

Student Supplies

- Flip Chart Paper and Markers
- Student Learning Plans
- Insight 360- Student Response System
- Tennis Ball

Student Learning Materials

- *Ball Toss Exercise Folder: Getting-to-Know You*
- *OMOG/JAMmin Minute®*
- *OMOZ*
- C1M2L1: Lesson Presentation
- C1M2L1: *Lesson 1: A Look At Leadership Student Learning Guide*
- C1M2L1: *Lesson 1: A Look At Leadership Instructor Guide*
- *Friday Activities.*
- *CPS*

Course 1: Personal Success and Leadership

Module 2: Who Are You As A Leader?

Lesson 1: A Look At Leadership

Instructor Guide

LESSON 1:

A Look at Leadership



Module 2

Why This Lesson Is Important

What makes a leader a good one? Think about the leaders in your life...family members, an instructor, an older sibling or friend. What qualities and characteristics do they possess that makes them a leader in your eye? What about you? Do you see yourself as a leader too? In this learning plan you'll begin to discover the attributes of leadership and the strengths you already possess. You'll also begin to identify attributes you'd like to strengthen and consider ways to begin developing your skills and abilities for leadership success.

What you will DO in This Lesson

Analyze your current leadership attributes

You will show that you have learned this skill by:

- analyzing your own strengths and weaknesses as a leader
- by developing an outline to improve your current leadership attributes

Your performance will be successful when:

- you identify how communication is a leadership attribute
- you identify how organization is a leadership attribute
- you identify how management is a leadership attribute
- you identify how business skill and ability are leadership attributes
- you identify how responsibility is a leadership attribute
- you identify how working with groups is a leadership attribute
- you identify how goal setting is a leadership attribute

Things you'll learn along the way:

- Assess your leadership strengths and weaknesses
- Define a leader
- Analyze the qualities of a leader
- Differentiate between leadership and followership
- Determine how teamwork fits into leadership.

Vocabulary

Leader

Attribute

Followerhip

Purpose

Linked Outcomes

Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking skills
- Build your learning skills

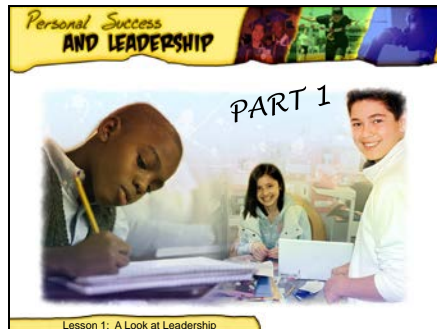
Linked Program Outcomes

- Establish yourself as a leader

Linked External Standards

NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Slide 1

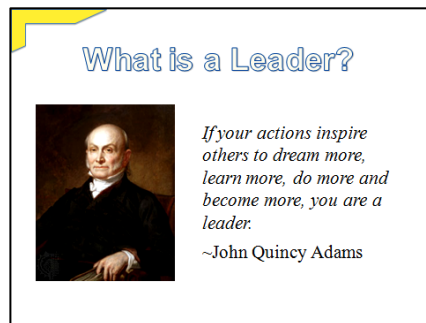


3 minutes:

PREPARE:

Launch Insight 360 – the Student Response System (if available) and prepare to deliver the following slides.

Slide 2



FACILITATE:

Explain to students the purpose and design of the Student Learning Guide. Explain that it not only tells them upfront what skill they will learn, but how it will be graded or measured. Explain that their guide is like a workbook. It contains each activity that they do in class, a place to take notes, and activities that they complete and sometimes turn in for a grade.

Present the quote by John Quincy Adams.

Slide 3

Focusing Question

Are you a leader?

- A. Without a doubt I'm a leader.*
- B. I think I'm a leader.*
- C. I'm not sure what a leader is.*
- D. I'm not a leader at all.*

Show the focusing question: Are you a Leader?

Show the class results and discuss how many believe that they are a leader right now.


Slide 4

Student Learning Guide

Review the [A Look At Leadership](#) Student Learning Guide.

