



Lesson MS.5

USING YOUR COMMUNITY AS A LABORATORY FOR LEADERSHIP

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

Problem Area. Introduction

Precepts. A8: Evaluate and reflect on actions taken and make appropriate modifications
E1: Address issues important to the community

National Standards. NL-ENG.K12.11 - Participating in Society - Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



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

- 1 Describe a process to use when conducting leadership investigations.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John, "Developing the Leader Within You," Nashville, Tenn., Thomas Nelson Publishers. 1993.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ Projection Surface
- ✓ Scrap paper--one piece per student
- ✓ MS.5.TM.A
- ✓ MS.5.Test—one per student
- ✓ MS.5.Assess—one per student

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

► ***Leadership investigations***



Interest Approach

Have students journal about a time when they've experienced leadership. The context may be leadership they have exhibited or leadership they have participated in or witnessed. The purpose is for each student to think back on an experience so he or she can formulate questions about that particular experience.



When have you experienced leadership in the past? Think back on an experience when you've

been the leader or you've participated in leadership or been led by someone else. Take a few moments and journal in your notebook about that experience. How did it feel? What role did you play? What was the purpose? What were the outcomes? Continue writing quietly until I say stop. Begin.

When students are finished with the journaling activity, have them share some of their examples with the whole group.



Stop. Let's share a few of our leadership experiences.



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Bring the group to the consensus that we've all had unique experiences with leadership. Lead them to the fact that often times, with either positive or negative experiences in leadership, we finish with questions about leadership and how it works.



We've all had unique experiences with leadership. Some of your examples were positive; some were formed from negative experiences. In either case, you may have left the experience with some questions. Maybe you wondered how you could improve to be a better leader, or maybe you wondered how someone else could become better at leading others. What are some questions you've had in the past as you finished various experiences in leadership?

Responses might include: I wondered what I could do to improve for next time; I wondered what made that group so effective; I wondered what I could do to make the group work more effectively; I wondered what made the group fall apart so badly.

Explain that they will look at a process that can help them investigate these important questions. One of the central concepts in becoming a better leader is the act of reflection. Great leaders reflect upon the situations they've been involved in, as well as the community around them, to seek understanding and become more effective.



Today, we're going to discover a process that will help us investigate these important questions. One of the ways to make ourselves better at leadership is to reflect upon the experiences we've had.

Great leaders reflect. As we prepare to reflect, let's become detectives. What kind of attitude do detectives have?

Elicit responses.



Detectives have an attitude of inquisitiveness. They aren't embarrassed to ask questions; they work hard. Let's keep those things at the front of our own behavior today.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe a process to use when conducting leadership investigations.

Ask students a leading question to engage their prior knowledge regarding the subject they are about to explore.



Who can tell me about the steps involved in the scientific method or process?

Expected responses: define a problem or question to research; create a hypothesis; test hypothesis multiple times using an experiment; evaluate results.

Explain that the scientific method is an accepted process for researching and coming up with solutions to problems in the natural world around us. The same process can be used to study examples of leadership in our school and community.



Great. These steps are very similar to how we can study leadership. Let's dig a little deeper.

Show students the following process or show MS.5.TM.A. Ask directed questions throughout to assess understanding and synthesize ideas.

I. Process for conducting **leadership investigations**: investigations into any aspect of the phenomena of influencing other people.

A. Form a question to research regarding leadership in the community or school.

1. Look around the school or community for problems to be solved.



- a. Is there a group or organization struggling in the community?
- b. Is there an unfilled need in your community?
2. Look around the school or community to find successful people and organizations.
 - a. Ask yourself, "What makes them so effective?"
 - b. Is there a particular group or organization that is incredibly effective?
3. Some areas and example questions to research include:
 - a. Team experiences: i.e., What factors make a team effective?
 - b. Organization experiences: i.e., What makes an organization run effectively?
 - c. Volunteer programs: i.e., What causes people to volunteer?
 - d. Businesses: i.e., What different leadership styles make the best managers?
 - e. Community organizations: i.e., Do personality styles affect leadership in community organizations?

Use a Hieroglyphics Moment to have students apply the information. Have them create a symbol, icon, or picture that represents the first step in investigating leadership and place that symbol next to their notes on this step.

B. Create a hypothesis.

1. Make an educated deduction about the causes and related effects of the situation or problem you've identified.
 - a. Ask yourself, "Based on the problem I have identified, what are the effects I see?"
 - b. Ask yourself, "Based on what I know about leadership, what may cause the effects I've identified?"

Use a Hieroglyphics Moment to have students apply the information.

