

Unit A: Development of Leadership

Lesson 1: Defining Leadership

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Identify characteristics of leadership.
2. Define leadership.
3. Identify leadership opportunities available in daily life.

Recommended Teaching Time: 1 hour

Recommended Resources: The following resources may be useful in teaching this lesson:

Maxwell, John. *Developing the Leader within You*. Nashville, Tennessee. Thomas Nelson Publishers, 1993.

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets

Terms: The following terms are presented in this lesson (shown in bold italics):

- Leadership

Interest Approach:

Leadership Island: Handout WS: 1-1—“Leadership Trees” to each student. Split the class into groups of three to five students. Each group is to imagine they are stranded on Leadership Island. This island is loaded with “leadership characteristic trees.” In order for the students to get off the island and back to civilization, each group must pick five different characteristics from the trees and develop a convincing case as to why these characteristics will help them become successful in life. Each group will pick one member to present their case to the Supreme Leader (the teacher). How convincing they need to be is up to the Supreme Leader, who has power over whether a group stays stranded or returns to civilization. If the Supreme Leader determines the group has not developed a convincing case, then they must return to Leadership Island and strengthen their argument. Since this is an opening exercise, the teacher should be mainly concerned with each group coming up with positive reasons why their leadership characteristics will help them be successful. You are looking for simple, logical and positive reasons; there are no right or wrong answers.

Examples:

1. Trustworthy—needed in order to build both personal and business relationships.
2. Honesty—a key component to building trust.
3. Good listener—necessary for developing an understanding of others needs.
4. Humor—people will enjoy being around you.
5. Team development—the ability to put a team together can help accomplish more than someone working alone.

Script for Teacher: *Imagine you and your group are stranded on Leadership Island. The only way for you to get back to civilization is to choose five leadership characteristics that you think are important to becoming successful. These characteristics can be found on the leadership trees you have in front of you. You must develop a case as to why these characteristics are important and present your case to the Supreme Leader, me. If your case is convincing, I will grant you passage back to civilization where you can create a successful future. You will have 10 minutes to complete this activity. Are there any questions? Go.*

To enhance this activity you could give out small pieces of candy (to stimulate their pass to civilization) when each group successfully presents its case to you. After each group has finished this activity you can briefly discuss the following:

Script for Teacher: *What did you find most difficult about this exercise?*

Students may find the most difficult aspect was selecting only five characteristics.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Identify characteristics of leadership.

Anticipated Problem: What are the characteristics of leadership?

Identifying Leaders Activity (PowerPoint Slide 2)

Give students WS: 1-2 and ask them to identify two leaders in each of the categories listed on the handout. Give students approximately five minutes to do this.

Script for Teacher: *Using the handout provided, identify two people you consider leaders in each of the following categories: local, province, and national/international. Write their names in the spots identified on the activity sheet.*

Identifying Leadership Characteristics Activity

Using WS: 1-2, have students identify leadership characteristics of the people they identified as leaders. Give students 5 to 10 minutes to complete this section. You might suggest having them refer back to WS: 1-1 for a list of leadership characteristics.

Script for Teacher: *Now that you have identified your leaders, list the leadership characteristics these people have that distinguish them as leaders.*

(From the different trees on WS: 1-1)

- I. Characteristics of Leaders
 - A. Vision Characteristics
 1. Creative
 2. forward thinking
 3. Enthusiastic
 4. Establishes goals
 5. Focused
 6. Intuitive
 7. Innovative
 8. Change agent
 - B. Relationship Characteristics
 1. Compassionate
 2. Motivates others
 3. Understanding
 4. Empathetic
 5. Serving
 6. Team developing
 7. Respectful
 8. Good listener

9. Appreciative of others
- C. Awareness Characteristics
 1. Self-awareness
 2. Global awareness
 3. Community involvement
 4. Environmental awareness
 5. Open to diversity
- D. Character Characteristics
 1. Courageous
 2. Ethical
 3. Preserving
 4. Self-disciplined
 5. Responsible
 6. Humble
 7. Loyal
 8. Trustworthy
 9. Honest
 10. Sense of humor
- E. Action Characteristics
 1. Risk taker
 2. Decision maker
 3. Empowering
 4. Problems solver
 5. Strong work ethic
 6. Evaluator of outcomes
 7. Effective communicator
- F. Continuous Improvement
 1. Embraces innovation
 2. Life-long learner
 3. Adaptability
 4. Coachability.