- *Why is this lesson important?*
- *What will you learn to do?*
- *How will you know when you are succeeding?*
- *What knowledge and skills will you learn along the way?*

GTKY Activity



Review the SLG: A Look at Leadership

8 minutes

PREPARE:

Implement a getting-to-know you activity. Consider using the Ball Toss Exercise provided in the Getting-to-Know-You Activities Folder

FACILITATE:

Have students stand in a circle with roughly a foot between them. Give one student a tennis ball and instruct students to establish eye contact with a student across the circle, say his/her own name and then toss the ball to the other student. This continues until all students have had at least one turn. At this point, students now have to say the name of the student he or she is going to toss the ball to before tossing the ball. Finally, have the students perform an elimination challenge. This time, when students make eye contact, say the name of the receiving student and toss the ball, that student steps backwards out of the circle. Students should try to eliminate everyone from the circle in less than 30 seconds.

Option/Variation: Continue to add balls to the ball toss to see how many students can handle as a team for 30 seconds.

____ 1. REVIEW the *Why This Lesson Is Important* and *What You Will DO In This Lesson* sections of this Student Learning Guide. THINK about this quote: "If your actions inspire others to dream more, learn more, do more and become more, you are a leader". THINK about yourself. Are you a leader?

Slide 5

Keywords

A _____ is one who helps others achieve a common goal or purpose.

- A. boss*
- ✓ *B. leader*
- C. follower*
- D. communicator*

Slide 6

Keywords

Leaders are organized, responsible, and good communicators. They are goal-setters and work well with others. These qualities are also called _____.

- ✓ *A. attributes*
- B. characteristics*
- C. skills*
- D. tasks*

Slide 7

Keywords

Those that accept the guidance of a leader or another person on a team are considered a _____.

- A. good person
- B. helper
- ✓ C. follower
- D. rebel

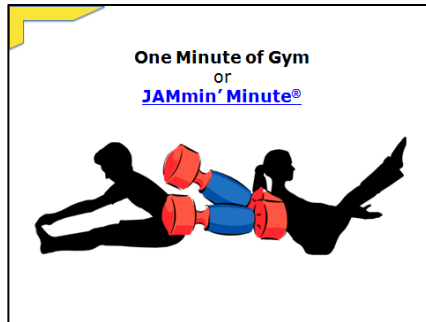
Slide 8

Keywords

Another word for the 'goal' or 'aim' of a team is _____.

- ✓ A. purpose
- B. hope
- C. accomplishment
- D. task

Slide 9




Slide 10

A slide titled "Learning Activity". It features a red triangle and a red pencil on the left side. The text on the slide is as follows:

Learning Activity

- In assigned teams, brainstorm the qualities you think a leader should have:
 - as a student leader
 - a leader in your home
 - a leader among your friends
 - a leader in a company or organization
- Create a Sunshine Wheel graphic organizer to show the qualities your assigned 'leader position' should have.

Click NEXT to view a sample Sunshine Wheel



____ 2. In assigned teams, brainstorm the qualities you think a leader should have as a student leader, a leader in your home, a leader among your friends, a leader in a company or organization. Create a Sunshine Wheel graphic organizer to show the qualities your assigned 'leader position' should have. Prepare to share your design with others in the class.

14 minutes:

PREPARE:

Prepare to show the following slides within the GUI.

Provide chart paper and markers to student groups.

FACILITATE:

Show the Sunshine Wheel sample and explain that leadership is everywhere - in our homes, in our classrooms, in school, with friends, on the job or in an organization.

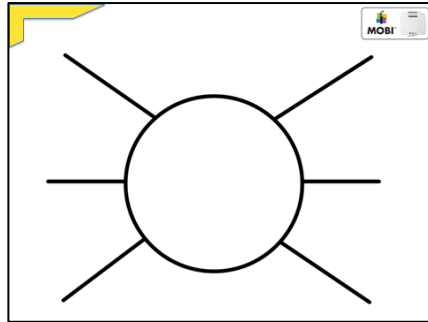
Assign students to one of those 'leadership' roles.

Tell students that in teams they are to develop a Sunshine Wheel for an assigned leadership situation. One group can represent leader in class, another group a leader in home, etc.

Be sure to provide chart paper and markers for their illustration.

Allow time for student to 'create' and then have each group report out. Then create a class Sunshine Wheel to show the common qualities outlined.

Slide 11



Slide 12



____ 3. OBSERVE the presentation on the Attributes of Leadership. COMPARE the attributes presented to those on the class Sunshine Wheel. NOTE the similarities. REVIEW the Leadership Attributes by completing the presented quiz questions. ASK questions about areas you are unclear about.

FACILITATE:

Explain that leadership attributes are like qualities or characteristics of a leader - regardless the situation. Clarify any words of uncertainty.

Compare the Attributes of Leadership to their class Sunshine Wheel and discuss what's common between them.

Discuss how students will begin to learn more about these attributes and how to develop them within this course.

Show the Leadership Attributes flash object that highlights leadership attributes or qualities that will be emphasized and developed in this course.

Slide 13

Reinforcing Question

A leadership attribute is _____.

- ✓ *A. a quality or characteristic of a leader*
- B. only necessary when in the military*
- C. something I am born with*
- D. none of the above*

FACILITATE:

Launch the Reinforcing Questions Remind students to click in their answers. Use the feedback to clarify or review new information.

Slide 14

Reinforcing Question

Some important leadership attributes are:

- A. communication and responsibility*
- B. organization and management*
- C. goal-setting and working in groups*
- ✓ *D. all of the above*


P1
(Q8-Q13)

Reflection

Think about what kind of leader you are.

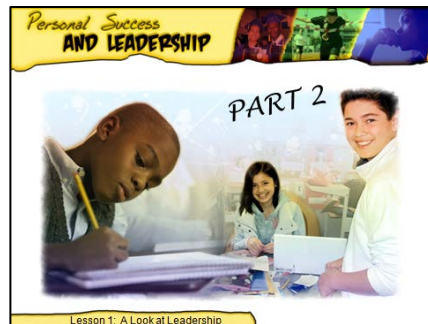
- *Do you have any of the leadership qualities or attributes that were discussed in class?*
- Take some time to complete the [Leadership Attributes Self-Assessment](#).

What Am I?

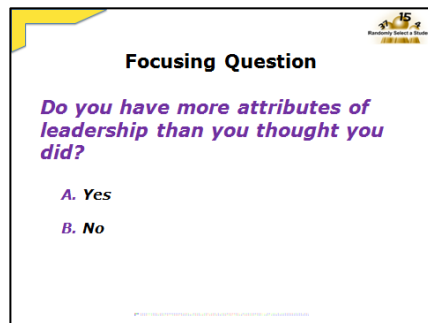


_____ 4. THINK about what kind of leader you are. Do you have any of the leadership qualities or attributes that were discussed in class? Take some time to COMPLETE the Leadership Attributes Self-Assessment located in your Student Learning Guide. COMPLETE the One Minute of Zen (OMOZ) activity to reflect on what you've learned today about leadership. THINK about what qualities you believe you already possess. ADD your responses to the questions in the *Reflection Section*.

Slide 16



Slide 17



FACILITATE:


Begin this section of the learning plan by asking this focusing question: Do you have more attributes of leadership than you thought you did?

_____ 1. So, you're a leader?
ANSWER the Part 2 focusing question
provided by your instructor.

Slide 18

Learning Activity

- Compare qualities you see in the leader you choose to those outlined in the Attributes of Leaders Chart.
- What attributes of leadership do they possess?



The diagram is a circular chart with 'Attributes of Leadership' in the center. Six colored lines radiate from the center to the outer edge, each labeled with a leadership attribute: Communication (top-left), Creativity (top), Motivation (top-right), Responsibility (right), Vision (bottom-right), and Goals (bottom-left).

____ 2. In a group, OBSERVE or READ the provided information about national and international leaders and TAKE NOTES about the leadership qualities you see in your assigned leader. COMPARE qualities you see in them to those outlined in the Attributes of Leaders Chart. What attributes of leadership do they possess?

