



High School

National FFA Organization

Lesson HS.16

THE NEED FOR LEADERS

Unit.

Stage One of Development—ME

Problem Area.

What vision do I have for influence?

Precepts.

C5 Persuade others to commit.

National Standards.

NSS-C.9-12.2 - Foundations of the Political System - What values and principles are basic to American constitutional democracy?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define leader.
- 2 Cite examples of the need for leaders.
- 3 Identify ways they can lead others.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ Transparencies HS.16.TM.A–C
- ✓ HS.16.Assess—one per student
- ✓ Student Notebooks
- ✓ HS.16.AS.A—one sheet cut into strips
- ✓ Writing Surface
- ✓ Writing Tools



Key Terms. The following term is presented in this lesson and appears in bold italics:

▶ ***Leader***



Interest Approach

Allow 15 seconds for students to process the following scenario.



Imagine, for a moment, you have been placed on a committee to develop a spirit week for your school's basketball homecoming. Your committee has two days to develop a complete schedule of events and activities for the student body to participate. You have no experience on the matter and neither does anyone else in the group. At your first meeting, everyone silently stares around the room waiting for someone to make the first move and provide some idea about what to do first. Each of us has experienced similar situations where the need for a leader was vital to the completion of a task. Think on one of those experiences quietly for a moment.

Have students answer the following questions in their notebooks, based on the situation they are thinking of:



How did it feel to be placed in such a situation where there was no clear leader?
What did you do to act in the situation?
What were the results?

Use the Me-you-us Moment strategy to process student answers.





Thank you for sharing. We have all had experiences where the need for leadership was clear. Remain focused as we discover just what a leader is, occasions where they are needed and how we can lead others in those events. Let's go!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define "leader."



Each day we are met with opportunities requiring leadership. People continually cry out for someone to lead. But what is a leader?

Have students capture the following content in their notebooks and show HS.16.TM.A.

I. What is a **leader**?

- A. An influence on others' actions, thoughts and behaviors.
 - 1. Leaders may have a positive influence on others.
 - 2. Leaders carry the confidence of themselves and of others.
 - 3. Leaders bear the burden of ultimate responsibility.

Pause for effect, but elicit no responses.



What does a leader look like? Close your eyes and think on those ideas we just covered.

Pause for ten seconds.



A leader is an influence. Say it with me, "A leader is an influence." Great! Open your eyes. Let's take the idea we generated in our minds, down to our shoulder, into our arm, through our hand, into our writing tool and onto our notebook paper. Draw what you believe a leader looks like. Don't hold back! Dazzle me!

Allow students three minutes to work. Break students into groups of four or five. Provide the following instructions:



Share your conceptions with your group. Select the drawing you, as a group, would like to share with the class. When your group is called upon, have one representative share the picture of a leader by showing the art and providing a description.

Call on each group to share. Allow students to remain with their groups until the completion of the next activity



We had some amazing work to share. I am so proud of the level of care each one has put into thinking about what a leader is and what a leader looks like. What are your thoughts on our progress so far?

Look for students' hands and call on them in turn. Address their questions and comments directly.

Great! We need more information so let's see why leaders are needed.

Objective 2. Cite examples why leaders are needed.

Needs are pretty powerful motivators. When I wake up in the morning, I have the need to brush my teeth. Around noon, I have the need to eat something. And late in the evening I experience the need for going to sleep. Need also is important for summoning individuals who will help that need to be filled.

Use the Motion Moment strategy. Make a copy of the HS.16.AS.A. Cut the sheet into strips. Distribute one strip to each group. Provide the following instructions:

When I say "leader," you will have one minute to create a motion for the reason you received as to why leaders are needed. When my hand goes in the air, -demonstrate gesture-this will signal everyone to stop talking and look to me for the next instruction. Leader!

Move about the room to ensure students understand what is expected. At the end of time, raise your hand and wait for students to finish up and quiet down.

Everyone worked so diligently! Thank you. Let's see what we created! My line is, "A leader is needed..." and I will point at a group. Once selected, all members of the group must rise, make their motion and say their line in unison. Sit back down when finished.

Begin with the first group and continue to the last group. It is also fun to have the entire class making their motion and saying their line simultaneously, as loud as they can. Upon completion have students take their seats and capture the following content in their notebook. Show HS.16. TM.B.

II. The need for leaders

A. Why are leaders needed?

1. To expedite matters of committees.
2. To ensure all voices are heard.
3. To delegate responsibility.
4. To provide encouragement and support.
5. To diffuse conflict.
6. To help others grow.
7. To be sensitive to the needs of others.





We have done some spectacular things. I love all of the motions we created to help us remember why leaders are needed. We know leaders are necessary to our everyday lives and we can build on that by exploring situations where we can lead others. I challenge you to keep an open mind about specific and unique ways you can lead others. Are we ready for more? Spectacular!

Objective 3. Identify ways they can lead others.