Objective 2: Define leadership.

Anticipated Problem: What is the definition of leadership?

Leadership Detectives

In this activity, students will read stories of two leaders and try to determine the “Secret Definition” of leadership. Give students WS: 1-3 with your additions. The additions include the biographies of two leaders that the students will be aware of. One leader needs to have had a positive influence and one needs to be considered a negative leader. When writing the stories, be sure to use the word ‘influence’ in both. Have them read the stories. They may work together in groups to determine the commonalities among these leaders and try to identify the secret definition.

Script for Teacher: *Imagine that you are now leadership detectives. Read the stories on the worksheet and pay attention to what these leaders have in common. You may work together in your groups to identify these common areas. See if you can determine the secret definition of leadership from these commonalities. There are two clues outside the stories—one is at the beginning and one is at the end of the activity sheet. It is a scrambled word that will provide you the key for the secret definition. If your group thinks they have come up with the secret definition, raise your hand but don't say it out loud. I will check to see if you are right. You have 15 minutes. Begin.*

After time is up, see if anyone has come up with the definition. The scrambled word is “INFLUENCE.” Share this with the students if they have not unscrambled the word. Next write the following definition on a writing surface or use TM: 1-1 (PowerPoint Slide 3).

Leadership is influence—the ability to obtain followers.

After giving the definition of leadership to students, spend a few minutes discussing that influence can be positive and negative. Have students share some examples from the stories.

Script for Teacher: *Now that we have defined leadership as influence, it is important to understand that leadership can have a positive or negative effect. What are some examples of both positive and negative effects of influence from these stories? Can you think of other examples of positive leaders and negative leaders?*

Objective 3: Identify leadership opportunities available in daily life.

Anticipated Problem: What are leadership opportunities available in daily life?

Daily Leadership Challenge

Give students WS: 1-4. Have students work in groups to share examples of how people can influence others in a positive way on a daily basis. Students will score points for their answers. Refer to the activity sheet for these instructions. A point to be made is that each of us influences someone and that we do not have to be famous or in an elected position to be a leader.

Script for Teacher: *It is important to understand that you do not have to be famous or be the leader of a country to influence people. We all have opportunities to influence others on a daily basis. Using the activity sheet provided, work together with your group to identify a maximum of 10 examples of daily leadership opportunities that people experience. Daily opportunities to influence people can be as simple as listening to a friend who has a problem or encouraging someone. Each example will be worth up to three points. The maximum total points that can be earned are 30. To receive all 30 points, each*

statement must answer three things: who provided the influence, how did they influence, and what was the result of that influence. One point is awarded for each of these three answers. Let's see how many groups can list 10 examples and score the maximum of 30 points. Remember you must identify who did the influencing, how they influenced, and what the result was to earn all three points. You have 10 minutes. Go!

Review/Summary: Show students a partial list of leadership characteristics using TM: 1-2 (**PowerPoint Slide 4**). Have students pair up and instruct students to pick at least three leadership characteristics they think are most important and briefly tell why. They will have 60 seconds. At the end of 60 seconds they switch roles of interviewer and interviewee.

Script for Teacher: *We have talked about many leadership characteristics. You will now interview one another. One person will ask the other, "What three leadership characteristics do you feel are most important and why?" The person being interviewed will have 60 seconds to answer. At the end of 60 seconds switch roles and repeat this exercise.*

Continue using TM: 1-2 (**PowerPoint Slide 5**). Show students the definition of leadership again. Have students assign a color to influence and explain why.

Script for Teacher: *As we stated earlier, leadership is influence. Using the interviewing exercise again, ask your partner what color is influence and why. You will have 60 seconds to come up with an answer. At the end of 60 seconds, switch roles and repeat this exercise.*

Show students the sample list of daily leadership opportunities at the bottom of TM: 1-2 (**PowerPoint Slide 6**). Instruct students that during the course of the following week—or a time span you deem appropriate—they are to identify three opportunities to influence someone in a positive manner. This will become part of their evaluation.

