



Lesson HS.8

DEVELOPING LEADERSHIP IN SAEs

Unit. Introduction to Leadership, Personal Growth, and Career Success

Problem Area. Hands-on Experience of Leadership

Precepts. A3: Plan effectively

National Standards. Applying Language Skills--Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Describe experiential leadership.
- 2 List SAE activities that develop leadership skills.
- 3 Create a plan to include leadership activities in personal SAE plan.



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Time. Instruction time for this lesson: 50 minutes



Resources

Association for Experiential Education website. www.aee.org



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ 1 copy of a local newspaper per group of 3 to 4 students
- ✓ Transparencies HS.7.TM.A–E
- ✓ Overhead Projector
- ✓ HS.7.Assess—one per person
- ✓ HS.7.AS.A—one per person
- ✓ Blank Transparencies and Pens for Four Groups



Key Terms. The following terms are presented in this lesson and appear in bold italics:

► ***Experiential education*** is a process through which a learner constructs knowledge, skill, and value from direct experience.



Interest Approach

Announce today's class will transform the ideas about leadership into real life actions. Divide the class into groups of three or four. Explain that each group will be challenged to identify examples of effective and ineffective leadership skills. Give each group a copy of the local newspaper. Use three minutes to find specific examples. Have groups share their findings.



In a moment, your group will receive a document. In this document are stories of real life situations. In these situations, there are people who demonstrate effective leadership skills and some who did not. Using the newspaper, identify two specific examples of effective leadership and two of ineffective leadership. Be prepared to share these examples with the class. When I say, "Go," your group will have three minutes to complete this task. What questions do you have? "Go"

When time is complete, have each group share one or both of their findings depending on time available. When complete, highlight the fact that there are opportunities for leadership to be used in every community, every school, every group or committee, every business, and every

organization. Explain that today's class is designed to cause them to think about how to begin planning and practicing important leadership skills.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe experiential leadership.

Use the Go with the Flow Moment to cause students to think about how they get the skills they need to be an effective leader. Have the words, "my ability to lead others effectively" in a square at the end of the flowchart. Challenge students to create the pieces in the beginning and middle that complete the flowchart. Inside each piece, students are to write a process or decision that will lead them to the final square at the end. Give students two or three minutes to complete. Ask for two volunteers to share their flowchart with the rest of the class. Ask the following questions.



Take a sheet of paper and create a flow chart showing processes and decisions involved in becoming an effective leader. To begin place a square where you want your flowchart to end. In that square, write the words "My ability to lead others effectively."

Create the rest of the flowchart from the beginning to include processes and decisions that will move you towards the end square. When I say begin, you will have 3 minutes to complete this task. What questions are there? Begin

How do you plan to become an effective leader? Can you learn everything you need to know from books and classes? Why? Why will "real life" experience be necessary for you to be an effective leader?

Share the following on a writing surface or show on HS.8.TM.A. Have students capture the information in their notebooks.

I. Describe experiential leadership.

A. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experience.

B. Experiential leadership is a process through which a learner constructs knowledge, skill, and value about leadership from direct experience.

Give examples of experiential education in agricultural education classes. Those examples could include: hands-on activities, laboratory activities, career development events, field trips, etc. Highlight how a good SAE is all about experiential education in a particular field of agriculture.

Ask students to identify a couple of examples, based on your examples, of experiential leadership. As examples are shared, have students explain the perceived value of completing that activity.

Explain that becoming an effective leader is much like becoming proficient in a career area.



Becoming an effective leader is similar to becoming proficient in a career area. A plan needs to be developed, specific activities need to be included, and a record of those activities needs to be kept just like your SAE. In the rest of the lesson, we'll discover how we can plan to develop leadership skills through our SAE programs.



Think back to the stories in the newspaper and the leadership skills identified. What two or three leadership skills do you think are most important? Once you have made that decision, write them on a piece of scratch paper or in your notebook. You'll have two minutes. Prepare to very briefly explain why you believe each is important.

Have students share their thoughts. Capture each answer on the writing surface. You may decide to combine answers that are very similar. Once there are at least 20 skills listed, or until everyone has shared all of their responses, have students review all of the answers on the board.

Explain that they need to prepare to vote for what they believe are the five most important skills.



Review all of the leadership skills listed on the board. In a moment, you'll need to identify the five you believe are the most important. After you identify the five skills, write them on scratch paper or in

your notebook. The five you choose might not include the two you put up there; you might change your mind after seeing others' responses and that is ok.

Have the students vote by calling on each skill and having them raise their hands. Count the votes and designate the top five vote getting skills. Announce that these are the five most important leadership skills according to this class. Remind students about the earlier conversation of developing skills through acquiring knowledge and real life experience. Ask students where knowledge about these skills could be acquired. Have them capture answers in their notebooks.

Show HS.8.TM.A or write the following on a writing surface.

Objective 2: List SAE activities that develop leadership skills.

II. SAE activities that develop leadership skills.

- A. Experiential
- B. Placement
- C. Research
- D. Entrepreneurial

Briefly review each type of SAE program. Divide the class into four groups. Assign each group a type of SAE program.

Instruct groups to think of activities to develop and practice the five identified leadership skills in the specified program area. Give examples.



Review our list of five important leadership skills. Think about the type of SAE activity you have been assigned. Brainstorm two activities for each leadership skill that could be part of that SAE program. For example, if one of our skills was "listening to others," there are a number of activities we could include in our SAE programs. In an entrepreneurship program, the activity could be "listening to the needs of customers of my products by calling them and asking questions on a survey". For a placement program, the activity could be, "listening to expectations of my employer to insure the task is completed correctly." In a research program, an activity could be, "listening carefully to input provided by experts interviewed." And in an experiential program, an activity could be, "asking 20 people what they know about agriculture and listening for awareness of agricultural issues."

