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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Follow the Leader |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:  (C) Practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership  (E) Use leadership and team member skills in problem-solving situations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify characteristics that describe leaders * Identify personal leadership strengths * Participate in activities to enhance and improve personal leadership qualities * Demonstrate an ice-breaker activity |
| **Rationale** | A leader is a person who leads or commands a group or organization. Service learning activities need leaders to guide the projects and organize the events. Do you have the skills needed to lead? Let’s find out! |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Authoritarian:** of, relating to, or favoring blind submission to authority  **Characteristic:** a distinguishing trait, quality, or property  **Compromise:** a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute  **Democratic:** relating to the idea that all people should be treated equally  **Enhance:** to increase or improve  **Laissez-faire:** a philosophy or practice characterized by a usually deliberate abstention from direction or interference especially with individual freedom of choice and action  **Leader:** a person who leads  **Motivation:** the act or process of giving someone a reason for doing something  **Teamwork:** the work done by people who work together as a team to do something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow school district guidelines)   **Materials:**   * Glue * Markers * Scissors * Copies of handouts   **PowerPoint:**   * Follow the Leader   **Technology:**   * Free iPad App:   + Leadership Development Features the latest discussions, webinars and topics surrounding leadership skills training and development.<https://itunes.apple.com/us/app/leadership-development-brought/id504195894?mt=8> * TED Talks:   + TED Talks: Derek Sivers: How to start a movement With help from some surprising footage, Derek Sivers explains how movements really get started. (Hint: it takes two.) [https://www.youtube.com/watch?v=V74AxCqOTvg](http://www.tagxedo.com/?v=V74AxCqOTvg)   + What to Look for In Great Leaders: Gary Bertoline at TEDxPurdueU  What are the personal characteristics that connect great leaders throughout history? Dr. Gary Bertoline has identified the 5 attributes of authentic leadership and teaches us how to identify effective leaders, and even how we can become leaders in our own communities!  [http://youtu.be/7IHQyEC2GRU](http://www.ysa.org)   **Graphic Organizers:**   * Follow the Leader Notes * Follow the Leader Notes (Key) * I Am a LEADER * Lead and They Will Follow   **Handouts:**   * A Leader is …. * Rubric for Lead and They Will Follow Presentation * Where You Lead, I Will Follow |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Read the eHow article to understand how to play the game.   * How to Play Follow the Leader Kids everywhere love to play games, and few kids games are more universal than Follow the Leader. The rules are simple, but no two games are the same. Learn how to play Follow the Leader, and get ready to have fun.<http://www.ehow.com/how_2074033_play-follow-leader.html>   Chain of Command Clear space on a bulletin board or wall and add the letters for the title Chain of Command. This will be used in the Guided Practice section.  As students walk into your classroom, randomly pick three students to volunteer to be the leader of a game.  Have the three leaders stand in front of the classroom and instruct the remaining students to stand behind one of the leaders of their choice to form a line.  Explain to the leaders that they are to lead the group around the room and can run, walk, sing, dance or whatever he/she likes to do. Make sure the room is large enough to accommodate movement. Perhaps begin this lesson outdoors?  Instruct the rest of the students that they must do what their leader does or they will be out of the game.  Monitor the game and remove the students who do not follow the leader’s activities.  The last student from each group standing can be the new leader. The game can be played more than once if time permits.  Regroup and ask the following lessons:   * Why did you pick your leader? * Did he/she lead you in the right path? * Did you do everything exactly like he/she did? * Was it difficult to follow him/her? * Lead the discussion into what makes a good leader. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Follow the Leader Notes so that students may take notes during the slide presentation.  Introduce slide presentation Follow the Leader and lead a discussion about leadership.  View YouTube video:   * What to Look for In Great Leaders: Gary Bertoline at TEDxPurdueU   What are the personal characteristics that connect great leaders throughout history? Dr. Gary Bertoline has identified the 5 attributes of authentic leadership and teaches us how to identify effective leaders, and even how we can become leaders in our own communities! <http://youtu.be/7IHQyEC2GRU>   Continue the discussion on what makes a great leader.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for oral response * frequent feedback |
| **Guided Practice \*** | Chain of Command bulletin board or wall space.  Distribute graphic organizer I am a LEADER and instruct your students to write ten characteristics that would describe them as leader.  Students may use a copy of the handout A Leader is …. to assist them in deciding which characteristics best fit them.  Instruct students to cut the individual strips from the I a am a LEADER handout and glue the ends together making a chain. They will then attach their own chain to their classmate’s chains forming a long chain. This will signify a bond between them.  Hang the chain on the Chain of Command bulletin board and remind students that they can all be leaders with different characteristics.  View the TED Talk video:   * TED Talks: Derek Sivers: How to start a movement With help from some surprising footage, Derek Sivers explains how movements really get started. (Hint: it takes two.)<http://www.ted.com/talks/derek_sivers_how_to_start_a_movement>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * note-taking assistance * frequent feedback |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Leaders lead.  Now that students have described leadership characteristics, they can now lead a group.  Divide the class into subgroups of two.  Instruct your students to search for ice-breaker games that they can lead the class in. They may use websites such as Pinterest®, eHow® or other available sites.  Distribute graphic organizer Lead and They Will Follow so that students may plan the activity.  Distribute Rubric for Lead and They Will Follow Presentation so that students may understand what is expected.  Students will present the ice-breaker to the group at the end of the lesson.  Note: Monitor the groups so that each group has a different ice-breaker to present.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * praise efforts |
