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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 and Communication Career Cluster |
| **Course Name** | Practicum in Graphic Design and Illustration |
| **Lesson/Unit Title** | Leadership in Graphic Design and Illustration |
| **TEKS Student Expectations** | 130.116. (c) Knowledge and Skills  (8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (B) employ teamwork and conflict-management skills to achieve collective goals;  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;  (E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and  (F) employ mentoring skills to inspire and teach others. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Student will be able to:**   * Students will demonstrate skills necessary for leadership. * 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. * Students will demonstrate skills necessary for leadership by working in groups to develop a new programming language. |
| **Rationale** | Upon completion of this lesson, each student will identify with successful leadership traits and will determine the characteristics necessary to be  successful leaders. |
| **Duration of Lesson** | Six to seven class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Student handouts * Multimedia presentations (How to be a Team Player, Leadership Play Book, and Leaders Around the World)   **Materials Needed**   * Copies of all activities in this unit * Incentives (individually packaged candies)   **Equipment Needed**   * Teacher computer * Projector (for digital presentation) * Secure 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 lecture |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask students what they look for in a leader * Ask what positive skills and negative skills attract or sway them from others * Ask students if they have held leadership positions and if so, which type * Hand out Student Notes sheets |
| **Direct Instruction \*** | * 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 class in discussion. (Takes about 15-20 minutes) * Present multimedia, “Leadership Play Book” and have students take notes. (About 15 minutes) * 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?   *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 the class in 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 discussion.  It is suggested these forms and the activities be kept in the students’ folders for testing and used in the event a student should decide to run for club office.   * **Word Search** * **Who Did It?** * **Marooned** * **Take Me to Your Leader** * **Product in a Bag – Truth in Advertising**   *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 \*** | **Influential Leaders Report**  Research a leader in graphic design or illustration and write a 500-word paper. (Alternative: Research any leader for the report.)  **Character Traits of a Good Graphic Artist Leader**  With a partner, list the positive and negative character traits of a person who is a leader in the graphic design field. |
| **Lesson Closure** | There are different personality categories and everyone fits into at least one of them. It is helpful to know what type of personality a person has 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.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Summative/End of Lesson Assessment \*** | **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:*  None |
| **References/Resources/Teacher Preparation** |  |
| **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)** | SkillsUSA  Technology Students Association (TSA) |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)