



Lesson Plan

Powerless to Powerful

Created: 11/2020 by the National FFA Organization

Retiring Address Video Summary: In this retiring address, 2019-20 National FFA Southern Region Vice President Tess Seibel shares how we can go from powerless to powerful.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Describe what it means to go from powerless to powerful.
2. Explain how to go from powerless to powerful.
3. Develop a picture that uses a quote to encourage and remind students to always go from powerless to powerful.

TIME REQUIRED: 45 minutes

RESOURCES/REFERENCES:

1. Video: "Powerless to Powerful | Tess Seibel Retiring Address,"
<https://vimeo.com/showcase/7865594/video/477823661>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Powerless to Powerful" 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
Select a meaningful quote and utilize it to go from powerless to powerful.

STUDENT ACTIVITY SHEETS

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

<https://ffa.box.com/s/wedfrph33b4x224l8md7bzdxy12uzzaf> (Word)
<https://ffa.box.com/s/hrt0wkhzcx6mmxn9stwh0fw6375fpz1r> (Non-Designed)
<https://ffa.box.com/s/96f5x96h50dx6wtvpi7h2a4d8b4uk2i3> (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:* Hand out the worksheet "Powerless to Powerful." Have students respond in writing to this prompt: What comes to mind when you hear that it is picture day? After you have answered the question wait for further instruction.

2. *Introduction:* *Taking a situation in which you feel powerless and making it powerful is essential. Today, we are going to watch a retiring address from the 93rd National FFA Convention & Expo. This retiring address was given by 2019-20 National FFA Eastern Region Vice President Tess Seibel. In her speech, we learn how we can go from powerless to powerful.*

Before watching the video, look over the questions on the "Powerless to Powerful" worksheet, and be ready to listen for the answers as you view the video.

3. *Activity:*
 - a. *Part 1:* Have students watch the video "Powerless to Powerful," the retiring address of 2019-20 National FFA Eastern Region Vice President Tess Seibel. The video is available at <https://vimeo.com/showcase/7865594/video/477823661>. While students view the video, have them complete the questions.
 - b. *Part 2:* Going from powerless to powerful is important for being able to handle difficult life situations. Have students find a quote that means a lot to them and can help them in going from powerless to powerful. Students should develop a picture that uses that quote to encourage and remind themselves to always go from powerless to powerful. Have students use color in their pictures and consider what will remind them to become powerful in difficult times.
4. *Follow-up:* Have students hang their pictures around the room to allow others to read the quotes and see the pictures that have been created.
5. *Optional – Extended Learning Opportunities (Not factored into time requirement):*
 - a. Have students develop a one-page resource that uses all the quotes shared from classmates that can be copied and handed out to every student in the class. This can then be used by students throughout the year when needed.
6. *Exit Ticket:* Think of three celebrities, family, friends, etc. that you think have gone from powerless to powerful. Explain and describe the situation of how they went from powerless to powerful.

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

Powerless to Powerful

Part 1

DIRECTIONS:

Complete the activities below while watching "Powerless to Powerful," the retiring address of 2019-20 National FFA Eastern Region Vice President Tess Seibel. The video is available at <https://vimeo.com/showcase/7865594/video/477823661>.

What comes to mind when you hear that it is picture day?

Why does seeing/knowing the purpose help?



According to Tess, what have we learned?



Have you ever had a moment when you asked the questions "Why me? Why now?" Explain.

You are _____ on
when _____
what you _____ control.



What event did Emma organize despite all that was happening with the pandemic?

- a. A horse judging event
- b. A national talent show contest
- c. A national band contest
- d. An online horticulture contest

Shift your focus from what you
_____ control to what
you _____.



How did you feel?

How can going from powerless in a situation to powerful help you? Explain.

In this situation, how could you go from powerless to powerful?

Part 2

DIRECTIONS:

Going from powerless to powerful is important for being able to handle difficult life situations. Find a quote that means a lot to you and can help you in going from powerless to powerful. Develop a picture that uses that quote to encourage and remind you to always go from powerless to powerful. (The quote should be part of the picture!) Be sure to use color in your picture and think about what will remind you to become powerful in difficult times.

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: Powerless to Powerful

Part 1

DIRECTIONS:

Complete the activities below while watching "Powerless to Powerful," the retiring address of 2019-20 National FFA Eastern Region Vice President Tess Seibel. The video is available at <https://vimeo.com/showcase/7865594/video/477823661>.

What comes to mind when you hear that it is picture day? **Answers will vary.**

Why does seeing/knowing the purpose help?
Answers will vary.



According to Tess, what have we learned?



Confusing



Why things happen



Asking questions with no answers

Have you ever had a moment when you asked the questions "Why me? Why now?" Explain.
Answers will vary.

You are **powerless** when **focusing** on what you
can't control.

What event did Emma organize despite all that was happening with the pandemic?

- a. A horse judging event
- ☒ b. A national talent show contest
- c. A national band contest
- d. An online horticulture contest



Shift your focus from what you **can't**
control to what you **can**.



How did you feel? **Answers will vary.**

How can going from powerless in a situation to powerful help you?
Explain. **Answers will vary.**

In this situation, how could you go from powerless to powerful? **Answers will vary.**