



Lesson Plan

It's Your Move

Created: 05/2026 by the National FFA Organization

Description of Lesson: *Achieving success requires sacrifice and finding your purpose. In his retiring address, 2024-25 National FFA President Thaddeus Bergschneider shares his story about the impact of sacrifice.*

Student Learning Objectives:

After completing these activities, students will ...

1. Explain personal sacrifice and how it applies to personal growth.
2. Identify personal sacrifices that can improve future opportunities.
3. Analyze real-life examples of sacrifice and long-term outcomes.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References: Video: "Sacrifice for Future Gains," <https://vimeo.com/1134295609?fl=pl&fe=cm>

Related Resources:

1. Retiring Addresses and Keynote Speeches, [FFA.org/proceedings/2025-proceedings/](https://ffa.org/proceedings/2025-proceedings/)
2. Keynote-Retiring Address Lessons, <https://ffa.app.box.com/folder/375371522202?s=v5eqwmltx9xuqgdi7zimqnt3zaec609l>
3. FFA Value Lesson Series, <https://FFA.box.com/s/u9qnfyvape9sy3d3xc85hlqxdxghq3dq>

Equipment and Supplies Needed:

1. A copy of the "It's Your Move" worksheet for each student
2. A copy of "The Cost of Choice" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Purpose
2. Sacrifice

Cross-Curricular Connections:

English/Language Arts
• Read scenarios and discuss viewpoints. • Write a first-person reflection.

SAE and FFA Connections

Name: _____

1. Agricultural Communications and Education SAE Idea Cards,
<https://FFA.app.box.com/file/301231972163?s=x7e4v2qzxcwkleugkun3mt0421m5nejx>.
2. Extemporaneous Public Speaking LDE, FFA.org/participate/ldes/extemporaneous-public-speaking/
3. Prepared Public Speaking LDE, FFA.org/participate/prepared-public-speaking/

Student Activity Sheets:

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

<https://ffa.app.box.com/file/2250848047050> (Word)

<https://ffa.app.box.com/file/2250830819631> (Word)

<https://ffa.app.box.com/file/2250835125554> (PDF)

<https://ffa.app.box.com/file/2250934165864> (PDF)

https://docs.google.com/document/d/19SuWuRtj1kS_9g1-nKUkr4lkeHWL40iM/copy (Google)

https://docs.google.com/document/d/1BIE-7JOmzpZd6GN4_OOJi3MVld7AwxTFDgN-jf-so-Q/copy (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action A1. Work independently and in groups to get things done.
- FFA.PL-A.Action A3. Plan effectively.
- FFA.PL-A.Action A4. Identify and use resources.
- FFA.PL-A.Action A5. Communicate effectively with others.
- FFA.PL-A.Action A8. Evaluate and reflect on actions taken and make appropriate modifications.
- FFA.PL-B.Relationships B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.
- FFA.PL-B.Relationships B2. Interact and work with others.
- FFA.PL-B.Relationships B5. Participate effectively as a team member.
- FFA.PL-C.Vision C1. Contemplate the future.
- FFA.PL-C.Vision C2. Conceptualize ideas.
- FFA.PL-C.Vision C4. Adapt to opportunities and obstacles.
- FFA.PL-D.Character D1. Live with integrity.
- FFA.PL-D.Character D4. Respect others.
- FFA.PL-D.Character D6. Value service to others.
- FFA.PG-K.Emotional Growth K2. Live a compassionate and selfless life.

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.

Common Core – Speaking and Listening

- 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.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively and with reason.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Initiative and Self-Direction
- Productivity and Accountability
- Think Creatively

Name: _____

Lesson Plan:

1. **Bell Ringer:** What is one example of sacrifice that you have seen in everyday life? What made it a sacrifice?
2. **Introduction:** *Today, we are going to watch a retiring address from the 98th National FFA Convention & Expo. This retiring address was given by 2024-25 National FFA President Thaddeus Bergschneider. In his speech, he shares his family's personal journal with sacrifice. As we watch the video, look over the questions on the worksheet "It's Your Move" and be ready to record the answers.*
3. **Activity:** Each student needs a copy of the worksheets "It's Your Move" and "The Cost of Choice."
 - a. **Part 1:** Have students watch the retiring address of the 2024-25 National FFA President Thaddeus Bergschneider. The video is available at <https://vimeo.com/1134295609?fl=pl&fe=cm>. While students watch the video, have them answer the questions on the "It's Your Move" student worksheet.
 - b. **Part 2:** Divide students into small groups. Assign each group one of the following scenarios on the worksheet "The Cost of Choice."
 1. **Working Two Jobs:** A parent or guardian takes on a second job and works long hours to ensure their family has stable housing, food and educational opportunities, even though it means less personal time and rest.
 2. **FFA Member Leaves CDE Team:** An FFA member chooses to step away from competing in a team career development event to focus on improving their grades and preparing for post-secondary education, giving up practices, CDE opportunities and time with teammates.
 3. **Sibling Gives Up College Savings:** An older sibling decides to use their college savings to help a family member cover medical bills or financial hardship, delaying or changing their own education plans.
 4. **Soldier Volunteering for Deployment:** A service member volunteers for overseas deployment, knowing it will mean personal risk, missed milestones at home and time away from family.
 5. **Helping A Friend Move:** A student gives up a free weekend to help a friend move into a new home, sacrificing relaxation or social plans to provide support when it's needed.

Groups discuss, report to the class and compare viewpoints using the following questions listed on the worksheet:

1. Is this a sacrifice? Why or why not?
2. What is being given up?
3. Who benefits?
4. Is the sacrifice voluntary?

Lead a class discussion. *Imagine you have an opportunity to grow your SAE or take on a leadership role in FFA, but it means giving up something important to you (sports, a job, time with friends). How would you decide what to do?*

- c. **Part 3:** Students select one of the original scenarios discussed in class. Students write a short first-person reflection as the person making the sacrifice. The reflection should include:
 1. What they are giving up.
 2. Why they are choosing it.
 3. What doubts or fears they may have.
 4. What they hope will happen as a result.

Name: _____

4. **Follow-up:** *As we wrap up today, remember that every choice you make has a cost, but it also has the potential to shape your future. The sacrifices you choose to make today can open doors to opportunities you may not even see yet. Your future is built on the decisions you make now.*

5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**

- a. This should take 15 minutes. Divide students into small groups of three or four students. Assign each group one of the following categories:
 1. Family
 2. School
 3. Community
 4. Leadership
 5. Historical event
 6. Literature/Media

Each group should:

1. Identify a real or fictional example of sacrifice within their category.
2. Explain what was given up.
3. Identify who benefited.
4. Determine whether the sacrifice was voluntary or necessary.
5. Decide if the outcome justified the sacrifice.

Groups prepare a brief one-minute explanation to share with the class.

6. **Exit Ticket:** What is one sacrifice you can make now that could improve your future?

*The personal family story shared in this lesson reflects one individual's experience and perspective on sacrifice. Stuttering and other speech differences are complex communication disorders influenced by a variety of factors. This story represents personal views and information believed at the time; it is not meant to be a representation of current medical information or evidence.

Name: _____

It's Your Move

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5;
FFA.PL-C1; FFA.PL-C2; FFA.PL-C4; FFA.PL-D1; FFA.PL-D4; FFA.PL-D6; FFA.PG-K2;
CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6; CRP.04

Directions: Answer the following questions while watching the retiring address of 2024-25 National FFA President Thaddeus Bergschneider. The video is available at <https://vimeo.com/1134295609?fl=pl&fe=cm>.

1. Giving up a piece for a future advantage is called a _____.

2. What group of people does Thad mention that made a massive sacrifice?

3. What can a sacrifice do for the person who is making the sacrifice?

4. What are some examples of sacrifice mentioned in the video?

5. What does Thad say is the start of sacrifice?

6. Who are examples of people that Thad mentioned other people make sacrifices for?

7. Why should we do the difficult now?

8. What are two examples Thad gives of the "great"?

9. What is one sacrifice that you or your family is making?

10. Name one example of how you have done the "difficult" in FFA or another organization.

Name: _____

The Cost of Choice

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5;
FFA.PL-C1; FFA.PL-C2; FFA.PL-C4; FFA.PL-D1; FFA.PL-D4; FFA.PL-D6; FFA.PG-K2;
CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6; CRP.04

Directions: Read the following scenario and answer the questions. Be prepared to report to the class.

Working Two Jobs

A parent or guardian takes on a second job and works long hours to ensure their family has stable housing, food and educational opportunities, even though it means less personal time and rest.

1. Is this a sacrifice? Why or why not?
2. Who benefits?
3. What is being given up?
4. Is the sacrifice voluntary?

Name: _____

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FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-A8; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5;
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CCSS.ELA-W.9-10.4; CCSS.SL.9-10.6; CRP.04

Directions: Read the following scenario and answer the questions. Be prepared to report to the class.

FFA Member Leaves CDE Team

An FFA member chooses to step away from competing in a team career development event to focus on improving their grades and preparing for post-secondary education, giving up practices, CDE opportunities and time with teammates.

1. Is this a sacrifice? Why or why not?
2. Who benefits?
3. What is being given up?
4. Is the sacrifice voluntary?

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The Cost of Choice

Aligned to the following standards:

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Directions: Read the following scenario and answer the questions. Be prepared to report to the class.

Sibling Gives Up College Savings

An older sibling decides to use their college savings to help a family member cover medical bills or financial hardship, delaying or changing their own education plans.

1. Is this a sacrifice? Why or why not?
2. Who benefits?
3. What is being given up?
4. Is the sacrifice voluntary?

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Directions: Read the following scenario and answer the questions. Be prepared to report to the class.

Soldier Volunteering for Deployment

A service member volunteers for overseas deployment, knowing it will mean personal risk, missed milestones at home and time away from family.

1. Is this a sacrifice? Why or why not?

2. Who benefits?

3. What is being given up?

4. Is the sacrifice voluntary?

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Helping A Friend Move

1. Is this a sacrifice? Why or why not?

2. Who benefits?

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1. Giving up a piece for a future advantage is called a _____ **sacrifice**.

2. What group of people does Thad mention that made a massive sacrifice?

Veterans

3. What can a sacrifice do for the person who is making the sacrifice?

Answers will vary but may include challenge us, improve the lives of people we love and give us purpose.

4. What are some examples of sacrifice mentioned in the video?

Answers will vary but may include admitting a mistake, waking up early in the morning and being willing to do something embarrassing.

5. What does Thad say is the start of sacrifice?

When we do the difficult now

6. Who are examples of people that Thad mentioned other people make sacrifices for?

Answers will vary, but may include friends, grandparents and future selves.

7. Why should we do the difficult now?

To gain great in the future

8. What are two examples Thad gives of the "great"?

Answers will vary, but may include using free time to apply for scholarships, trying a new hobby and standing up for someone who is being mistreated.

9. What is one sacrifice that you or your family is making?

Answers will vary.

10. Name one example of how you have done the "difficult" in FFA or another organization?

Answers will vary.

Name: _____

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Sibling Gives Up College Savings

1. Is this a sacrifice? Why or why not?

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