22 minutes:

PREPARE:

Provide some leader biographies of your choice or use videos you may have available. Pick your own such as Queen Elizabeth I, Genghis Khan, Dwight Eisenhower, Bill Gates, Steve Jobs, Oprah Winfrey, or Colin Powell.

FACILITATE:

Ask students to use the *Notes Section* in their Student Learning Guide to take notes about their assigned 'leader'.

Display the Attributes of Leader chart to remind students of the qualities or attribute categories that we all need to strengthen and build upon.

Option 2: Students can be assigned one leader and each group comes up with their own list of leadership attributes they find or can be supported by the leader's biography.


Option 3: If classroom computers, allow students to conduct an Internet search on Wikipedia or Encyclomedia. It may be more desirable and efficient to provide the links to the students; assuring safe and effective Internet search practices.

Slide 19

Learning Activity

With the same small group, create a Fishbone Diagram that showcases:

- the name of your leader
- the six attributes of leadership discussed
- what evidence or insight you have about that leader that showcases or supports an attribute



Click: NEXT to view a sample Fishbone Diagram

____ 3. With the same small group, CREATE a Fishbone Diagram that showcases the name of your leader, the six attributes of leadership discussed, and what evidence or insight you have about that leader that showcases or supports an attribute.

15 minutes:

PREPARE:

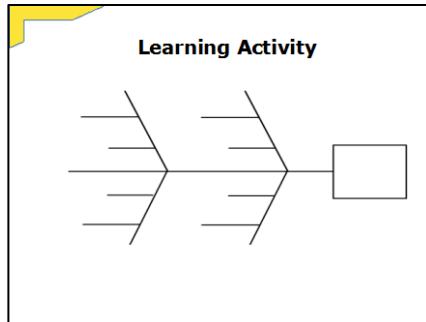
Prepare to show an example of the Fishbone Diagram.

FACILITATE:

Discuss what a Fishbone Diagram example does and how to build one for this concept. Refer to the assigned leaders that the students were given. Each leader possesses the six attributes.

Ask students what evidence whether seen, read or supposed that they have. Ask them what further describes an attribute. For example, a leader might have good communication but what is good communication. This activity will serve as a prompt to learn more about each quality or attribute later on in this course. Though it's not time to dig deeper into those skills yet, encourage your students to realize that leadership attributes are multi-faceted and will grow and take on new criteria. Allow time for student to work on their diagram and then share more about their leader with others in the class.

Slide 20




Fishbone flash

Slide 21

Reflection

- Reflect on the activities you took part in during Part 2 of *A Look at Leadership*.
- Add your thoughts to the question provided in the *Part 2 Reflection Section* of your Student Learning Guide.



3 minutes:

PREPARE:

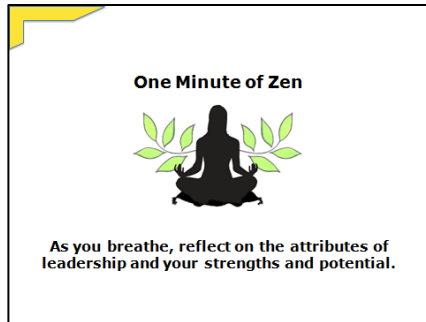
Prepare to engage students in a reflection activity about developing leadership attributes.

FACILITATE:

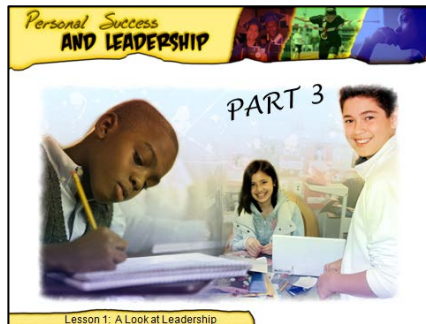
Remind students of the Reflection Question on the screen and ask them to record their responses to the question in the *Part 2 Reflection Section* of their Student Learning Guide.

_____ 4. REFLECT on the activities you took part in during Part 2 of *A Look at Leadership*. Add your thoughts to the question provided in the *Reflection Section* below.

