

Leadership Development: 10th - 12th Grade Series

Lesson 2 and 3: Characteristics of Leaders

Estimated Lesson Length:	Approximately 2, 50 minute class periods
Recommended Grades:	10-12th
Related LifeKnowledge Lesson:	HS 4 - The Stages of Development
Objective(s): The student will be able to:	
✓ Report on a famous leader ✓ Determine the leadership characteristics exhibited by famous leaders ✓ Relate leadership characteristics found in famous leaders to those seen in high school students	
Materials, Supplies, Equipment, References and Other Resources:	
Access to the Internet, Print off HS.4.TMD from LifeKnowledge HS Lesson 4 and copy onto a transparency; overhead projector, Activity Page - one per student (AS 3.5)	



Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach	<i>Note to substitute teacher: This lesson is designed to last two days; please get as far as possible the first day and then pick up where you left off beginning on day 2.</i> At the beginning of the class, write the following things on the board: Ten times that I have dropped the ball, ten times I have done the right thing. Have students take a piece of paper and divide it in half. Have them label their paper just as you have on the board. Give them 10 minutes to list these items. When done, have them share with one another the top three off of each list. Students need to keep this lists handy, they will use them again and turn them in later in the lesson.	10 minutes
2. Review the stages of development for students	Show the students the overhead transparency labeled HS.4.TM.D which shows the four stages of development (ME, WE, DO, SERVE). Have students capture this information in their notebooks.	5 minutes
3. Research a famous leader and create leadership profiles	Have students choose a personal hero to do a one-page written (done on the activity page) (AS 3.5) and oral report on. The report should include: 1. Personal history – where is this person from, and brief highlights of their background 2. In what manner have they shown leadership? 3. What is their career/occupation? How their leadership has been demonstrated? 4. What, in your opinion, motivates them to do good work? 5. Is there evidence that the leaders have gone through the four stages? Explain! Give students only a short time to complete this assignment to make sure that they are on task (or alternatively, have them do this at home, and bring into class the one page summary to save time)	30 minutes
4. Present information on famous leaders.	Give each student two minutes to present the highlights of their report. They should report to the class those things that are stated above. At the end of each report ask students, "Why did you choose to report on this person?" "What do you admire about his or her leadership?" During the reports, check that all students have reported	20-40 minutes



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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
	on all items – and reflect this on their daily score.	
5. Create master list of leadership styles and traits	After each student has presented on their chosen leader, have students brainstorm those traits that were seen most often in these profiles. Write these characteristics on the board. Ask students why these traits are admired by others. After brainstorming the traits, ask them to identify which stage of development (ME, WE, DO, SERVE) these traits are traditionally seen in. For example, a person known to lead in athletics may typically be in the DO stage of development.	5 minutes
6. Identify stages of "Ten Times" Lists	Have students return to their lists from the first day "Ten Times I Dropped the Ball" and "Ten Times I Have Done the Right Thing" done the day before. Place the stages of development transparency on the overhead projector. Ask students to label the stage of development that prevented them from finishing tasks or when they dropped the ball. Ask them to do the same when they "Did the Right Thing." Ask students to describe what they found. Many times when we "Drop the Ball" we see we are thinking about ourselves – in the ME stage of development. Likewise, most of the time, when we do the "right" things we find that we are in the working in the "do" or "serve" stages. Why might this be?	10 minutes
7. Closure activity	Ask students to verbally discuss which leaders (who were reported on earlier) are most well known for operating in the SERVE stage of development. Should we admire these leaders more? Ask students this question and ask them to defend their answers.	7 minutes
8. Collect materials	Thank students for their good work the last two days. Ask them to continue to move through the stages of development from ME to WE, to DO, to SERVE. Please collect their "Ten" lists and their activity pages from their leader presentations. Please also assign a daily grade (1-4 based upon the directions seen on the Information Page) and list this on the attendance page. Thank you!	

Leader Report

Name: _____

Report on: _____

I believe this person is a great leader because:

Outline the following items on your chosen leader. You will be sharing this information with the entire class. You will be given only a short time to complete this outline!

1. Personal history – where is this person from? Provide highlights of his/her background and development.

2. In what manner has this person shown leadership?

3. What is his/her career/occupation? How has their leadership been demonstrated in his/her career/occupation?

4. What, in your opinion, motivates them to do good work?

5. Is there evidence that the leaders have gone through the four stages? Explain!