C. Identify an area to conduct observation or research in the community.

1. Look around the community or school for individuals or organizations that face a problem or situation similar to the one you identified in step one.
 - a. School or community leaders: i.e., superintendents, principals, mayors, city council members, business owners, chief executive officers, FFA chapter officers
 - b. Volunteer programs
 - c. FFA chapter activities and committees
 - d. Other school organizations
 - e. Civic and political organizations: i.e., city council, local business boards of directors,

chamber of commerce, local farm organizations, Rotary Club, Lion's Club

Use a Hieroglyphics Moment to have students apply the information.

D. Conduct observation and research.

1. Conduct research.



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- a. Research other studies that have sought to understand the same question you have.
- b. Find books that can help you understand the concepts related to your questions
2. Conduct observation to test your hypothesis.
 - a. Conduct an interview with a leader who has experienced the same situation or problem.
 - b. Get involved in a volunteer effort to test your hypothesis.
 - c. Get involved in a chapter activity or committee to test your hypothesis.
 - d. Go to a civic organization such as a city council, Lion's Club, Rotary Club, or Jaycees.
3. Keep a leadership journal to record your findings and keep track of your reflections.

Use a Hieroglyphics Moment to have students apply the information.

E. Evaluate your findings.

1. Ask yourself, "Did I answer the question I posed in the beginning?"
2. Ask yourself, "Was my hypothesis regarding the causes and effects accurate or proven wrong?"
3. Ask yourself, "What other questions does this research lead me to ask about the world around me?"

Use a Hieroglyphics Moment to have students apply the information.



Review/Summary

Have students copy their five symbols onto a sheet of scrap paper. They should put them in random order, but remember the order. Explain that when you give the command, they are to get up and move around the room, showing each other the hieroglyphics they have. When they meet a new person, they

should first each identify the other person's hieroglyphics, or the steps, and then they should be able to tell the order of the icons. Continue for three or four rounds.



Great job. Now let's make sure we've got it. Take a moment to record your five symbols onto a sheet of scratch paper...but make sure they are out of order. Allow for a few minutes of drawing.



Great! Now, when I say, "Go," you will show your five symbols to someone else in the room. They will first try to identify your symbols (what they stand for in the five steps), and then they will try to put them in the correct order. Once both people have looked at each other's symbols, find a new partner and continue until I say stop.

Allow activity as time permits.



Stop.

Have students return to their seats. Use directed questioning to repeat the order of the steps in the process one more time.



Application

►Extended Classroom Activity:

Have the students get into groups of one to three. Each group is responsible for designing and conducting an investigation in leadership using the process identified in the lesson plan.



►FFA Activity:

Hold an FFA leadership investigation project fair where students create displays that summarize the findings of the leadership investigations they have conducted throughout the year. Conduct the fair

like a science fair, giving awards for quality research.

►SAE Activity:

Have students identify questions regarding leadership related to their SAE area. Have them design and conduct an investigation to better understand the leadership phenomena that is occurring.

✓ Evaluation

Have students design and conduct an investigation in leadership within the school and community. Use the rubric for MS.5.Assess to assess the project.

Give MS.5.Test as a written test.

Answers to Test:

Essay question

1. Students should identify the following steps in their essay response.

Award three points for each step.

Step 1: Form a question to research regarding leadership in the community or school.

Step 2: Create a hypothesis.

Step 3: Identify an area to conduct observation or research in the community.

Step 4: Conduct observation and research.

Step 5: Evaluate your findings.

2. Students should identify an application for the step, as well as examples in their essay response. Award two points for each application of the step-the student has identified how he or she will do the step. Award one point for each concrete example identified per step--for example, real group names and examples 15 points possible-once student has received 15 points, you may choose to give extra credit.

Step 1

1. Look around the school or community for problems to be solved.
 - a. Is there a group or organization struggling in the community?



- b. Is there an unfilled need in your community?
- 2. Look around the school or community to find successful people and organizations.
 - a. Ask yourself, "What makes them so effective?"
 - b. Is there a particular group or organization that is incredibly effective?
- 3. Some areas and example questions to research include:
 - a. Team experiences: i.e., What factors make a team effective?
 - b. Organization experiences: i.e., What makes an organization run effectively?
 - c. Volunteer programs: i.e., What causes people to volunteer?
 - d. Businesses: i.e., What different leadership styles make the best managers?
 - e. Community organizations: i.e., Do personality styles affect leadership in community organizations?

