



Middle School

National FFA Organization

Lesson MS.1

DEFINING LEADERSHIP

Unit.

Introduction to Leadership, Personal Growth, and Career Success

Problem Area.

Introduction

Precepts.

National Standards.

NL-ENG.K12.12 - 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 Identify famous leaders and their leadership characteristics.
- 2 Define the term "leadership" as presented in this lesson.
- 3 Choose three leadership characteristics to develop.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Pistol Pete Video-optional



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Markers or chalk, scissors, tape
- ✓ MS.1.AS.A—one per student
- ✓ MS.1.AS.B—one per student
- ✓ MS.1.AS.C—one per student
- ✓ MS.1.AS.D—one per student
- ✓ MS.1.Assess—one per student



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

▶ Leadership



Interest Approach

Cut out names of famous people listed on MS.1.AS.A, and tape to back of each student. Do not allow students to see the name of the person they have taped to their backs. Note: You may wish to add to this list of names, especially if there are local leaders whose names the students would recognize



Today, we are going to do an activity entitled "Who Am I?" Let's go over the instructions together to make sure this activity is successful. We will start with taping the name of a famous person to each of our backs. While we will be able to see the names taped to the backs of everyone else, we will not be able to see the name on each of our own backs! Please remain silent until each student has received his or her name. When I say "go," there will be five minutes to walk around the room and give one-word hints to help other students discover who they are. For example, if someone has George Washington as his or her name, you might give the hint, "president." Someone else could give "father" or "First" as hints. After the hint is given, let the person guess who they are--if they are incorrect, move on to another person. Remember, only one-word hints should be given. When someone guesses correctly who he or she is, then they may remove their nametag. Are there any questions? Go!

Allow students five minutes for this activity. After five minutes, ask if anyone has not guessed who he or she is. If some have not, you may give hints or ask the class for other one-word hints to help them figure out who they are.



That was great work. As we all were able to see, there were some names that were pretty easy to identify with just a few words. Now let's look at how these people became so recognizable.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify famous leaders and their leadership characteristics.

Using MS.1.AS.B, have students identify why the people whose names they had taped to their backs are, or were, considered leaders.

Split students into teams of two or three after explaining the instructions provided below. Instruct each team to choose five of the leaders listed, including the ones whose names were taped to their backs, and write one or two reasons why each person was considered a leader. Have students stop after completing Part A.



When I say go, choose five of the leaders we've listed, and write down one or two reasons why these people are or were considered leaders. Silently record your answers on your paper. We will have five minutes for this activity. Only complete part A. Are there any questions?

Split students into groups after instructions are complete.



Go!

When the five minutes are up, ask the groups to circle the different leadership characteristics they see on their papers. They may have the word "brave" listed several times, but circle and count it only once. The idea is to see how many different characteristics they can identify. Give students several minutes to complete this task

Next, have the teams share the different characteristics they found. Write them on the board as they list them. You may want to add a few to the list if you feel some important characteristics were left out



Let's share with each other what we learned in our groups and record them on the board. Be ready to share a few of your group's ideas, remember our goal is to see how many different leadership characteristics we can identify

I. Leadership characteristics

A. The following are examples of leadership characteristics: good listener; optimistic; caring; fair; keeps promises; hard worker; humble; energetic; inspiring; honest; trustworthy; loyal; enthusiastic; sense of humor; good communicator; competent; empowering.

Objective 2. Define the term "leadership" as presented in this lesson.

After identifying a variety of leadership characteristics, give each team five to ten minutes to create its own definition of a leader. Have teams share their definitions. You will get a variety of answers.



Now that we have had a chance to identify many different leadership characteristics, let's work together to come up with a definition of leadership. Put each of the ideas your group listed together into one definition as it might be found in a dictionary. Be ready to share your definition. You may work in your teams for this activity.



After students share their definitions of leadership, record on the writing surface the following definition from John C. Maxwell: Leadership is influence.

II. Leadership: definition of

A. **Leadership:** is influence.

Next, have students do Part B of the worksheet. They are to choose one of the leaders from the five they selected in Part A. Have them work together to develop a brief explanation of the influence this leader had on others. Give students about five minutes to complete this activity.



Great job group! We have identified many characteristics of leaders and have defined the word "leadership." Now, we need to choose one of the five leaders from Part A, and briefly record what influence this person had on others. You will have five minutes to complete this activity and may work in your group. Be ready to share your ideas in five minutes. Are there any questions? Go!

After five minutes, have the group choose one student to tell the class which leader the group selected and how this person influenced others.