Script for Teacher: *For the next week, you are to identify three opportunities that you have had to influence someone in a positive manner. During the unit test, you will be asked to write about the opportunities you had and what action you took.*

Review/Summary: Use PowerPoint Slide 7 to review the objectives of this lesson.

Application: Have students keep a journal for two weeks of the daily opportunities they have to influence the lives of others. As part of the journal, they could also write about how they felt when they influenced someone in a positive manner.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample written test is included.

Answers to Sample Test:

1. Students can use any five of the examples of leadership characteristics from WS: 1-1.
2. Students could use two of the examples from WS: 1-1. Explanation portion will vary with students.
3. Answers will vary based on the student's experience.

Suggested scoring:

Question 1: 2 points for each characteristic

Question 2: 1 point for each characteristic and 2 points for each explanation

Question 3: 2 points for definition

Question 4: 2 points for each opportunity and 2 points for each action

Sample Test

Name: _____

1. List five leadership characteristics that were identified in this lesson.
 - a.
 - b.
 - c.
 - d.
 - e.
 2. Pick out two leadership characteristics that you would like to strengthen in your own life and explain why.
 - a. Characteristic—
Why—
 - b. Characteristic—
Why—
 3. What is the definition of leadership presented in this lesson?
 4. List three opportunities you have recently had to influence someone in a positive manner. Explain what action you took with this opportunity.
 - a. Opportunity—
Action taken—
 - b. Opportunity—
Action taken—
 - c. Opportunity—
Action taken—

TM: 1-1

**Leadership is influence—
the ability to obtain followers.**

TM: 1-2

REVIEW OF LEADERSHIP

What leadership characteristics are most important to you?

Decision Maker?

Loyal?

Takes Risks?

Humor?

Creative?

Adaptable?

Energetic?

Responsible?

Understanding?

Courageous?

Friendly?

Honest?

Goals?

Confident?

Definition of Leadership

Leadership is influence and the ability to obtain followers.

Examples of Daily Leadership Opportunities

Listen to a friend who may have a problem

Encourage a teammate

Sincerely compliment someone

Help a friend study for a test

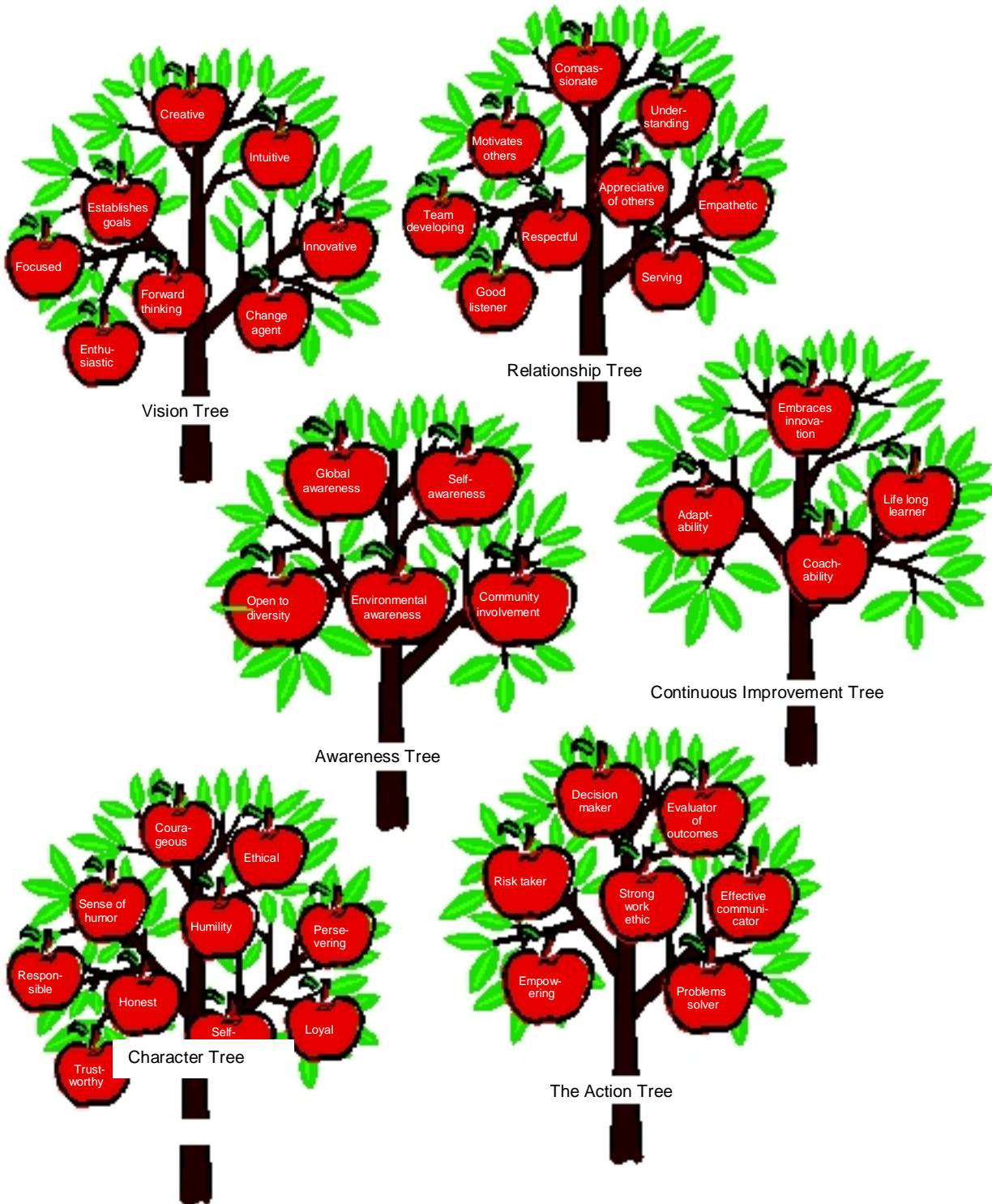
Volunteer to do community service

Pick up some trash you find in the school hallway

WS: 1-1

LEADERSHIP CHARACTERISTIC TREES

The following is a list of trees and their characteristics. They are much like fruit trees only have produce characteristics that you can pick like you would apples or oranges. You can pick your characteristics from one tree or several.



WS: 1-2

WHO ARE THE LEADERS?

Identify two leaders in each of the categories listed below. List two or three characteristics that distinguish these individuals as leaders.

LOCAL LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

PROVINCE LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

NATIONAL OR INTERNATIONAL LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

LEADERSHIP DETECTIVES

What is the secret definition of leadership?

Read the following stories about two leaders. Each of their stories points to the secret definition of leadership. Your first clue is at the beginning of the stories. At the end of the stories you will find a worksheet to compare what these leaders have in common. This may help you determine the definition. A second clue is at the end of the worksheet. The scrambled letters form a word that is key to the secret definition.

First Clue:

The plural of the key is used somewhere in the stories.

<Insert the positive leader's biography here.>

<Insert the negative leader's biography here.>

Make a list of what these leaders have in common. This may point you to the secret definition of leadership.

- 1.
- 2.
- 3.
- 4.
- 5.

Second Clue:

Unscramble the word and find the key.

F N I C N L E E U

DAILY LEADERSHIP CHALLENGE

Think of everyday examples where people are influenced in a positive manner, including you. Discuss how family, teachers, and friends can be a positive influence on you or others. While thinking of people who might have influenced you or others, list how they were influential and what the result of that influence was.

General instructions:

The object of this exercise is to come up with a maximum of 10 examples of daily leadership opportunities that people experience. Each sample will be worth up to three points. The maximum total points that can be earned are 30. To receive all 30 points, each statement must answer three questions: Who provided the influence, how did they influence, and what was the result of that influence. One point is awarded for each of these three answers. You will have 10 minutes to complete.

Sample:

Who—my friend Ahmad

How—encouraged me to practice my English speaking skills and was always supportive.

Result—I earned high marks in my English class at school and have a higher self-confidence in my ability to speak English.

Example 1:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 2:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 3:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 4:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 5:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 6:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 7:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 8:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 9:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Example 10:

Who—

How—

Result—

Total Points: 1-3 points for each statement _____

Total points of all statements _____