Use the next 5 minutes as a group to brainstorm activities for the five leadership skills in your SAE program area.

After 5 minutes, have groups share their activities. Have all students capture the responses in their notebooks. Acknowledge each group for their effort.

Conclude by noting how easy it is to brainstorm ways to practice the important leadership skills needed for success through a little bit of imagination and effort.



Objective 3: Create a plan to include leadership activities in personal SAE plan.

III. Create a plan to include leadership activities in personal SAE plan

Have students take out their SAE record books. Ask them to review their plans for the year. If they do not have one, then proceed to the next step. Have students review the five identified leadership skills and the ideas for activities.

Challenge students to create plans to incorporate one or two activities for each leadership skill into their current SAE program. If a student does not have an SAE program, instruct them to consider other areas of their life: Example: Are they a member of some type of team, do they have an after school or weekend job, are they involved in their church or other community based organizations like 4-H or Boy/Girl scouts. Have them select this type of area and create a plan to incorporate activities for each leadership skill. Announce that these plans will be graded on the following criteria:



Do the activities provide a real life situation to practice the leadership skill?

Are the activities appropriate for your type of SAE program?

Are the activities challenging and original?

You have 10 minutes to complete this activity. What questions do you have? Begin.



Review/Summary

Using the Show What You Know Moment, instruct students to write down the definition of the following on a scratch paper or in their notes: Experiential leadership.



Using a piece of scratch paper or your notes, write the definition of Experiential leadership.

Using the Cartographer Moment, instruct students to draw a map leading to the treasure chest of goals. In order to reach the treasure chest, students must include an activity on their map for each of

the four SAE areas, (placement, entrepreneurship, research, experiential) that help to develop goal setting. Allow them five minutes for this activity. At completion of this activity, instruct students to share map with one other student in the class.



Take out a blank sheet of paper. Create a treasure map that leads to a treasure chest of goals. To accomplish this, identify an activity that would develop goal setting for each of the SAE areas, placement, entrepreneurship, research, experiential and write this on your map leading the treasure chest. You will have five minutes for this activity. What questions do you have? You may begin.



This activity is to help students understand that developing and carrying out a plan to become an effective leader can sometimes feel awkward. Do not let the students know this is the purpose of the next activity. Provide them with the following instructions: Have the students stand in a circle in the middle of the room. Announce that this is the final challenge of the day. Explain that this challenge is a race against the clock. Give the following background and instructions:



Each group is to form a circle. Each person in the group will say their name but it must be done in alphabetical order according to first name. The first person will say his or her name and then say "right". The next person calls out his or her name and says, "left". The third person calls out his or her name and says, "right" again, and so on. Here's the challenge: after you say "right" or "left" you outstretch the opposite arm into the circle. You must leave your arm out there the entire time. If anyone goes out of order or puts out the wrong arm, the game stops and everyone starts over again. The goal is to race the clock and complete this exercise as fast as possible.

Ask for questions. Have a clock or stopwatch ready to keep time. Give the start signal and watch for accuracy. Once they make it through completely, share their time. Challenge the group to complete the challenge in half the time.

Allow them to complete the challenge as many times as they'd like, within time available. At the conclusion, share the following summary of the lesson.



Becoming an effective leader can seem as awkward as this activity the first time. Just as your time

got much better with practice and understanding of the process, your effectiveness as a leader will improve greatly when you start to practice these skills as part of your SAE programs. Continue to add to your list of skills; don't stop at the first five. Continue to grow and challenge yourself. Who knows? Maybe we'll be reading stories about you in the newspaper some day.

Application

► Extended Classroom Activity:

Have students think about how leadership skills could be practiced as part of class or laboratory time. Challenge them to come up with a plan for leadership skill development while in agricultural education classes.

► FFA Activity:

Identify the leadership skills members should be gaining from participating in FFA activities. Publish this list of skills and share with the chapter as a way to help all members understand the need for leadership development.

► SAE Activity:

Create a showcase of the planned leadership activities to display at the chapter banquet or county fair..

✓ Evaluation

See HS.8.Assess

Answers to Test:

1. A process through which a learner constructs knowledge, skill, and value about leadership from direct experience.
- 2–5. Answers may vary.



HS.8.Test Name: _____

DEVELOPING LEADERSHIP IN SAEs

Instructions: Define the following terms.

1. Experiential leadership.

2. Entrepreneurship

3. Placement

4. Research

5. Experiential



HS.8.Assess Student's name: _____

DEVELOPING LEADERSHIP IN SAEs

►Instructions:

For each question, use the following scale as a guide to score the student's recorded planned activities.

- 10 — Excellent, right on target
- 7 — Very good
- 5 — Good start, needs some work
- 3 — Needs improvement
- 1 — Poor work, not acceptable

- _____ 1. Do the activities provide a real life situation to practice the leadership skill?
- _____ 2. Are the activities appropriate for your type of SAE program?
- _____ 3. Are the activities challenging and original?



HS.8.TM.A

DESCRIBE EXPERIENTIAL LEADERSHIP

◆ Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experience.

◆ Experiential leadership is a process through which a learner constructs knowledge, skill, and value about leadership from direct experience.



HS.8.TM.B

SAE ACTIVITIES THAT DEVELOP LEADERSHIP SKILLS

- ◆ **Experiential**
- ◆ **Placement**
- ◆ **Research**
- ◆ **Entrepreneurial**

