

LEADERSHIP: SMALL GROUP ACTIVITIES AND DISCUSSION

Large Group Activity (5 Minutes)

Make a chart on the board with two columns: “Leaders in history” and “Leaders Today.” Write down student responses as they call out the names of leaders. As names are given, ask the reason why they would follow them (i.e., George Washington gave hope to the country and was inspiring and brave.) Teachers should aim to get at least 5 names in each column.

SHOW THE VIDEO (16 Minutes)

Small Group Questions (15 Minutes - 5 per group, assign 3 or 4 questions)

Have students form small groups by sitting in small circles or around tables. Each group will write on the top of a piece of paper, “Characteristics of a good leader.” Announce these simple rules to the class before they begin:

1. Students take turns writing on the paper. When it is your turn, write down one characteristic of a good leader and then pass the paper to your left.
2. Students may not repeat characteristics already listed.
3. If you can't think of any characteristics, pass the paper on.
4. There is no talking allowed.
5. The group with the most non-repeated, acceptable characteristics wins.

If time allows, the teacher can repeat the activity with another topic: “Great things teenagers can do as leaders.” Students must write down attainable activities in which they could participate to develop leadership skills (i.e., campus service clubs).

Group Activity (5 Minutes)

In between each activity, spend no more than 3 minutes discussing all the characteristics the students were able to list. Ask the group with the most answers to read their completed list. Ask other groups to share any other characteristics not mentioned.

Prepare a resource page by listing clubs and other community activities that students can explore. Pass it out to the class.

WRAP-UP: LEADERSHIP

EVERYONE IS A LEADER AT SOME TIME OR ANOTHER.

- Some good leaders around you are obvious: school leaders, captains of sports teams, club leaders, etc.
- Other leaders are negative, like drug dealers or gang leaders.
- You influence your friends or younger brothers and sisters any time you voice your opinion, and that makes you a leader, even in a small way.

IF YOU DON'T WANT TO BE A LEADER, BE CAREFUL WHO YOU ARE FOLLOWING.

- Are they taking you where you want to go?
- Don't get dragged into drugs, gangs, partying, or ditching by friends who are influencing you and leading you by their actions. Take charge of your life and get new friends if you have to.

GOOD LEADERS NEED GOOD MORAL FOUNDATIONS.

- Hitler was a strong leader, but he was corrupt because he had a bad moral foundation based on hate and power, not on serving and helping the people who elected him.
- You can be a great leader, but you have a huge responsibility to lead people in the right direction. A good moral foundation and set of unwavering values will enable you to be a strong leader that can help others in a big way.

LEARN TO BE A LEADER BY VOLUNTEERING AND FINDING A GOOD MENTOR.

- Get involved in a school club or a project in your community or church that is helping others. True leadership starts by learning how to help others.
- Find a mentor, an older person who you look up to, who has the leadership skills you admire. By volunteering and spending time with that person, you will learn how you can be a leader.

HOMWORK: LEADERSHIP

HOMWORK Project: Who do we look up to?

The leaders in our world and their qualities have changed over the years. Leaders today may have a different set of values and traits than the leaders in our grandparents' day. In this exercise, you will be interviewing yourself and a grandparent (or if one is not available, interview a friend's grandparent or your own parent.) Ask the following questions:

1. Who were at least two leaders from your generation that you looked up to when you were a child? Include one person that you knew personally and one person who was famous.
2. What were the qualities that caused you to see them as leaders?
3. How did these leaders shape your attitudes and lifestyle at the time?

Respond to these questions yourself. Compare and contrast the qualities of leaders “then” versus “now.” Use the following questions to explain your conclusions.

1. How have the qualities of a good leader changed, if at all, since your interviewee was a child? Which generation had better ideals for leadership?
2. How might the world be different today if the values of your grandparents' leaders were the same values of today's leaders?
3. Do you think today's society would follow the leaders from your grandparent's generation? Why or why not?
4. What moral standards, if any, should all public leaders have to follow?
5. Write at least five “requirements for leadership” for any leader that you would want to follow (both famous and in your own peer group).
6. What role do you think moral values and ethics should play in a leadership?
7. Who are the people you look up to in your own peer group? How are their values different than what you hope to have when you are an adult?
8. What impact do leaders ultimately have on us individually and as a society?

HOMWORK: The foundation of leadership

Think of a person who you look up to. Make a list of 10 values that you think they demonstrate in their life (include work ethics, sexuality, compassion, tolerance, self-control, character or willingness to stand by their values, honesty, conviction, consistency, patience, etc. If you don't know their values in certain areas, list what you hope they would be. Write a paper addressing the following:

1. How does having good values make someone a good leader?
2. Where do you get your values (family, friends, church, culture, the media)?
3. Describe areas where you would like to improve your values to help you become a better person and a better leader, even among your friends. How will the values you choose affect your future and the lives of others?
4. What prevents you from standing by those values now?