
UNIT: PERSONAL LEADERSHIP**TOPIC: Leadership**
TIMELINE: 2-3 days

OBJECTIVES:

After completing this unit the students will:

1. Define leadership.
2. Analyze how actions effect other people.
3. Examine self-leadership and personal responsibility.
4. Assess/evaluate/analyze if leadership is an attitude or skill.
5. Identify leadership opportunities within the school and community.

MOTIVATOR/INTRODUCTION:

Have each student identify three leaders they respect and what they respect about those leaders. List some of the leaders on the board. Discuss where we would be without good leaders. Another word to describe leadership is personal responsibility. Good leaders are responsible for their duties.

INFORMATION:

1. **GOOD VERSUS BAD LEADERSHIP CLASS DISCUSSION--**Leadership is an important topic to be studied. The younger a person begins learning what leadership involves, the sooner our community and country will be a better place. There are all types of leaders, both good and bad. Ask the students to brainstorm a list of some great leaders: President of the United States, congressmen, principals, etc. Discuss the example of Adolph Hitler. Was he a leader? Of course he was. He had the ability to lead others, but his leadership resulted in bad things. Another good example of bad leadership is the inner city gangs.
2. **OUTFIT DISPLAY--**This class activity is designed to help the students realize that no two people, are alike and each has his/her own unique talent/ability which cannot be placed above or below another. You, as the teacher, are the key factor in helping the students understand this concept. (see page 4)
3. **WHAT IS LEADERSHIP--**It is important to help the student understand that there is a leader inside each of them. A leader does not have to be the one up in front of a group. A leader is a follower as well. At this point, have the students do Student Activity #1: Defining Leadership. Help them get started by brainstorming as a class what a leader might be. Write the responses on the board. Give the students time to complete their activity. (see page 5)

PERSONAL RESPONSIBILITY/LEADERSHIP OVERVIEW CONTINUED

INDIVIDUALIZED ACTIVITIES:

1. **EVALUATING MY ATTITUDE**--Have students complete the evaluation then discuss how important attitudes are, especially in relating to leadership. (see page 6)
2. **LEADERSHIP. . . AN ATTITUDE OR SKILL**--Have students complete the checklist of leadership qualities. Discuss the qualities they feel are most important in good leaders. (see page 7)
3. **TO KNOW YOURSELF**--Students should reflect on their lives as they complete this worksheet. Many of their answers may be private, they may want to share others. Do not pry if a student does not want to share this worksheet with the class. (see page 8)
4. **20 THINGS I LIKE TO DO**--In this activity the students are to evaluate the activities they like to do; do they like to be alone or with people. You may wish to discuss how being a leader involves the ability to get along with people even though you may not always like to be around a lot of people. (see page 9)
5. **WHO AM I NOW?**--It would be nice to provide the students with a heavy sheet of paper on which to make their collages. Encourage the students to be creative in this assignment. Have students place their names on the back of their collages and make a bulletin board from them. See if students can identify one another by the information found on the collages. (see page 10)
6. **A BALANCED LIFE**--After students have completed this activity, it is fun to have them share why they colored their wheels the way they did. (see page 11)
7. **BUILDING A BETTER YOU**--This assignment is best corrected by the teacher and not shared with the class. (see page 12)

GROUP ACTIVITIES:

CHALLENGE PROJECTS:

1. **INTERVIEW A LEADER**--This interview is self-explanatory. You may wish to have students share the information they learned with the class. (see page 13)
2. **LEADERSHIP WITHIN YOUR COMMUNITY**--This is strictly an individualized project. There is no need for students to share this information with the class. (see page 14)
3. **HELLO RESPONSE (page)**--This results of this activity are fun to share. As students share the responses they receive, they could write with colored chalk on a large strip of butcher paper and make a graffiti board. (see page 15)

PERSONAL RESPONSIBILITY/LEADERSHIP OVERVIEW CONTINUED

SUMMARY:

Everyone is a leader if they act responsibly. Some people choose to develop these leadership skills and share them with others. The most important thing about leadership is that you are true to yourself and honest with others.

RESOURCES:
