



# MODEL THE WAY

**Grade Level:** 6 – 12    
 **Lesson Plan Timeframe:** 1 45-min. class period    
**Program Topic:** TSLC: Model the Way    
**State:** \_\_\_\_\_  
**Chapter/School:** \_\_\_\_\_

<p><b>Overview &amp; Purpose</b>          In order for students to be role models and effective leaders, it is important for them to define what is important to them as individuals and to their organization. This lesson helps students examine various values they feel are important and their relationship to their organization.</p>	<p><b>Career Clusters and Pathways</b>           All</p>
<p><b>Lesson Plan Goals &amp; Objectives</b></p>	<p>Examine the role of values in leadership.          Identify personal values and rank in order of importance.</p>
<p><b>Materials Needed</b></p>	<p><b>Supplies</b>          Paper          Pen/pencil          Highlighters or markers          Overhead projector/computer          Post-It notes – several per student</p> <p><b>Handouts</b>          Values List (one per student) <i>Note: When duplicating, print one-sided rather than two-sided so students can lay handouts side-by-side and view their list in its entirety.</i>          Copy of the school/organization’s mission statement</p>

<p><b>Introduction of Subject</b></p>	<p>Post the following quote from TSLC, “You can’t do what you say if you don’t know what you believe. And you can’t do what you say if you don’t believe what you’re saying” (Kouzes and Posner, 2008, p. 42). Give students several minutes to respond to the quote.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does it mean?</li> <li><input type="checkbox"/> Do they agree/disagree and why? Share examples and experiences that support their position.</li> </ul> <p>Share and discuss. Explain that this quote is talking about values. Values according to TSLC are “enduring beliefs about how things should be accomplished” (Kouzes and Posner, 2008, p. 32). They are the “moral compass” of how we live our daily lives. Have some discussion about how values are shaped and what influences our values.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where do values come from? What shapes/determines our values?</li> <li><input type="checkbox"/> How/why might values change over time?</li> <li><input type="checkbox"/> Are there times when we value something but our actions do not necessarily show it? Explain. Why do you think this happens?</li> </ul> <p>Let’s examine values more closely in terms of our own lives and what it means in terms of leadership.</p>
<p><b>Activity 1</b></p>	<p>Distribute the list of values to each student. Ask them to review the list. Clarify the meanings of any terms that are unclear to the students. They may also add any values to the list that have not been included. Have students complete the tasks in the following order:</p> <ul style="list-style-type: none"> <li>• Put a check mark next to their top 25 values</li> <li>• Highlight their top ten (or underline if highlighters are not available)</li> <li>• Rate their top ten with 10 being the least important and 1 being the most important</li> <li>• Explain their top five values</li> </ul> <p>Do a quick share of some of the students’ top values.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did anyone add any values to the list? If so, what?</li> <li><input type="checkbox"/> How easy/difficult was it to rank your values?</li> <li><input type="checkbox"/> Think back to your “personal best leadership experience.” What values were represented?</li> <li><input type="checkbox"/> Are there areas in your own leadership experiences that you feel your values are more apparent than others? Explain.</li> </ul>

<p><b>Activity 2</b></p>	<p>Explain to students that leadership isn't just about what we believe, but about having shared values and putting those values into action.</p> <p>Review the school/organization's mission statement.</p> <p>Distribute several Post-It notes to students and ask them to write down three to five values from their list that they have seen represented in the organization. Have students connect their examples to the mission and post them accordingly. Give students a chance to read the values others have posted. Students can stay in small groups for a small group discussion or return to seats for a whole class discussion.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What observations can you make about the values posted?</li> <li><input type="checkbox"/> What are the similarities between your top five values and those posted? Differences?</li> <li><input type="checkbox"/> Are there any values that were posted that you disagree with – either their placement or their role in our school/organization? Why?</li> <li><input type="checkbox"/> Are their values you notice have been forgotten or missed?</li> <li><input type="checkbox"/> How do these values influence what we do as members of this particular school/organization?</li> <li><input type="checkbox"/> How would the organization be different if we did not have a mission?</li> <li><input type="checkbox"/> How can/do leaders demonstrate these values/beliefs? Give specific examples.</li> </ul> <p>Emphasize that these documents and principles represent the shared values of leaders involved in the school/organization.</p>
<p><b>Activity 3</b></p>	<p>Leaders live and act by their values. They have clarity in what they believe, and they align their actions with their values. Refer back to the connection that values are like a compass because they provide direction and focus.</p> <p>Ask students to write their own analogies and then share them with the class.</p> <p>Complete the following phrases:  Values are like _____ because _____</p> <p>Teachers/advisers may want to post these or create a bulletin board to display students' work. For an additional challenge, students may create a reverse analogy.  Values are not like _____ because _____.</p>
<p><b>Summary/Evaluation</b></p>	<p>Ask students to summarize what it means to model the way in their own words and why it is important in leadership. Remind them that leadership is about doing, but it is also about purposeful and consistent actions based on shared values and how we demonstrate those values through our actions. It's not just about us as individuals, but who/what we represent.</p> <p>Students may be evaluated on:</p> <ul style="list-style-type: none"> <li>• Values handout</li> <li>• Analogies</li> <li>• Participation in discussion</li> </ul>

<b>Other Resources</b>	TSLC Chapter 3
<b>Additional Notes</b>	
<b>Source</b>	Kouzes, James, and Posner, Barry. <i>The Student Leadership Challenge</i> . San Francisco: Jossey Bass, 2008.