Slide 22



Slide 23




Slide 24

Learning Activity

Now that you've investigated the attributes of leadership a bit more, how would you complete the following statement:

A leader is _____.




____ 1. Now that you've investigated the attributes of leadership a bit more, how would you complete the following statement: A leader is _____. BRAINSTORM with a small group a real definition for 'leader'.

Slide 25

Learning Activity

- Brainstorm with a small group the definition of a leader.
- Compare your definition with others in the class.



11 minutes:

PREPARE:

Provide chart paper and markers for small group activity.

FACILITATE:

Ask students to work in small groups to define what a leader is in their own words. Distribute chart paper and markers and allows students time to write down a group definition of what a 'leader' is. Allow time for leaders to share their definition.

Slide 26

Learning Activity

Observe the definition of a leader...

A leader is someone who helps others move toward the achievement of a goal or purpose.

11 minutes:

PREPARE:

Prepare to show the definition of a leader.


FACILITATE:

Ask students to compare their class definitions leadership to the presentation's definition.

____ 2. OBSERVE the definition of a leader and the Leadership Dynamic. COMPARE the NMSCC definition to those produced during the brainstorm earlier.


Slide 27

One Minute of Gym
or
JAMmin' Minute®

An illustration showing two black silhouettes of people lying on their sides, facing each other. They are holding several red and blue weighted balls between them, suggesting a core-strengthening exercise.

Learning Activity

- Participate in a class team building activity.
- Discuss how teamwork fits into leadership.
- Consider what the goal of the game was, who the leader of the game was, and what attributes of leadership were displayed by the leader.



_____ 3. PARTICIPATE in a class team-building activity. DISCUSS how teamwork fits into leadership. CONSIDER what the goal of the game was, the leader of the game, and what attributes of leadership were displayed by the leader. Was the goal obtained? ANSWER the reinforcing questions about the Leadership Dynamic.

23 minutes:

PREPARE:

Access the directions to the Human Knot Game

Be sure the Student Response System is ready to use, if available.

Prepare to display the reinforcing questions.

FACILITATE:

Provide students oral directions on how to play the Human Knot game.

Remind them that this will help them work together to achieve a common goal. You are the leader and you are going to help your 'team' get to where they need to go.

However, students may not realize this until after the game is over.

Encourage them toward the object of the game, which is to detangle themselves without breaking the knot.

Discuss how leaders encourage each other and how all people were necessary in achieving the goal of the game. Prepare to discuss how this is a team activity.

Divide the class into two teams. Play the game.

Deliver the reinforcing questions and review any areas that provide feedback suggesting that review is necessary.

Slide 29

Reinforcing Question

A leader is someone_____.

- A. who tells others what to do*
- ✓ *B. who helps others move toward a goal or purpose*
- C. who is born a leader*
- D. who demands authority*

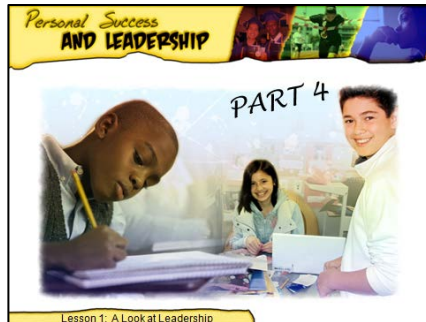
Slide 30

Reinforcing Question

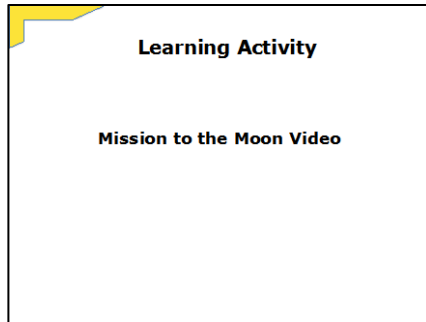
There are three key components to the Leadership Model. They are:

- A. a leader, a boss, and a written plan*
- ✓ *B. a leader, those who will follow, and a goal*
- C. satisfaction, purpose, and money*
- D. none of the above*

Slide 31



Slide 32



5 minutes

PREPARE:


Show the "Mission to the Moon" video.

