**IN-CLASS ACTIVITIES**

To be used with the Leadership Unit

You may choose to do all or some of the suggested activities below. Since these are

suggest ions, by all means feel free to add your own "spin" to customize the activities for your student s.

Leadership Activity #1

"Who Did It?"

Make a list of things teenagers may have had the opportunity to do from birth to their current age. (Answers will vary, but here are a few to get you started: played a team sport, played an individual sport, travelled to another country, planted a tree, rode an elephant, rode on a hot air balloon, etc.) The number of opportunities should match the number of students in your class. Give students a copy of this list and have them go about the room getting signatures on each activity, as it applies to members of the class. Allow about 10 minutes, and then see if anyone was able to get all the blanks filled.

MATERIALS NEEDED: Predetermined list designed by teacher, paper, and pencil.

DISCUSSION: Explain that many people share similar likes and dislikes. This is how groups are established. Ask if anyone found out something about a classmate they did not know before taking part in this activity. Ask the group if they had trouble getting their list filled out in 10 minutes. Discuss how this could be changed if a team effort was used when getting signatures.

NOTES:

**"Marooned" [Intended to be used after the multimedia presentations in the Leadership unit.]**

Divide the class into teams (by drawing numbers, colors, TV shows, etc.).

Students are marooned on a deserted island. Depending on how many students are on each team, have each team member list an item they would bring with him or her if they knew there was a chance they would be stranded. They must then discuss the items and select ONE ITEM per team.

Team leaders then write their choices on the board.

Have each team leader explain the entire team's suggestions and how they arrived at the ONE ITEM.

EXTENSION: have students hypothesize how life would be different with only the items the entire group brought with them to the island. Point out that the key to a successful operation is COMMUNICATION! If all groups were allowed to communicate with each other, the items could have been coordinated in a more efficient manner.

MATERIALS NEEDED: paper, pencil, whiteboard or poster board, and markers.

NOTES:

**"Take Me to Your Leader" [This activity helps students to recall, brainstorm and identify various leaders in business and industry.]**

DIRECTIONS:

Form exams.

Instruct the leader of each team to estimate the number of candies their group will need. (DO NOT disclose the objective of this lesson yet!} The leaders will need to get the amount they think they will need and take the candies to their groups. DO NOT LET THEM EAT THE CANDY! When all teams are ready, decide how much time you want to allow, and then give them the student directions.

MATERIALS NEEDED: Paper/pencil, Internet, assorted candy (miniature bars, individual packages, etc.)

DIRECTIONS TO STUDENTS: The objective of this lesson is to identify as many leaders in business and the industry as possible. Your team will need to brainstorm and identify one leader in business or the industry for each piece of candy at your table. You will need to list the company and the leader associated with it. At the end of the allotted time, your team will have to forfeit any candy that does not correspond to a name on your list!

After the time allotted has expired, (suggested: 15-20 min} have each team share their answers with the class. Discuss. Eat the candy as a reward!

a. ALTERNATIVE INSTRUCTIONS:

The business leader MUST be the current leader and he or she must still be alive. (This makes it a little tougher)

Divide the requirements into categories, such as: retail, sports, technology, entertainment, food, and transportation. (You may want to allow more time, but it is your option.)

NOTES: