



# Discovering Leadership

Grade Level: 9-10 Lesson Plan Timeframe: 90 minutes Program Topic: Leadership State: MO  
 Prepared By: Joyce Schebaum Chapter/School: Gasconade R-1

<b>Overview &amp; Purpose</b> Utilize FCCLA's Dynamic Leadership, to promote personal growth and leadership development. Then integrate leadership skills into all FCCLA National Program projects and activities.	<b>FCCLA National Program(s)</b> Dynamic Leadership, Power of One, Career Connections, Community Service, FACTS, Families First, Financial Fitness, Student Body, STOP.
---	--

<b>Lesson Plan Goals &amp; Objectives</b>	Ability to identify positive leadership skills, and apply them in everyday scenarios.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Poster board the size of paper</li> <li>• Paper-plates</li> <li>• Markers</li> </ul>
<b>Introduction of Subject</b> (Give and/or demonstrate necessary information)	What is leadership? <ol style="list-style-type: none"> <li>1. Define leadership. Definitions found in Dynamic Leadership.</li> <li>2. Show a sampling of pictures of leaders and tell why they are considered leaders.</li> </ol>
<b>Verification</b> (Steps to check for student understanding)	<b>Who are the Leaders? Activity</b> <ol style="list-style-type: none"> <li>1. Students will generate names of leaders.</li> <li>2. Divide students into groups. Three to four students in a group work well. Have them make their own airplane.</li> <li>3. Using color-coded paper plates or airplanes, have students label according to their group. Sample group headings: Community Leaders; World Leaders; Religious Leaders; Entertainment Leaders; Sports Leaders; Government Leaders; Family Leaders, etc.</li> <li>4. Students will write a name of a leader matching the group on their planes and then launch the planes to another group. Set a time limit, about 5 minutes. No repeat of names. At the end of the time limit, return planes to appropriate groups.</li> <li>5. Have groups select 2-3 names from the lists on their planes that they feel reflect that category. Each group shares names and tells why the selections reflect the category. Be prepared for examples of "poor leaders."</li> </ol>

<p><b>Activity 1</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Dynamite or Dynamic Leadership</p> <ol style="list-style-type: none"> <li>1. Examine the difference between a poor leader and a good leader.</li> </ol>
<p><b>Activity 2</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Leadership Is...Poster</p> <ol style="list-style-type: none"> <li>1. Give student groups poster-sized paper with Leadership Is...written in the middle.</li> <li>2. Ask students to write names of dynamic leaders around the border.</li> <li>3. On blank paper, have each student create a definition of leadership by finishing the sentence, Leadership Is...</li> <li>4. Students share their definitions with their group members.</li> <li>5. Using these definitions each group creates a group definition, writes it on the poster, and shares definition and selected dynamic leaders with class.</li> <li>6. Have students hang posters.</li> </ol>
<p><b>Summary/Evaluation</b> (Assign Homework, or Reflect on the Outcomes)</p>	<p>Assessment: Looking at Leadership</p> <ol style="list-style-type: none"> <li>1. List 4 leaders important in student's life</li> <li>2. Copy individual student definition of leadership</li> <li>3. Explain in paragraph format how the student can be a leader in his/her own family, career and community.</li> <li>4. Explain how student can use leadership skills, and identify specific roles they can take in an FCCLA National Program Project, such as an upcoming community service event.</li> </ol>

*By submitting this lesson plan you are giving FCCLA permission to publish your work on the FCCLA website, [www.fcclainc.org](http://www.fcclainc.org).*