

Lesson VI

Identifying a Great Leader: Knowing Who you are Leading

Goal: To Introduce students to leadership qualities

Objective: Student will be able to:
Identify different leadership styles
Learn what qualities to use
Learn what qualities work best with the people they lead.

Time: 1 hour

Leader's Note: Tell the class that they will participate in acting out scenarios of good leadership. They must also be able to explain why each person in each scenario makes a good leader. For scenario one, tell the class you need four volunteers to act out the first scenario. Once you have chosen your four volunteers give them the index card that reads the following...

Gail has a class project due next week. The group must discuss how early humans learned to farm. John, Samantha, and Ricky are in her group. John doesn't like to speak in front of the class but is best at researching. Samantha is not good at drawing or arts and crafts but she is a great writer. Ricky does not like researching but is great with art. Gail took all of this into consideration and gave each member an assignment. Gail asked if John could do research and turn it into Samantha. Samantha would write up the report and Gail would work with Ricky to make a poster. The group stood in front of the class and Gail gave a great presentation. The teacher was especially impressed with the poster and gave the group an A+.

Leader's Note: Tell the group that they will have five minutes to prepare the scenario.

Leader's Note: Ask the following questions:

Tell the rest of the class that you need three volunteers for scenario two. Once you have chosen your three volunteers, give them this index card to prepare for their skit.

Peter is the leader of a paper route group. The other two members are Sarah and Otis. The group must deliver 100 papers before lunch time. The route starts at 8:00am. Sarah and Peter have a bike but Otis does not. Peter was unsure at first how to tackle this idea until Sarah suggested that it would be easier for Otis to stay close to his area and deliver as many papers as he could. Otis agreed that he could deliver some papers in his neighborhood. Peter liked the idea and asked Sarah if she didn't mind taking a few of Otis' papers and delivering them a little further outside of the neighborhood. Peter said he would do the same. Sarah agreed and the paper route was completed way before lunch time.

Tell the rest of the class that you need three volunteers for scenario three. Once you have chosen your three volunteers, give them this index card to prepare for their skit.

Simon, Katy, and Jim are on the swim team. Simon is the team captain. After doing a few dives they still have not earned enough points to win. The team begins to panic and also began to think that they may not win. Simon pulls the team to the side and tells them that they are some of the best swimmers he has ever worked with. Simon also tells them individually what makes them great. Katy is the best diver and Jim is the fastest swimmer. Simon tells his group that they have not come this far to give up and that if they do what they are great at they will win. When the whistle blows everyone must get back to their places. Katy won first place on the diving board and Jim won first place in the back stroke.

Once you have given each group enough time to prepare call the first group up and ask them to act out their skit. When the skit is complete ask the rest of the class the following:

What makes Gail a great leader?

Why did the group receive an A+ on the project?

Even though each member of the group had things they could not do, how were they still able to complete the assignment?

Discuss the following: Gail was able to see everyone's strengths and weaknesses and use them for the better.

Ask group two to come up to the class and do their skit as well. Once they have completed their skit ask the rest of the class the following:

What do you think makes Peter a good leader?

Why was the group able to deliver the papers before lunch time?

Although Otis did not have a bike, how was he still able to do his part?

Discuss also that leaders take on more of the responsibility in order to get things done. It is also great that Sara, although she was not the leader, was still able to offer her group help. A good leader will listen to ideas from everyone in the group

Ask group three to complete their skit. When they have completed their skit ask the class the following:

What makes Simon a great leader?

Why was the group able to win first place in their swim meet?

Although the team had doubts, they were still able to make first place in their events, why?

Discuss with the class that a great leader has the ability to uplift and motivate its members.

Ask the class to give you times when they either led someone or was led by someone and things could have gone wrong but somehow things turned out well. Give everyone a chance to speak.

Also ask them to name famous people whom they believe are great leaders.