parked over the line.			
You are driving 55 miles per hour in a 40 mile per hour zone when you hit a giant pothole. Due to the pothole, you bend the rim of your car. When you get home you call the state department of transportation to complain about the lack of road maintenance and demand the state pay to fix your car because the bent rim is completely the state's fault.			

KEY: Why Me?

DIRECTIONS:

Fill in the blanks and answer the questions below while watching "Why Me?," the retiring address of 2018-19 National FFA Western Region Vice President Shea Booster. The video is available at <https://vimeo.com/370185042>.

Note: It is important to understand that there are horrific acts that happen every day where people are victims, and people should seek out the appropriate resources for those situations. This retiring address and the associated activities are not referring to these severe situations.

What sport did Shea play when he was 13?

- a. Basketball
- b. Lacrosse
- c. Baseball
- ☒ d. Soccer



How many time zones changes did Shea go through during his year of service?

- ☒ a. 113
- b. 89
- c. 122
- d. 110



More people today think they are victims than ever before.



Our society is _____ time more likely to use the term "victim" than those in the 1940s during the Holocaust.

- ☒ a. 2
- b. 3
- c. 4
- d. 5
- e. 6



Victimhood is a _____.

- a. time when things did not go your way
- ☒ b. choice
- c. reason to complain

Why do people play the victim? Give an example of a person playing the victim.

We want more but are unwilling to work for it. Examples will vary.

Give an example of a time in your life when you played the "why me? victim" in a situation. Why did you do that?

Answers will vary.



Place an X on the line to show which way you are heading at the current time. **Answers will vary.**

Victim

Leader



Place an X on the line to show which way you **WANT** to go. **Answers will vary.**

Victim

Leader

How can you work to move in the direction you selected above?
Answers will vary.



DIRECTIONS:

Read each scenario below. Place an X in the column that best identifies how the person is acting.

<i>Scenario</i>	<i>Victim</i>	<i>Leader</i>	Why is it important to identify when you are "playing the victim" and try to correct your actions? Correcting our actions is important to work toward greater leadership and overall life improvement.
You are going through the drive through at the local coffee shop to get your morning latte. You have paid and begin driving away when you drop the hot coffee all over your lap. In your anger, you decide to pursue legal action against the coffee shop because of what happened.	X		
You decide to put your name in to become a member of student council. The teacher sponsors and senior student council members conduct interviews. The next day you find out you did not get selected for student council. You decide to make a list of goals to better prepare yourself for the election next year and sign up to help with multiple school functions.		X	
After school, you are getting into your car when you accidentally ding the door of the car next to you. You alert the driver of the other vehicle but tell your parents it was the other driver's fault because they parked over the line.	X		
You are driving 55 miles per hour in a 40 mile per hour zone when you hit a giant pothole. Due to the pothole, you bend the rim of your car. When you get home you call the state department of transportation to complain about the lack of road maintenance and demand the state pay to fix your car because the bent rim is completely the state's fault.	X		