Think by yourself, for a moment, on the following question: Have we lined out all of the various ways we can practice our leadership? Chances are many of us would answer "no" to that question. We may have a desire to lead but may not know what to do or where to begin. For the next two minutes I would like you to capture seven ways we can lead and then we will follow that up with an activity that will solidify that we can all lead in some way.

Have students capture the following content in their notebooks and show HS.16.TM.C.

III. Me, a leader?

A. Ways I can lead:

1. Serve as a good example for others.
2. Be optimistic.
3. Listen to others.
4. Express a willing attitude.
5. Dedicate myself.
6. Take the initiative.
7. Exude confidence.



We have just covered quite a list of some general ways we can lead. Let's take the list and make it more specific to us as individuals. Next to each note you captured in your notebook, include a place, or group, where you can exhibit that leadership tactic. For example, I can dedicate myself...to my Floriculture team. Place your writing tools on your notebooks to signal your readiness to continue with the activity. You may begin your list.

Provide thirty seconds for students to complete their personalized lists. Provide the following instructions for students when they are finished.



When I say, "Share," rise and go share your list with someone else in the room. Resume your seats when I raise my hand and say, "Stop." Share!

Say, "stop" and call students back to their seats.



We have done a terrific job personalizing our lists. Great work team! Consult this page in your notebooks often to gauge your progress on taking advantage of all of the opportunities that exist for you to lead. On the count of three, shout "We Rock!" One... Two... Three... We Rock!





Review/Summary

Have students draw a picture of themselves as leaders. Include specific accessories or backgrounds to help visually describe the specific way they are filling the need for leadership. Include a brief statement or two on the back verbally describing the picture.



Application

►Extended Classroom Activity:

Have the students search through agricultural publications for individuals who have seen a need and are filling it. Examples of such individuals are National FFA officers, industry people, scientists working to develop new technologies, and educators. Have them write a short essay expressing why the individual is considered to be a leader. Be sure they include a paragraph expressing the qualities they share with the subject.

►FFA Activity:

Tell the students to look for leadership in the chapter. Have the students recognize those individuals by writing a short note complimenting them on the qualities they exhibit that fill the chapter's needs. Be sure the note is sent by mail or deliver it through the agriculture teacher.

►SAE Activity:

Have the class identify situations in their SAE where they have filled leadership needs. This could have occurred at the county fair, a show, or even with day-to-day activities. Tell them to make a list of the needs and what they did to fulfill them. Be sure they share their list with another member who shares a similar SAE.



Evaluation

HS.16.Assess

Answers to Assessment:

1. An influence on others' actions, thoughts and behaviors.
2. Include four of the following:
 - To expedite matters of committees.
 - To ensure all voices are heard
 - To evenly delegate responsibility.
 - To provide encouragement and support.
 - To diffuse conflict.
 - To help others grow.



To be sensitive to the needs of others.

3. Include one of the following:

Leaders may have a positive influence on others.

Leaders carry the confidence of themselves and of others.

Leaders bear the burden of ultimate responsibility.

4. Include three of the following:

Serve as a good example for others.

Be optimistic.

Listen to others.

Express a willing attitude.

Dedicate myself.

Take the initiative.

Exude confidence.

5. Answers will vary.



THE NEED FOR LEADERS

Short Answer

Instructions: Provide information needed to answer the following questions.

1. Define leader.
2. List four reasons leaders are needed.
3. Name one duty of a leader.
4. List three general ways you can lead.
5. Describe one specific way can you be a leader.



WHAT IS A LEADER.

An influence on others' actions, thoughts and behaviors.

◆ **Leaders may have a positive influence on others.**

◆ **Leaders carry the confidence of themselves and of others.**

◆ **Leaders bear the burden of ultimate responsibility.**



THE NEED FOR LEADERS

Why are leaders needed.

- ◆ **To expedite matters of committees.**
- ◆ **To ensure all voices are heard.**
- ◆ **To delegate responsibility.**
- ◆ **To provide encouragement and support.**
- ◆ **To diffuse conflict.**
- ◆ **To help others grow.**
- ◆ **To be sensitive to the needs of others.**



ME, A LEADER.

Ways I can lead:

- ◆ **Serve as a good example for others.**
- ◆ **Be optimistic.**
- ◆ **Listen to others.**
- ◆ **Express a willing attitude.**
- ◆ **Dedicate myself.**
- ◆ **Take the initiative.**
- ◆ **Exude confidence.**



WHY ARE LEADERS NEEDED.

Note to teacher: Make one copy of the activity sheet. Cut each “reason for why leaders are needed” into a strip. Distribute one strip to each group in class. If there are more than seven groups, make extra copies of the sheet and have some groups working on the same reason.

To expedite matters of committees.

To ensure all voices are heard.

To delegate responsibility.

To provide encouragement and support.

To diffuse conflict.

To help others grow.

To be sensitive to the needs of others.

