



Defining Leadership

Grade Level: 6–12
 Lesson Plan Timeframe: 1–2 45-min. class periods
Program Topic: Defining Leadership
State: _____
Chapter/School: _____

Overview & Purpose This lesson helps students define leadership and apply the principals to their roles, projects, and activities as students.	Career Clusters and Pathways All
Lesson Plan Goals & Objectives	Define leadership according to the <i>Student Leadership Challenge</i> and analyze its meaning. Apply leadership practices to daily experiences and responsibilities.
Materials Needed	<p>Supplies</p> <ul style="list-style-type: none"> 8 ½ x 14 white paper 4 x 6 (or larger) note cards (two per student) Computer and projector for leadership definition and The Five Practices of Exemplary Student Leaders Dictionaries or access to electronic dictionaries, one per group Newsprint Markers <p>Handouts</p> <ul style="list-style-type: none"> Leadership definition PP slide, duplicate one per student The Five Practices of Exemplary Leadership (use slide to present the Five Practices and print additional copies to cut into strips. Multiple copies of each practice may be needed.)

Introduction of Subject	<p>Distribute 8 ½ x 14 paper and markers to students in groups of three or four. Ask students to create a border around the paper that describes leadership—any words, examples, actions, etc. can be used. Students may also want to reference attributes that were used in lesson one. Once students have completed their border, share some of the words/phrases students recorded.</p> <p>Now ask students to consider their examples and create a definition of leadership. They should record this definition in the center of their paper. Ask groups so share their definitions with the class and post them around the room so they are visible throughout the remainder of the lesson.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> How did you determine the traits/examples to include?<input type="checkbox"/> How easy/difficult was it for you to create your definition? What influenced you the most in writing your group definition?<input type="checkbox"/> How did your definition compare to your peers? <i>Emphasize that no definition is right or wrong but represents different perspectives of leadership.</i><input type="checkbox"/> How does experience with leadership influence how we define leadership?<input type="checkbox"/> Where do you see yourself in terms of the definition your group wrote? <p>Let's look at how Kouzes and Posner define leadership in TSLC.</p>
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<p>Activity 1</p>	<p>Distribute index cards (4 x 6 or larger) to each student and present the following definition (on PowerPoint) from TSLC to the class: “Leadership is the art of mobilizing others to want to struggle for shared aspirations.” —Kouzes and Posner, <i>The Leadership Challenge</i></p> <p>Ask students to write or draw for one or two minutes on the index card about what comes to mind when they read this definition. <i>Encourage students to write whatever comes to mind—they can define it, question it, give examples, etc. Whatever they are thinking should be on the index card. Students should not worry about grammar, spelling, etc. The purpose is just to get thoughts on paper.</i></p> <p>Pair and share: Students share their note cards with the person sitting next to them before having a whole class discussion.</p> <p>As a whole class, ask students to share their comments/illustrations and use as a springboard for discussion. Possible discussion questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What were the first things you thought of when you heard/read this definition? <input type="checkbox"/> How does this compare to the definitions of leadership we wrote earlier? <input type="checkbox"/> Are there any terms or parts of this that are confusing to you? <i>At this point don't clarify any areas of confusion, just give students a chance to share. These may be clarified more as the lesson progresses. At the end of the lesson revisit and clarify as needed.</i> <input type="checkbox"/> What does this mean to you? <input type="checkbox"/> Can you give some examples of what this might look like in everyday life, yours or experiences you've observed? <input type="checkbox"/> Can you think of any relationships between this definition and your experience with a student organization or class you have been involved in?
<p>Activity 2</p>	<p>Distribute and display the leadership definition that is broken down in segments. To guide students toward a clearer understanding, separate the terms/phrases into four groups: 1) leadership; 2) art of mobilizing others; 3) want to struggle; and 4) shared aspirations. Using dictionaries, segments of TSLC (Chapter 1), and other resources, ask students to define the term/phrase and give examples and non-examples of each. Example: Leadership—look up definition in the dictionary, put definition in own words, and give examples of what leadership is and what it is not.</p> <p>Provide work time before sharing and discussion.</p> <p>Note: Teachers may want to divide students into small groups and each group take a term/phrase to report on, have small groups work on all terms/phrases, or have each student work individually on each term/phrase.</p>

Summary/Evaluation	<p>Exit cards (students complete and turn in before exiting class) Distribute blank index cards to students. On one side, have them complete the following sentence: I once believed _____ about leadership, but now I know _____ OR I once believed _____ about leadership, and today that belief was reinforced.</p> <p>Students may be evaluated on:</p> <ul style="list-style-type: none"> • Participation points • Connections • Exit cards
Other Resources	TSLC Chapters 1 and 2
Additional Notes	The PowerPoint definition of leadership, purposes, and Five Practices can be printed in color and/or larger in size and serve as a classroom poster. It can also be duplicated for students to have their own copy.
Source	Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i> . San Francisco: Jossey Bass, 2008.