- Choose one person from your group to tell us which leader you chose, and explain how that leader influenced others.

Hand out MS.1.AS.C. Have students guess who the people described are. Give students about five minutes to complete this exercise.



Now we are going to take what we have discovered so far and dig a little deeper. Let's individually take a few minutes to read through the narrative of each individual. The object of this activity is to guess who these people are. Are there any questions? You will have five minutes

After time is up, have students volunteer to give their answers. If students do not guess all of the names, give the correct answers. After giving correct answers, also ask students to identify one main leadership characteristic common to everyone on the list. Give them about 30 seconds to come up with the answer.



Number 1 is Abraham Lincoln, 2 is Walt Disney, 3 is Albert Einstein, 4 is Michael Jordan, and 5 is Thomas Edison. Take a moment now to think to yourself. What leadership characteristics do all of these individuals have in common? Keep your answers to yourself until we are ready to share.

After 30 seconds, have students share what they think the leadership characteristic is. If needed, explain the following:



If you look at these five names closely, you will find that all of them experienced failure, but they kept trying, even when others didn't believe in them. This is called perseverance, a characteristic important for great leaders.



Objective 3. Choose three leadership characteristics to develop.

III. Leadership characteristics I need to develop

Using handout MS.1.AS.D, give students five minutes to come up with three to five people who have had a positive influence on their own lives. Be prepared that some students may not have experienced positive role models in their lives. In this case, ask them to pick some people—a friend, a neighbor, or even someone famous they do not know—who may have leadership characteristics, they want to emulate. After students have made their choices, give them ten minutes to write one to two sentences about why they consider the individuals they chose to be leaders and how the individuals influenced them.



Write on the sheet the names of three to five individuals who have had a positive influence on your life. This can be a family member, a friend, a neighbor, or even someone you have never met, but were inspired by. After doing this, write one or two sentences on why you consider these individuals to be leaders and how they influenced you. We will work individually on this activity.

After students have finished this portion of the exercise, have them identify and write down at least three leadership characteristics they want to develop or improve in their own lives.



Now that you have identified leaders who had an influence on you, choose three leadership characteristics you personally want to develop or strengthen in your own lives. These characteristics could be any that we have discussed today. When you are finished, please hand your leadership sheet in.

Note: This sheet could form the basis for a goal-setting lesson later on, in which students create a plan on how to develop leadership characteristics.



Review/Summary

Recap major points. Use an Eyewitness News Moment. Have students partner up for this review activity. Emphasize coming up with leadership characteristics that are different from those already identified.



Everyone has done a great job today. Be sure to focus on your three areas for improvement, as we will be checking back in to see what progress we are making. Let's now use the following activity to review what we have learned.

After the Eyewitness News Moment is finished, assign the following



Name three leaders we discussed, and give one leadership characteristic of each. List three more leadership characteristics identified today, other than those used with your three famous people.

List two leadership characteristics you want to develop or improve and why you feel these characteristics are important.



►Extended Classroom Activity:

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video that emphasizes personal leadership in the face of great odds. It is available through Feature Films for Families, P.O. Box 572410, Murray, UT 84157-2410, 1-800-326-4598.

►FFA Activity:

Check with national FFA-www.ffa.org-to see if conferences such as EDGE for jr. high students are available in your area. Also, contact your state FFA office to find out more about Jr. FFA activities offered in your state..

►SAE Activity:

Have students select three agricultural-related careers and identify leadership skills discussed in this lesson that would be beneficial, or even essential, to these careers. Ask students to list reasons why these would be important. Example: owner of implement business. Leadership skills: good communication skills; honest; trustworthy; sense of humor.

Why important: a business owner needs to be able to communicate with customers about the goods and services he or she has to offer; in order to maintain business, he or she would need to develop a reputation for being honest and trustworthy; a good sense of humor helps to make a more inviting atmosphere for customers.

✓ Evaluation

Students will take MS.1.Assess.

Answers to Assessment:

1. Any three of the people from handout MS.1.AS.B.
2. Answers will vary, based on leadership skills identified. The following would be acceptable answers, but you may have others that could be added to this list: good listener; optimistic; caring; fair; keeps promises; hard worker; humble; energetic; inspiring; honest; trustworthy; loyal; enthusiastic; sense of humor; good communicator; competent; empowering; persevering
3. Leadership is influence.
4. Answers will vary, based on each student. In evaluating, look for answers that show some analysis of why this characteristic is important. The following are examples of a poor answer and a good answer.

►Poor Answer:

Leadership characteristic: Good listener.

Why? Because it will make me a better leader.



The leadership characteristic is an acceptable answer, but the reason is not. All the characteristics listed in this lesson will help students to become better leaders, but students must be able to identify why it makes them a better leader.

► **Good Answer:**

Leadership characteristic: Good listener

Why? If I take time to listen to people, they may be more willing to work with me and to put their trust in me, thus making us a better team.

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This answer shows a deeper understanding of the influence of this characteristic.



DEFINING LEADERSHIP

1. List three leaders who were identified in class.
 - a.
 - b.
 - c.
2. List five leadership characteristics that were identified in class.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Write the definition of leadership used in this lesson.
4. List the three leadership characteristics you have chosen to develop, and explain why you feel these three are important.
 - a.
Why.
 - b.
Why.
 - c.
Why.



MS.1.AS.A Name: _____

WHO AM I.

Martin Luther King, Jr.
Abraham Lincoln
Chief Crazy Horse
Rosa Parks
Thomas Jefferson
Franklin Delano Roosevelt
Mother Teresa
Benjamin Franklin
Betsy Ross
Daniel Boone
Amelia Earhart
George Washington Carver
George Washington
Eleanor Roosevelt
Sojourner Truth
Chief Sitting Bull
Dwight D. Eisenhower
John F. Kennedy
Alexander Graham Bell
Helen Keller
Sally K. Ride



WHY ARE THEY LEADERS.

►Part A

Please select five leaders from the list below, including the one whose name was taped to your back, and write one or two distinguishing characteristics each person had that made him or her a leader.

1. Leader's Name:

Leadership characteristics:

2. Leader's Name:

Leadership characteristics:

3. Leader's Name:

Leadership characteristics:

4. Leader's Name:

Leadership characteristics:

5. Leader's Name:

Leadership characteristics:

Leader List:

Martin Luther King, Jr.
Abraham Lincoln
Chief Crazy Horse
Rosa Parks
Thomas Jefferson
Franklin Delano Roosevelt
Mother Teresa
Benjamin Franklin
Betsy Ross



Daniel Boone
Amelia Earhart
George Washington Carver
George Washington
Eleanor Roosevelt
Sojourner Truth
Chief Sitting Bull
Dwight D. Eisenhower
John F. Kennedy
Alexander Graham Bell
Helen Keller
Sally K. Ride

► **Part B:**

Pick one leader from the five you chose and briefly explain how he or she influenced other people.

1. Leader's name:

How he or she influenced others:



GUESS WHO.

►Part A

Read the following short biographies. Each person went on to become famous and is considered a leader in his or her area. Identify each person and list how he or she influenced others.

1. I am a self-educated man. I grew up in a family where there was very little money. I was always interested in public service. I ran for a number of elections, but I lost more times than I won. In fact, I couldn't even get elected to one of the local offices in my home county. Death claimed the love of my life, and later I had a nervous breakdown. However, I kept on trying. My name is:
2. I really liked drawing cartoons. I had hoped to make a living at it, but during my journey through life I went bankrupt three times trying to make money with my cartoons. I always envisioned a place where families could go and live in a fantasy world, but most of the bankers laughed at me, especially after I went bankrupt. But I kept trying. My name is:
3. I had a hard time in school. In fact, I was horrible in English and math. I even flunked math. Some teachers thought I couldn't make it. I really did like science, but math sometimes got in the way. I did like trying to solve problems, and I kept on working. My name is:
4. I was a tall, gangly kid—kind of uncoordinated—but I really liked basketball. I tried hard, but sometimes I just didn't seem good enough. I was cut from the junior varsity basketball team. That was a real blow! However, I never gave up. My name is:
5. I was always tinkering with things, trying to see how they worked. There was one invention I worked on for many years. This invention failed over 1,000 times. Fortunately, for many of you, I didn't give up. My name is:

►Part B

What leadership characteristic do all of these leaders seem to have in common.



LEADERS FOR ME

►Part A

Choose three to five people who have had a positive influence on your life. These people need not be famous, and they may be living or dead. For example, you may consider your parents to be leaders in your life. List the name of the person and why you consider him or her to be or to have been a leader, and how he or she influenced you.

1. Why I consider him or her to be a leader, and how he or she has influenced me:
2. Why I consider him or her to be a leader, and how he or she has influenced me:
3. Why I consider him or her to be a leader, and how he or she has influenced me:
4. Why I consider him or her to be a leader, and how he or she has influenced me:
5. Why I consider him or her to be a leader, and how he or she has influenced me:

►Part B

Choose three leadership characteristics from the people you listed above that you would like to develop or improve in your own life.

- 1.
- 2.
- 3.

