

Leadership Development: 10th - 12th Grade Series

Lesson 4 and 5: Finding Leadership in the Classroom

Estimated Lesson Length:	Approximately 2, 50 minute class periods
Recommended Grades:	10-12th
Related LifeKnowledge Lesson:	HS 101: Learning to Assess Others' Strengths
Objective(s): The student will be able to:	
✓	
Materials, Supplies, Equipment, References and Other Resources:	
What would a leader do? Cards from the National FFA Core Catalog (or example on AS 3.6), Transparency copy of HS.101.TM.A, one piece of copy paper (or poster board) 8.5" x 11" for each student (for final product)    	

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> Tell students the following: For the last few days we have been focusing on leaders that most of us do not personally know. Today (and possibly tomorrow) we are going to work on learning about the leaders that we see in our classroom! Recognizing the strengths of those in our class, allows us to take a closer look at ourselves, and assess our own strengths and learn to apply our strengths to our activities and relationships. The process is to incorporate those things we learn about leadership, in class with the information we know about interviewing and preparing a good presentation	5 minutes
2. Show end product  	To begin, show students the "What would a leader do" cards from <i>The Core</i> catalog from the National FFA Organization. Each of these cards has a theme on the front, the story of the personality on the back, the main points that highlight their leadership ability and questions to think about. This is the end product of this lesson – only created for each member of the class. Pass around sample "What would a leader do?" cards for the class to see. Tell them they will be creating their own!	5 minutes
3. Self-interest inventory	Have students take out a ½ sheet of notebook paper. At the top, have the students write their names. Then have the students answer the following questions and write the answers on their papers. 1. What are your hobbies? 2. Do you have a job; and if so, what is it? 3. What activities are you involved in, both in and out of school? 4. What do you consider to be your best accomplishments? When student complete the questions, have them fold their papers in half, and hand them into you. Mix up the papers and pass them out again to the students. They will be interviewing and reporting to the class on their classmates' strengths (the person whose paper they receive).	5-10 minutes
4. Review different types of strengths	Show the transparency labeled HS.101.TM.A on the overhead. Go over with students the difference between talents, skills and character strengths. Leave this information up while the students move to the next step.	5 minutes

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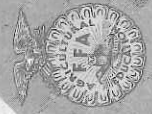
Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
5. Preparing for an interview	The next step is for students to prepare to interview one of their classmates. Because the students have received the activities, hobbies, etc. on the interviewee, their job is to now probe "deeper" into these topics with their questioning. They should discover the strengths that are behind the outward expression of their abilities. This requires that a student prepare adequate questions ahead of time and listen to determine the themes of the interview. The interviews will last 10 minutes, will be formal in nature, and require that the students have excellent listening and note-taking ability. To prepare, have students write at least 10 questions that will get help them to assess this students strengths. One of these questions should probe into a significant moment in this person's life (that can be highlighted on the card they will make). They will be turning in both the questions and the answers to you.	5-10 minutes
6. Interview the classmates	<i>Note to the substitute: If not enough time, have students perform interviews outside of the class, and bring in the notes from the interview to class tomorrow.</i> Give class time to interview each other. Encourage students to really get to know each other, not just "what" they do but "why" they do it and what strengths (skills, talents, character traits) they have that make them good at it. If the students have answered all of the questions, but they still do not know enough information, they need to add additional questions to their interview list.	20 minutes
7. Prepare rough draft of the "What would a leader do?" cards	Have students create rough draft of cards on those classmates that were interviewed. They can do this on the computer or by hand. These cards should identify one main strength that the student expressed in their interview (a talent, characteristic or skill) on the front of the card, and the story, discussion questions and main points on the back of the card. When the rough draft is complete, have them share with the interviewee, making sure that points are clarified, and allowing the interviewee to change things if they wish.	30-40 minutes
8. Prepare final product	Students should take feed back from the interviewee and prepare final product. They may need to finish these products at home and bring in the completed ones to class for presentations.	Variable
9. Present to the class	After completing their products, students should take a few minutes to present to the class what they discovered by doing this activity. As they do, they should hand out the "What would leader do?" cards that they created. Choose a student who has done an excellent job on their card to go first, and then ask for volunteers until each person has presented.	20-40 minutes
10. Review and closure	Ask students what they learned from doing this activity. Hopefully they will realize that recognizing others strengths help to affirm them. Each student has unique experiences that create unique strengths. Each person should now know how others see their strengths and allows them to reflect on their own traits. Please collect the questions and notes from their interviews, the "What would a leader do?" cards on each student. Thank the students for their great work over the last two days. Ask them to work diligently to always see strengths in others and to encourage others to utilize these strengths in the activities that they do. 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!	5 minutes

Continuous Improvement

Continuous Improvement: con•tin•u•ous im•prove•ment
noun
An increase in the value or excellence of a quality or condition



What Would a Leader do?



Continuous Improvement

Wal-Mart, the retail giant founded in the 1960's, makes history by constantly changing to meet the needs and desires of the American people. Wal-Mart founders, Sam and Bud Walton, opened their first store in 1962 in Rogers, Arkansas. Within five years, they expanded to 24 stores and incorporated. With the company's quick growth, it needed a distribution center and soon became publicly traded.

To continue his dream of a creating a nation wide chain, Walton realized that his store had to offer something unique. After a visit to Korea, he introduced the "Wal-Mart Cheer" to associates. This pub-

lic relations philosophy helped Wal-Mart continue to grow by acquiring other companies such as Mohr-Value, Hutcheson Shoe Company and Woolco. In 1978, with customers continuing demand for convenience, Wal-Mart expanded to include a pharmacy, auto service center and jewelry center. In 1983, they added a second mission by serving small business owners through the Sam's Wholesale Club.

Wal-Mart opened the first Super-Center with added convenience for their loyal and growing customer base in 1988. The popularity of the store has enabled them to expand to other countries including Canada, Hong

Kong and Mexico. The customers of the nineties demanded environmentally-safe practices and Wal-Mart answered this desire with the first environmentally-friendly store in Lawrence, Kansas. Wal-Mart's commitment to continuous improvement has led them to be highly successful and highly regarded in business, garnering accolades including Fortune Magazine's "most admired company" of 2003.

Source: www.walmartstores.com

Processing:

1. What may have happened differently if this company had not changed?
2. Do you believe other companies have taken similar actions? Why or why not?
3. Do people continually change like companies? Why or why not?
4. How have you changed in the last five years?

Theme:

As a leader, appreciate and learn from the past and change for the future. If you stay in contact with your members, you will be well informed of their changing needs and better able to respond effectively.

Key Points:

1. Change is vital to survival and the leadership of the organization will determine the amount and level of change.

SAE: As members become more knowledgeable and skilled at their SAE, they should make changes to improve their product or meet the needs of their customers. Have each student write three goals in their record book on how they will improve their SAE.

Community: How can the FFA chapter improve the community? Contact a local official and develop a plan for an activity the chapter can do to improve the community.

LifeKnowledge™ Connections:

For more exciting activities related to this element of leadership, start up your LifeKnowledge Lesson Plan CD-Rom. If you do not have a LifeKnowledge Lesson Plan CD-Rom, please contact the National FFA Organization for more information.

- High School 102 – "Finding Opportunities for Others to Grow and Succeed"

What Would a Leader Do?

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