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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Arts, A/V, Technology & Communications |
| **Course Name** | Practicum in Fashion Design |
| **Lesson/Unit Title** | Leadership in Fashion Design |
| **TEKS Student Expectations** | **130.115. (c) Knowledge and Skills**  (8) The student implements leadership characteristics in classroom and professional settings.  (A) The student is expected to employ leadership skills to accomplish collective goals  (B) The student is expected to employ practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions  (C) The student is expected to conduct and participate in meetings using parliamentary procedure  (D) The student is expected to employ mentoring skills to inspire others |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will identify with successful leadership traits and will determine the characteristics necessary to be successful leaders.  **Specific Objectives**   * Students will explain what people look for in a leader. * Students will evaluate leadership roles. * Students will determine the type of leader they want to be or want to follow. |
| **Rationale** | Leadership is integral to our society – via careers, school, clubs, government, etc. How can one become a leader? What makes a good leader? |
| **Duration of Lesson** | 6-7 class periods to complete |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | |  |  |  | | --- | --- | --- | | **Leader** | **Chief** | **Manager** | | **Character** | **Boss** | **Mentor** | | **Officer** | **Guide** | **Guru** | | **Advisor** | **Direct** | **Head** | | **Organizer** | **Punctual** | **Control** | |
| **Materials/Specialized Equipment Needed** | **Materials Needed**   * Copies of all activities in this unit * Incentives (individually packaged goodies, if allowed) * Classroom Activities * Club Activities * Influential Leaders Report * Leader Traits Activity * Work Activities * How to Be a Team Player Presentation * Playbook Presentation   **Equipment Needed**   * Teacher computer * Projector (for digital presentation) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask students what they look for in a leader. * Ask what positive and negative skills attract or sway them from others. * Ask students if they have held leadership positions and if so, which type? |
| **Direct Instruction \*** | **Lesson Introduction**  Hand out Student Notes Sheet.  Have students write a leader’s name that comes to mind on the top of their handout sheet.  Present multimedia, “How to be a Team Player,” and lead the class in discussion. (Take about 15-20 min.)  Present multimedia, “Leadership Play Book,” and have students take notes. (About 15 min.)  Show “Leaders in the World.”  Go around the room and ask students to share the leader’s name they wrote down and tell why they chose that person. How many students chose the same person?  How to be a Team Player Outline  II. Are you sensitive when your friend has personal problems?  III. Are you on time when you are supposed to meet friends?  IV. Do you offer support or offer to find someone who can help?  V. Do you accept your friends as they are?  VI. Are you excited for your friends when something good happens to them?  VII. Do you eagerly lend a helping hand?  VIII. If you answered, “Yes” to the questions then you are on your way to being a great teammate!  Leadership Play Book  Together Everyone Achieves More  1. What makes a good team?  2. Knowledge -- Every member within the group has important information or skills to share. Learning is a life-long process. We grow as we learn.  Cooperation  1. All team members must work together in harmony. Everyone has a job to do to keep the team operating smoothly.  Flexibility   1. It is important for all team members to be able to adjust their ideas and to be able to set their opinions aside in order to achieve the goal the team is pursuing.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | The teacher will present the multimedia presentations and lead a class discussion during each one. Students will take the personality test and will self-grade to get the results. The teacher will lead the class in a debriefing to talk about what students discovered about themselves.  There are numerous activities in this unit. The order in which the activities are completed is up to the discretion of the teacher. It is suggested that the activities be broken up so that they are all completed within the recommended timeframe.  Note: there are a couple of activities that may be used as sponge activities. It is suggested these forms and the activities be kept in the students’ folders for later evaluation and to be used in the event a student should decide to run for club office.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Independent Practice**  Students will research an influential leader and write a 500 word essay on this person.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Review and discussion |
| **Summative/End of Lesson Assessment \*** | * There are different personality categories and everyone fits into at least one of them. * It is helpful to know what type personality a person has in order for them to work with others on a team. * Personality surveys are helpful for use in clubs and other organizations. * Leaders play a dual role when faced with responsibility. * Everyone possesses some element of leadership qualities.   **Informal Assessment**  Teacher monitors during activities to check for understanding.  **Formal Assessment**  Daily grades on class participation, completed activities, presentation, and essay.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/Teacher Preparation** | **Instructional Aids**   * Student handouts * Multimedia presentations   **Preparation**   * Secure a computer lab if one is not readily available. * Copy the handout sheets. * Have materials ready to go prior to the start of the lesson. * Have incentives ready, if specified in the activity. * Have a list of leaders handy to refer to during the lecture. * Identify a personality test from the Internet or another source for students to take before completing activities. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/ Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** | One purpose of the team leader activity is to demonstrate to students that compassion is a necessary quality of a great leader. Often, students choose their school or team leaders by how popular or smart they are, without considering that anyone with the qualities in this presentation would make a good leader. |

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)