Step 2

- 1. Make an educated deduction about the causes and related effects of the situation or problem you've identified.
 - a. Ask yourself, "Based on the problem I have identified, what are the effects I see?"
 - b. Ask yourself, "Based on what I know about leadership, what may cause the effects I've identified?"

Step 3

- 1. Look around the community or school for individuals or organizations that face a problem or situation similar to the one you identified in step one.
 - a. School or community leaders: i.e., superintendents, principals, mayors, city council members, business owners, chief executive officers, FFA chapter officers
 - b. Volunteer programs
 - c. FFA chapter activities and committees
 - d. Other school organizations
 - e. Civic and political organizations i.e. city council, local business boards of directors, chamber of commerce, local farm organizations, Rotary Club, Lion's Club

Step 4

- 1. Conduct research.
 - a. Research other studies that have sought to understand the same question you have.
 - b. Find books that can help you understand the concepts related to your questions.
- 2. Conduct observation to test your hypothesis.
 - a. Conduct an interview with a leader who has experienced the same situation or problem.
 - b. Get involved in a volunteer effort to test your hypothesis.
 - c. Get involved in a chapter activity or committee to test your hypothesis.

- d. Go to a civic organization such as a city council, Lion's Club, Rotary Club, Jaycees
3. Keep a leadership journal to record your findings and keep track of your reflections.



Step 5

1. Ask yourself, "Did I answer the question I posed in the beginning?"
2. Ask yourself, "Was my hypothesis regarding the causes and effects accurate or proven wrong?"
3. Ask yourself, "What other questions does this research lead me to ask about the world around me?"



MS.5.Test Name: _____

USING THE COMMUNITY AS A LABORATORY FOR LEADERSHIP

► **Essay:**

Construct a response to the following essay question.

You've just finished your first committee meeting for the year. The meeting did not go as well as you anticipated. In fact, very little was accomplished. You have decided to research, "What makes a committee effective." You hope to be able to use the results of your observations to help make your committee more effective later.

1. Explain the steps in the process you will use to conduct a leadership investigation for this situation.

2. Describe how you will carry out each step in the process you describe.



MS.5.Assess Name: _____

RUBRIC FOR GRADING LEADERSHIP INVESTIGATION PROJECTS

1. Does the student have a clear question developed that is related to the study of leadership? (Max of 10 points)
2. Did the student create a hypothesis to investigate? (Max of five points)
3. Did the hypothesis identify the effects and hypothesized causes? (Max of five points)
4. Did the student identify an appropriate area in which to conduct his or her research? (Max of five points)
5. Can the student explain why he or she chose that specific area to conduct research? (Max of five points)
6. Did the student conduct research to understand the background of the question he or she is investigating? (Max of 10 points)
7. Can the student explain the findings about the background research he or she studied? (Max of

10 points)

8. Did the student conduct verifiable observation to test his or her hypothesis? Must include examples, pictures, journal entries, etc. (Max of 10 points)

9. Did the student keep a journal to track his or her findings? (Max of 5 points)

10. Do the journal entries show obvious evidence that the student has reflected upon his or her own leadership ability through the experience. (Max of 5 points)

11. Did the student summarize his or her findings in a usable form? (Max of 15 points)

- Answer to original question for investigation posed in the beginning. (Five points)
- Discussion of hypothesized causes for the related effects he or she had identified. (Five points)
- Identified other questions or further research to conduct based upon the findings in this investigation. (Five points)

12. Can the student identify the value this investigation offers to the world around him or her? (20 points)

Total of 120 points possible



10

MS.5.TM.A

CONDUCTING A LEADERSHIP INVESTIGATION

◆ **Step 1: Form a question to research regarding leadership in the community or school.**

➔ **Look around the school or community for problems to be solved.**

➔ **Look around the school or community to find successful people and organizations.**

◆ **Step 2: Create a hypothesis.**

➔ **Make an educated deduction about the causes and identify the related effects of the situation or problem you've identified.**

◆ **Step 3: Identify an area to conduct observation or research in the community.**

➔ **Look around the community or school for individuals or organizations that face a problem or situation similar to the one you identified in step one.**

◆ **Step 4: Conduct observation and research.**

➔ **Conduct research.**

➔ **Conduct observation to test your hypothesis.**

➔ **Keep a leadership journal to record your findings and keep track of your reflections.**

◆ **Step 5: Evaluate your findings.**

➔ **Ask yourself, "Did I answer the question I posed in the beginning?"**

➔ **Ask yourself, "Was my hypothesis regarding the causes and effects accurate or proven wrong?"**

➔ **Ask yourself, "What other questions does this research lead me to ask about the world around me?"**

