

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.I.I.I**

Leadership Workshops

Purpose:

The purpose of this lesson is to teach students how to organize and manage effective leadership workshops.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Describe the value of leadership workshops.
2. Identify contributions to successful workshops.
3. Employ guidelines for conducting successful workshops.
4. Identify presentation guidelines of successful workshops

Materials:

- ✓ Writing Surface
- ✓ RNH.I.I.I.AS.A – project a copy or distribute one copy per student/student groups
- ✓ RNH.I.I.I.AS.B – one copy per student/student groups

Directions:

A workshop is a forum where a presenter or group of presenters teaches knowledge or skills to others. Unlike a speech, a workshop includes hands-on activities and group interaction.

1. Value of Workshops – List the following on a writing surface for students to view. Ask students how these items could benefit their FFA chapter.
 - a. Members learn valuable leadership skills and knowledge.
 - b. Officers learn skills pertinent to their respective offices.
 - c. Members meet and interact with other members.
 - d. Members meet and work with state and national officers.
 - e. Presenters gain and improve presentation skills.
2. Ask students to think about the leadership workshops in which they have participated. Help them focus on the ones they really enjoyed and pose the following questions:
 - a. What was it about these workshops that you liked?
 - b. Did you have anything in common with one another?
3. Have students describe each of the following in the workshops they have attended. Record their answers on a writing surface.
 - a. Atmosphere
 - b. Enthusiasm of the presenter(s)
 - c. Activities





- d. Practical content
- e. Appropriate level for audience
- f. Use of audiovisual aids

Guidelines for Conducting a Workshop – In general, workshops are no different from classes. If workshops are basically lectures, students tend to find them boring. If, on the other hand, the presenters engage students in the process through hands-on, minds-on activities, students tend to find them more interesting and enjoyable. Use the next activity to review the list of items recorded on the writing surface. Discuss the items the students indicated they found enjoyable in workshops and save that information for later reference.

4. Tell students that they will be responsible for planning a leadership workshop for the rest of the chapter. They can choose the topic and how to present it.
 - a. Before they get started, provide them with a bit of guidance regarding items to consider and address.
 - b. Display or distribute RNH.11.1.AS.A, “Planning a Leadership Workshop.”
 - c. Review the items it contains and answer any questions that may arise. Encourage creativity by giving off-the-wall examples as you review RNH.11.1.AS.A. Here are some ideas to incorporate in the discussion:
 - i. Determine your objectives—Identify what you want the participants to know, feel, or be able to do at the end of your workshop. Generally, it is best to limit the objectives to one or two per workshop. Many beginners try to teach too much content.
 - ii. Assess the audience—Determine their needs, interests, maturity level, knowledge, experience base, and cultural considerations, such as language. Ask potential participants for ideas.
 - iii. Plan the lesson
 1. How are you going to attract the attention of the audience and get them to focus on what you want them to think about? This is called a “link” or “interest approach” in lesson planning.
 2. How are you going to get the participants to want to learn the skill or knowledge you have to offer? This is the motivation step in lesson planning.
 3. Write out your objective and share it with the participants. Many people want to know what they are going to do and learn up front.
 4. Outline the content, including member participation (activities) and responses.



5. Plan a lesson application step. How can participants practice the knowledge and skills you have taught them?
 6. Develop a closure to the workshop, including a review of the workshop's key points and a personal challenge to apply the knowledge and skills.
 7. Plan a carry-over activity.
 8. Just in case something does not go as planned, have a back-up activity available.
 9. Gather materials and prepare room.
5. Divide the class into groups of five or six students each. Distribute RNH.11.1.AS.B, "Planning a Leadership Workshop," and inform students that each group is to answer the questions on the worksheet.
- a. One person in each group should be a recorder.
 - b. Give the students 15-20 minutes to plan their workshop.
 - c. Remind them to include the types of things they like to do in workshops.
 - d. Circulate among the groups to keep them on track.
 - e. Bring the class back together and have each group report on their workshop. They should highlight each question on the worksheet.
 - f. You may want to go into some detail about how to evaluate the workshop's success by discussing different evaluation mechanisms such as pre- and post tests, surveys, participation levels, exit interviews, etc.
 - g. The class may decide they really want to present one or more of their workshop ideas to the rest of the chapter. This would be a great way to apply the lesson and stimulate leadership development.

Presentation Guidelines – If the students are going to present the workshop, here are some guidelines that will contribute to their success. The following may be shared with students if time allows or if they are to actually direct a workshop.

1. Practice at least two times, preferably aloud and in front of others.
2. Use common presentation/speaking skills, such as appropriate volume, enthusiasm, eye contact, voice fluctuation, and enunciation.
3. Use audio-visual aids (practice using them prior to the workshop).
4. Plan transitions between points so that the workshop flows from start to finish.
5. Express your points clearly and concisely.



Connection Questions:

1. Now that you know more about how to conduct effective workshops, evaluate those you have attended. What did they do well? How could they have improved?
2. How is planning a workshop like what your teachers do on a daily basis?
3. How do individuals' personalities/talents dictate the different roles they might have in developing, conducting, and evaluating a workshop?

LifeKnowledge Connections

Precept(s) Addressed:

Action

- A3. Plan effectively.
- A5. Communicate effectively with others.

Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.
- B5. Participate effectively as a team member.

Awareness

- E2. Perform leadership tasks associated with citizenship.
- E3. Participate in activities that promote acceptance and appreciation of diversity.

Communications

- M3. Makes effective business presentations (presentation software, demonstrations, and speaking).

Flexibility/Adaptability

- O3. Reacts with openness to feedback and professional growth opportunities.

LK Lesson Suggestion:



- MS.45 – Planning a Public Presentation
- HS.85 – Magic Formula of Presentation Planning
- HS.87 – Developing Workshops Using the Magic Formula



Name: _____

Date: _____

Planning a Leadership Workshop

- What is your objective?
- Who is the audience?
- Will you have a theme?
- When will the workshop be held?
- Where will it be held?
- What arrangements need to be made?
- What activities will be included?
- What supplies, props, and equipment will be required?
- How will you know if you are successful? How will you evaluate the event?



Name: _____

Date: _____

Planning a Leadership Workshop

- What is your objective?

- Who is the audience? _____

- Will you have a theme? If so, what will it be? _____

- When will the workshop be held? _____

- Where will it be held? _____



Planning a Leadership Workshop

- What arrangements need to be made? _____

- What activities will be included? _____

- What supplies, props, and equipment will be required? _____

- How will you know if you are successful? How will you evaluate the event?

- Attach a detailed outline of your workshop that includes presenters, topics, activities, and a detailed schedule.