Prepare to display a Fishbone Diagram graphic organizer.

_____ 1. OBSERVE the 'Mission to the Moon' video. With others in the class, CONTRIBUTE your thoughts on evidence of John F. Kennedy's leadership. What attributes did he have? Explain.

Slide 33

Learning Activity



- With others in the class, contribute your thoughts on evidence of John F. Kennedy's leadership.
- What attributes did he have? Explain.

FACILITATE:

Ask the class to highlight what leadership attributes they see in this short speech by President John F. Kennedy.


Ask students to drill a little bit more into each of the leadership attributes. For example, how did he show communication? Was it effective? What evidence do you have that he was an effective communicator?

Create a class Fishbone Diagram for JFK with Leadership Attributes and how each of the attributes begins to develop and show as more clearly defined.

Slide 34

Learning Activity

Examine again the Leadership Dynamic Chart. Add the goal, leader, and others as witnessed in the "Mission to the Moon" video.



The diagram is a triangle with three nodes: 'Group Goal' at the top, 'Leader' at the bottom left, and 'Others' at the bottom right. The edges are labeled: 'Connects' between Goal and Leader, 'Influences' between Leader and Others, and 'Achieves' between Others and Goal. Each node has a descriptive text box: 'Win the class spelling competition' for Goal, 'Help prepare our class to win the all school spelling competition' for Leader, and 'Others are necessary to win a class spelling competition' for Others.

____ 2. EXAMINE again the Leadership Dynamic. ADD the purpose, leader and others as witnessed in the "Mission to the Moon" video.

5 minutes:

PREPARE:

Prepare to present the Leadership Dynamic chart.

FACILITATE:

Explain how this activity focuses the students on the Leadership Dynamics and how JFK could not attain the goal alone. Those who embraced the same goal joined him -- followed his leadership. Many times, those leaders are followers too.


Discuss how JFK might also play the role of a follower in his position as President of the United States. JFK empowered NASA to develop a program that would land on the moon and allow a man to walk on the moon. He wasn't the leader of that program, but he followed the lead of others who were 'in charge' of that mission. All leaders are at some times followers -- even students!

Slide 35

Learning Activity

Consider the following questions.

- *What was the purpose or goal outlined in the video?*
- *Who was the leader committed to that goal?*
- *Who were the 'others' that the leader influenced?*
- *Did this team (leader and others) achieve the goal?*




_____ 2a. CONSIDER the following questions. What was the purpose or goal outlined in the video? Who was the leader committed to that goal? Who were the 'others' that the leader influenced? Did this team (leader and others) achieve the goal?

Slide 36

Learning Activity

- Read about "[Followership](#)" in Part 4 of the *A Look at Leadership* Student Learning Guide.
- In small groups, list three reasons why a 'follower' is essential to the leader and the goal of the Leadership Dynamic.
- Use an example from a time that you were a follower under someone else's leadership.
- *How did you contribute as a follower?*



_____ 3. READ about "Followership" below. In small groups, LIST three reasons why a 'follower' is essential to the leader and the goal of the Leadership Dynamic. USE an example from a time that you were a follower under someone else's leadership. How did you contribute as a follower?

10 minutes:

PREPARE:

Prepare to provide chart paper and markers for small group work.

FACILITATE:

Refer students to the "Follower" text section in Part 4 of their Student Learning Guide.

Provide chart paper and markers and allow groups to come up with a list of three reasons why followers are important to reaching a goal.

Allow students to share their lists with others.

Ask students to share about a time that they were a follower.

Slide 37

Reinforcing Question

Leaders have a _____ to a purpose.

- A. vision
- B. goal
- C. direction
- ✓ D. commitment

Slide 38

Reinforcing Question

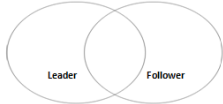
Sarah desires for her class to win the pizza sales contest for the entire 8th grade. The prize is \$200 that can help pay for the class trip to the state capital. Sarah encourages her class to desire that same goal. Sarah, as a leader is _____ the class to achieve the goal.

- A. begging
- ✓ B. influencing
- C. bribing
- D. insisting

Slide 39

Learning Activity

With a team or small group, create a Venn Diagram that shows the attributes of a leader and the attributes of a follower. Note any similarities and differences.



Click NEXT to view a sample Venn Diagram

____ 4. With a team or small group, CREATE a Venn Diagram that shows the attributes of a leader and the attributes of a follower. NOTE any similarities and differences.

10 minutes:

PREPARE:

Prepare to display an example of a Venn Diagram graphic organizer.

FACILITATE:

Explain how a Venn Diagram can compare and contrast two topics.

Explain that in this activity they are to add the attributes of a leader on one side of the diagram and the attributes of a follower on the other side of the diagram.

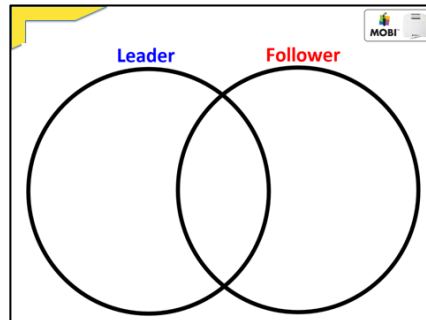
Ask teams to report out what they discovered.

Lead a discussion on how similar the attributes are.

Conclude by saying that all leaders have been followers too. The ability to lead others requires that they respect and encourage those that share the vision of a goal and are willing to do what it takes to achieve it as a team.

Provide chart paper and markers for teams to develop Venn Diagrams.

Slide 40




Show the sample of the Venn Diagram

Slide 41

Learning Activity

Justify a chosen leader and his/her qualities by participating in the Friday Game activity.



_____ 5. JUSTIFY a chosen leader and his/her qualities by participating in the Friday Game activity.

5 minutes:

PREPARE:

Select a Friday Game activity from the Instructor Resource Folder.

FACILITATE:

Plan to play the Friday Game. Make sure you are familiar with the directions and purpose of the game prior to implementing it.

15 minutes:

PREPARE:

Prepare to refer to *A Look at Leadership Assessment Task and Scoring Guide*.

FACILITATE:

Review the directions and ask students to self-assess their leadership skills and begin to outline a plan for improvement.


Discuss the purpose of the NMSCC Portfolio and artifacts.

Explain that this will become the first artifact in the Leadership Section of their NMSCC Portfolio.

Slide 42

Assessment Task

Reconsider your strengths and weaknesses as a leader. Complete the [A Look at Leadership Assessment Task](#). Use the scoring guide to self-assess your skills and outline some areas you'd like to improve upon throughout this course.

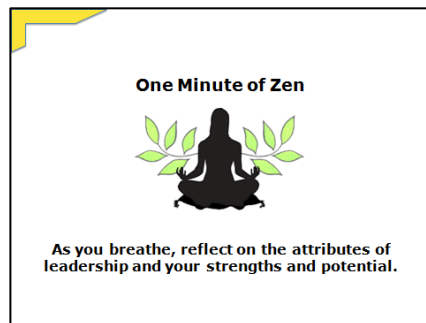


_____ 6. RECONSIDER your strengths and weaknesses as a leader.











COMPLETE A Look at Leaders Assessment Task below. USE the

scoring guide to self-assess your skills and outline some areas you'd like to improve upon throughout this course. ADD your completed assessment to the Leadership Section of your NMSCC Portfolio.

Slide 43



Thank you to our sponsors!

	<p>Helping students achieve success in school and in life</p>		<p>Developing for the Future: Simulations to Improve Performance and Change Behaviors</p>
	<p>Change your Behaviors Change your Results Change Your Destiny</p>		<p>Dedicated to enriching the academic development of high school students</p>
	<p>Positive Behavioral Intervention and Supports</p>		<p>Physical Activity for Lifelong Health</p>
	<p>Veterans Educating America's Students</p>		<p>Making Each Day a Little Healthier</p>
	<p>Make Your Mark on the World</p>		<p>Developing for the Future: Simulations to Improve Performance and Change Behaviors</p>