

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.3.3**

Sustainable Leadership: Characteristics that Make it Last

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Determine the characteristics of sustainable leadership.
2. Create a visual representation (graphic organizer) to show the characteristics of sustainable leadership.

Materials:

- ✓ Scrap paper (one sheet per student)
- ✓ Pens, crayons or colored pencils
- ✓ TCTL.3.3.AS.A (one copy)
- ✓ TCTL.3.3.AS.B (one copy per student)

Purpose:

The purpose of this lesson is to help students identify the characteristics of sustainable leadership.

Directions:

The bulleted information below is important to know as background information.

- Recognize the characteristics of sustainable leadership, which are:
 - a. Values Based
 - b. Sustainable Action Plan
 - c. Time Management
 - d. Persistence/Accountability
 - e. Built on a foundation of character and crowned with adaptability

After reviewing the information above, begin with the lesson activities below.

1. Share a personal example/story of an item that lasted versus one that did not. The example could include a car, home, piece of electronic equipment, clothing or agriculture product. The example should connect specifically with the students in the class to get them thinking about their own examples.
 - a. After sharing the story, ask students to identify (on a sheet of scrap paper) two items that they have had that have lasted and two items that have not. Have them draw a line down the center of the paper and record the two lasting items on the left and two short-term items on the right. Give them two minutes to think and quietly record their answers.
 - b. Ask students to share their items with a partner sitting next to them. They will have two more minutes.



- c. Call on a few pairs to share some of the lasting items and short-term items and record these on the writing surface.
 - d. After a few items have been shared, ask students to work with their partners and determine specific characteristics that made some of the items last versus those that did not. What made some of the items hold up while some of them fell apart quickly
 - e. Give students four minutes to discuss with their partners and tell them to be ready to share some of their examples.
 - f. After four minutes, call on a few pairs to share the characteristics that they came up with. Remind them to keep their answers professional and appropriate.
 - g. After a few characteristics have been shared, connect these characteristics to how we lead. Some of us can lead for short periods of time, and some of us lead during specific events or service activities. How many of us, though, lead beyond a single event? Is our leadership like the disposable item that falls apart after a short period of time, or do we lead for the long term?
2. Share the top half of TCTL.3.3.AS.A with students on the overhead or writing surface. Ask them to record the items on TCTL.3.3.AS.B.
 - a. Discuss the characteristics of sustainable leadership as you introduce each item. Tell students that they will be creating a visual example of what these characteristics mean. They can create one single drawing that encompasses the entire idea of sustainable leadership or several smaller drawings that include each of the individual characteristics.
 - b. Share the bottom half of TCTL.3.3.AS.A with students. The bottom half provides an example of a visual representation of the characteristics of sustainable leadership through a Greek temple. They should be as creative as possible. Provide them with pens, crayons or colored pencils if desired.
 - c. Give students 15 minutes to create their visual representations. Students may use the bottom or back of TCTL.3.3.AS.B.
 - d. Allow a few students to share their examples.
3. As the lesson comes to a close and a few students have shared their examples, remind them of the items discussed at the beginning of the lesson that lasted, or were sustainable. Ask students to share why leadership should also be sustainable. What if leadership was disposable? Wrap up the lesson with this discussion.

Connection Questions:

1. What are some characteristics of sustainable leadership that I have demonstrated?
2. What specific characteristics do I need to work on?
3. Identify some famous people in history who have demonstrated these characteristics.

LifeKnowledge Connections

Precept(s) addressed:

Action

A3. Plan Effectively

Vision

C1. Contemplate the Future

C2. Conceptualize Ideas

C4. Adapt to opportunities and obstacles from multiple perspectives

Character

D3. Accept responsibility for personal actions

Decision Making

N2. Demonstrate problem-solving skills

Continuous Improvement

F5. Acquire New Knowledge

LK Lesson Suggestion:



MS.1 – Defining Leadership

MS.4 – Philosophies of Leadership

MS.6 – Understanding Integrity

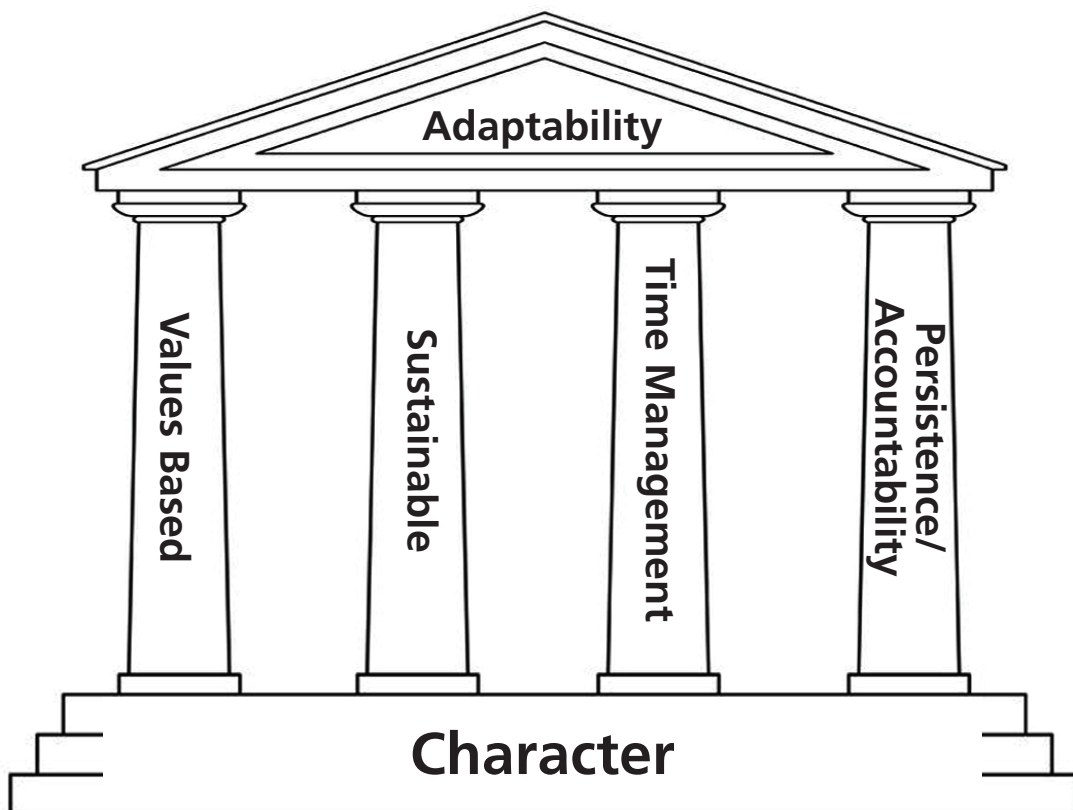
MS.53 – Evaluating Potential Impacts

Characteristics of Sustainable Leadership

Key Characteristics:

Character	Time Management
Values Based	Persistence/Accountability
Sustainable Action Plan	Adaptability/Revise

Visual Example:



Characteristics of Sustainable Leadership

Key Characteristics:

_____	_____
_____	_____
_____	_____

My Visual Example:

