What makes a great leader?



**Lesson Plan Title:**

13.0-Interpersonal Relationships (Leadership and Community )

**Subject Area:**

**Recommended course(s):**

FACS 1, Tween Life, LEAP, Surviving and Thriving, Hospitality and Tourism, Customer Service, FACS Capstone

**Aligned to NASAFACS Standards:**

13.2.5- Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3.1- Analyze communication styles and their effects on relationships.

13.3.2- Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.5.2- Demonstrate strategies to motivate, encourage, and build trust in group members.

13.5.3- Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

13.5.7- Demonstrate processes for cooperating, compromising, and collaborating.

**Objectives:**

* To identify the traits of effective leaders and students personal leadership traits and styles.
* To identify the importance of different leadership styles
* The importance of leaders in the community

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| **Materials needed:**  **White Bulletin Board Paper**  **Quoteable Cards**  **Computer with Internet Access**  **printer**  **Presentation boards**  **Presentation board supplies (glue, glitter, paper, scissors, etc.)**  **Lots of different color paint swatches**  **Copies of the Leadership Self Assessment**  **Rubric for presentation** | **Resources:**  **Experientialtools.com**  **Paradigmshift.com**  [**https://www.youtube.com/watch?v=HR2UnsOuKxo**](https://www.youtube.com/watch?v=HR2UnsOuKxo)  **http://www.nwlink.com/~donclark/leader/self.html** |

**Lesson Summary/Outline:**

Students will participate in a series of activities on leadership, exploring the qualities of good leader, assessing leadership qualities within themselves, and creating and presenting, in groups, a community service project that lets them enhance their own leadership skills.

Day 1 & 2: Leader vs. Leader

Day 3: Leaderman

Day 4: Start with Quoteable cards, Leadership Self Assessment and end with the TedTalk (link is listed above)

Day 5: Explain community Service project and let students pick their groups. After handing out the expected questions to be answered in their presentation, instruct groups to decide on a possible project and turn in their proposals.

Day 6 & 7: Groups work together to develop their presentations and promotional materials

Day 8 & 9: Groups present.

Day 10: Paint Swatches and group discussion for evaluation

**Motivator/Opening:**

What traits and skills do effective leaders demonstrate?

What does it take for a group to be successful?

Leader vs. Leader

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| **Activities:**  **Leader vs. Leader:**  Students are ask to brainstorm a list of the world’s greatest all-time leaders. The leaders are then placed in a tournament bracket.  After the leaders have been placed intop a tournament bracket, encourage the group to decide (through civil conversations) on which leader should advance into the next round. Complete the entire bracket until you have decided the greatest leader of all time.  **Leaderman**  Using a long piece of butcher paper, ask for 2 volunteers, one lays on the paper, while the other uses a maker to trace them. The other markers are tossed all around the man and students  **Quoteable Cards:**  Have these cards laying out and as students come in, ask them to choose one that best describes leadership to them. Each student will read their quote and explain why it equals leadership.  **Leader vs. Leader:**  Students are ask to brainstorm a list of the world’s greatest all-time leaders. The leaders are then placed in a tournament bracket.  After the leaders have been placed intop a tournament bracket, encourage the group to decide (through civil conversations) on which leader should advance into the next round. Complete the entire bracket until you have decided the greatest leader of all time.  Continued in next column: | **Activities Continued**  **Paint Swatches**  The 1st day after all projects have been presented, Have a ton of different colors, bright ones, dark ones, lots and lots of colors (free at lowes or wal-mart). Ask the students to choose 2. One that describes how they feel about their own leadership skills and 2. One that describes how they are going to challenge themselves to be leaders at home, school, and in the community. Sit in a circle (we always sit in the floor) and let everyone talk about the colors they chose and why they chose them.  **Community Service/Leadership Project**  Students will work in groups of 3-4 to create a realistic community service project and use either a prezi, powerpoint, video, or presentation board to promote it to the class. Students are also encouraged to make promotional materials.  Questions that have to answered during their presentation include: Why did you choose this project? What makes you passionate about this project? What is your desired outcome of this project? What impact do you see it having in the community? What steps would you take to make this project organization and launch a success? What resources are available in your community to help you make this project a success? How will you fund the project.  **Assignments:**  **Participation in Leaderman Activity**  **Participation in Quoteable Activity**  **Participation in Leader vs. Leader**  **Leadership Self Assessment**  **Group project presentation** |

**Evaluation:**

Active participation during discussions and activities • Group project presentation

**Notes:**

**Submitted by:**

**Shelia Fritts**

**Contact info:**[**sfritts@keys.k12.ok.us**](mailto:sfritts@keys.k12.ok.us)

**918-797-8278**

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