| **Lesson Closure** | Review terms, definitions, and objectives.  Distribute handout Where You Lead, I Will Follow and instruct students to determine their leadership strengths. |
| **Summative/End of Lesson Assessment \*** | Students will present the ice-breaker activity and will be assessed with appropriate rubric.  Instruct students to evaluate their ice-breaker activity on their handout Lead and They Will Follow.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * monitor participation * praise efforts |
| **References/Resources/**  **Teacher Preparation** | **YouTube:**   * TED Talks: Derek Sivers: How to start a movement With help from some surprising footage, Derek Sivers explains how movements really get started. (Hint: it takes two.)<https://www.youtube.com/watch?v=V74AxCqOTvg> * What to Look for In Great Leaders: Gary Bertoline at TEDxPurdueU  What are the personal characteristics that connect great leaders throughout history? Dr. Gary Bertoline has identified the 5 attributes of authentic leadership and teaches us how to identify effective leaders, and even how we can become leaders in our own communities! <http://youtu.be/7IHQyEC2GRU>   **Websites:**   * The Curriculum Center for Family and Consumer Sciences A Week of Service Learning A Joint Project of Service Learning Texas, Texas FCCLA, and The Curriculum Center for Family and Consumer Sciences<http://www.ccfcs.org/aweekofservicelearning/> * Texas Family, Career, and Community Leaders of America Texas FCCLA information and programs [http://www.texasfccla.org](http://www.texasfccla.org/) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Allow extra processing time * Provide graphic organizer to facilitate understanding * Allow drawings |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage students to read the following articles pertaining to this lesson:   * 7 Common Leadership Styles Some people are natural born leaders. Being a leader requires the ability to take control of a situation, make decisions and inspire others to follow.<http://www.ehow.com/info_8781762_7-common-leadership-styles.html> * Characteristics of a Born Leader When it comes to leadership, some people are better than others. But are the best leaders born with it, or can leadership abilities be acquired?<http://www.ehow.com/info_8663441_characteristics-born-leader.html> * How to Become a Leader Do you have what it takes to lead a team or organization? Some people say that great leaders are born. However, there are several tips and skills that one can adopt, which can help them develop great leadership qualities. <http://www.ehow.com/how_2110107_become-a-leader.html> * Reading Strategy Encourage students to connect reading and their life experiences or prior knowledge. |
| **Quotes** | Leaders aren’t born they are made. And they are made just like anything else, through hard work. And that’s the price we’ll have to pay to achieve that goal, or any goal. **-Vince Lombardi**  All good leaders are connectors. They relate well and make people feel confident about themselves and their leader. **-John C. Maxwell**  If you want to be a great leader, remember to treat all people with respect at all times. For one, because you never know when you’ll need their help. And two, because it’s a sign you respect people, which all great leaders do. **-Simon Sinek**  Good leaders must first become good servants. **-Robert Greenleaf** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I think \_\_\_\_\_\_\_\_\_\_\_\_ is a positive leader because………… * An outstanding leader of our country is \_\_\_\_\_\_\_\_\_ because …… * Characteristics of a leader include …. * Leadership in community service projects can lead to …. * If I could be like a famous leader in this country, I would be ….   **Writing Strategy:**   * RAFT Writing Strategy   + Role – student leader   + Audience – organization   + Format – instructions   + Topic – step-by-step directions for an ice-breaker |
| **Communication**  **90 Second Speech Topics** | * Three things leaders need to accomplish a project are …. * To be successful, leaders need …. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students may create a Tagxedo – a word cloud with style, using the adjectives from the handout A Leader is …. to describe what a leader is.   * Tagxedo Turns words — famous speeches, news articles, slogans, and themes, even your love letters — into a visually stunning word cloud.<http://www.tagxedo.com/> |
| **Family/Community Connection** | Students may be encouraged to volunteer to lead a community event in their city to benefit a favorite charity. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  [http://www.texasfccla.org](http://youtu.be/7IHQyEC2GRU)   * STAR Events   + Leadership An individual event, that recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development. Participants must prepare a portfolio and an oral presentation. |
| **Service Learning Projects** | True service learning is developed with student voice about concerns and needs. As the students are learning and researching this topic, ask them to think about ways they can maximize their learning to benefit others.  For more information, visit: [www.ysa.org](http://www.ysa.org/)  Brainstorm with your students for a service project pertaining to this lesson.  Example:  plan and organize a fundraising event for a local charity |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)