



High School

National FFA Organization

## Lesson HS.1

### DEFINING LEADERSHIP

#### Unit.

Introduction to Leadership, Personal Growth and Career Success

#### Problem Area.

Introduction

#### Precepts.

Foundational

#### National Standards.

NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Identify at least 5 characteristics of leadership.
- 2 Define the term, "leadership."
- 3 Identify leadership opportunities available in daily life.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

Maxwell, John. *Developing the Leader Within You*. Nashville, Tennessee. Thomas Nelson Publishers, 1993.  
Suggested Videos: Remember the Titans, The Patriot, The Lion King.



## Tools, Equipment, and Supplies

- ✓ HS.1.AS.A-D-one per student
- ✓ HS.1.AS.E-one per group
- ✓ Transparencies
- ✓ Writing surface and markers
- ✓ Overhead projector
- ✓ TV and VCR (optional)



**Key Terms.** The following term is presented in this lesson and appears in bold italics:

- ▶ Leadership



## Interest Approach


**Leadership Island:** Handout HS.1.AS.A - "Leadership Trees" to each student. Split the class into groups of three to five students. Each group is to imagine they are stranded on Leadership Island. This island is loaded with "leadership characteristic trees." In order for the students to get off the island and back to civilization, each group must pick five different characteristics from the trees and develop a convincing case as to why these characteristics will help them become successful in life. Each group will pick one member to present their case to the Supreme Leader (the teacher). How convincing they need to be is up to the Supreme Leader who has power over whether the group stays stranded or returns to civilization. If the Supreme Leader determines the group has not developed a convincing strengthen their argument. Since this is an opening exercise the teacher should be mainly concase, then they must return to Leadership Island and strengthen their argument. Since this is an opening exercise the teacher should be mainly concerned with each group coming up with positive reasons why their leadership characteristics will help them be successful. There is no set right or wrong answer here. You are looking for simple, logical and positive reasons.

### Example:


1. Trustworthy - Needed in order to build both personal and business relationships.
2. Honesty - A key component to building trust.
3. Good listener - Necessary for developing an understanding of others needs.
4. Humor: People will enjoy being around you.



5. *Team development - The ability to put a team together can help accomplish more than someone working alone.*

 Imagine you and your group are stranded on Leadership Island. The only way for you to get back to civilization is to choose five leadership characteristics that you think are important to becoming successful. These characteristics can be found on the leadership trees you have in front of you. You must develop a case as to why these characteristics are important and present your case to the Supreme Leader, me. If your case is convincing, I will grant you passage back to civilization where you can create a successful future. You will have 6 minutes to complete this activity. Are there any questions? Go.

*To enhance this activity you could give out small pieces of candy (to simulate their pass to civilization) when each group successfully presents its case to you. After each group has finished this activity you can briefly discuss the following by eliciting two or three answers to the following question:*

 What did you find most difficult about this exercise?

*Students may find the most difficult aspect was selecting only five characteristics.*


## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify characteristics of leadership.

*This objective has two options available. Option 1 utilizes HS 1 AS B - Who Are the Leaders. Option 2 utilizes media and HS 1 AS C - Who Are the Leaders. A quality movie that illustrates leaders and leadership characteristics is very effective. Suggestions for movies include Remember the Titans, The Patriot, The Lion King, etc. If you utilize Option 2, this lesson will take more than one 50-minute period. You should always preview the movie in advance for content and time.*

### ►Identifying Leaders Activity

**.Option 1** - Give students HS 1 AS B and ask them to identify two leaders in each of the categories listed on the handout. Give students approximately five minutes to do this.

 - Using the handout provided, identify two people you consider leaders in each of the following categories - Local, State, National or International. Write their names in the spots identified on the handout. When I say "Leaders" you will have 3 minutes to select and write the names in the appropriate area. Are there any questions? "Leaders."

**Option 2** - Give students HS 1 AS C and begin video. They will need to keep handout available during movie in order to complete it. The number of leaders they identify will be affected by the movie used.





- You will need to follow along closely with this movie. As you view the movie identify two (or more) characters from the movie that you consider as leaders. Be prepared to explain why you chose those characters.

### ►Identifying leadership characteristics activity:

**Option 1** - Using HS 1 AS B have students identify leadership characteristics of the people they selected as leaders. Give students 5 - 6 minutes to complete this section. You might suggest having them refer back to HS 1 AS A for a list of leadership characteristics.



- Now that you have identified your leaders, list the leadership characteristics each of these people have that distinguish them as a leader.

**Option 2** - After movie has finished have students complete HS 1 AS C. You might suggest having them refer back to HS 1 AS A for a list of leadership characteristics.



- During the movie, you identified two (or more) characters you considered leaders. List what leadership characteristics distinguished each of them as leaders.

#### I. Characteristics of Leaders -from HS 1 AS A

- A. Vision Characteristics - Creative, Forward thinking, Enthusiastic, Establishes goals, Focused, Intuitive, Innovative, Change agent
  - 1. Relationship Characteristics - Compassionate, Motivates others, Understanding, Empathetic, Serving, Team developing, Respectful, Good listener, Appreciative of others
- B. Awareness Characteristics - Self-awareness, Global awareness, Community involvement, Environmental awareness, Open to diversity
- C. Character Characteristics - Courageous, Ethical, Persevering, Self-disciplined, Responsible, Humble, Loyal, Trustworthy, Honest, Sense of humor.
- D. Action Characteristics - Risk taker, Decision maker, Empowering, Problems solver, Strong work ethic, Evaluator of outcomes, Effective communicator.
- E. Continuous Improvement - Embraces innovation, Life long learner, Adaptability, Coachability.

### Objective 2. Define leadership.




- We have taken a look at various characteristics that are found among leaders. Let's now see if we can define what leadership is.

### ►Leadership Detectives:

*In this activity students will read stories of three leaders and try to determine the "Secret Definition" of leadership. Give students Handout HS 1 AS D. Have them read the stories. They may work together in pairs or small groups to determine the commonalities among these leaders and try to identify the secret definition.*




 - Imagine that you are now leadership detectives. Read the stories on the worksheet and pay attention to what these leaders have in common. You may work together in your groups to identify these common areas. See if you can determine the secret definition of leadership from these commonalities. There are two clues outside of the stories, one is at the beginning and one is at the end of the worksheet. It is a scrambled word that will provide you the key for the secret definition. If your group thinks they have come up with the secret definition, raise your hand but don't say it out loud. I will check to see if you are right. You have 10 minutes. Begin.

*After time is up, see if anyone has come up with the definition. The scrambled word is "INFLUENCE." Share this with the students if they have not unscrambled the word. Next write the following definition on a writing surface or use TM 1 A.*

**II. Leadership:** *is influence - the ability to obtain followers. -John C. Maxwell.*


*After giving the definition of leadership to students, spend a few minutes discussing that influence can be positive and negative. Have students share some examples from the stories. Examples: Positive - John F. Kennedy risked his life to save a fellow sailor; Negative-Adolf Hitler influenced people to hate and start wars.*

 - Now that we have defined leadership as influence, it is important to understand that leadership can have a positive or negative effect. What are some examples of both positive and negative effects of influence from these stories? Can you think of other examples of positive leaders and negative leaders?

**Objective 3.** Identify leadership opportunities available in daily life.

### III. Daily Leadership Challenge

*Give students handout HS 1 AS E. Have students work in groups to share examples of how people can influence others in a positive way on a daily basis. Students will score points for their answers. Refer to handout for these instructions. A point to be made is that each of us influences someone and that we do not have to be famous or in an elected position to be a leader.*

 - It is important to understand that you do not have to be famous or be the leader of a country to influence people. We all have opportunities to influence others on a daily basis. Using the handout provided, work together with your group to identify a maximum of 10 examples of daily leadership opportunities that people experience. Daily opportunities to influence people can be as simple as listening to a friend who has a problem or encouraging someone. Each example will be worth up to three points. The maximum total points that can be earned are 30. To receive all 30 points, each statement must answer three things: Who provided the influence, how did they influence and what was the result of that influence? One point is awarded for each of these three answers. The goal is to score the maximum of 30 points. Remember you must identify who did the influencing, how they influenced and what the result was to earn all three points. You have 10 minutes. Go!





## Review/Summary

*Show students a partial list of leadership characteristics using TM B. Have students pair up and using Eye Witness News Moment instruct students to pick at least three leadership characteristics they think are most important and briefly tell why. They will have 60 seconds. At the end of 60 seconds they switch roles of interviewer and interviewee.*



- We have talked about many leadership characteristics. You will now interview one another. One person will ask the other, "What three leadership characteristics do you feel are most important and why?" The person being interviewed will have 60 seconds to answer. At the end of 60 seconds switch roles and repeat this exercise.

*Continue using TM B. Show students the definition of leadership again. Using the Eye Witness News Moment, have students assign a color to influence and explain why.*



- As we stated earlier, leadership is influence. Using the interviewing exercise again, ask your partner what color is influence and why. You will have 60 seconds to come up with an answer. At the end of 60 seconds switch roles and repeat this exercise.

*Show students sample list of Daily Leadership opportunities at the bottom of TM B. Instruct students that during the course of the following week -or a time span you deem appropriate they are to identify three opportunities to influence someone in a positive manner. This will become part of their evaluation. You could also ask students to turn in a paper at the end of the week detailing their three opportunities to influence others.*



- For the next week, you are to identify three opportunities that you have had to influence someone in a positive manner. During the unit test you will be asked to write about the opportunities you had and what action you took.



## Application

### ►Extended Classroom Activity:

*Have students keep a journal for two weeks of the daily opportunities they have to influence the lives of others. As part of this journal they could also write about how they felt when they influenced someone in a positive manner.*

### ►FFA Activity:

*Project Pals or mentoring program with FFA. Arrange a visit for FFA members to a retirement home.*

### ►SAE Activity:

*Have students arrange a career visit and interview a person about the impact that influence between employer and employee can have in the work place.*





*HS 1 Assess*

**Answers to Assessment:**

1. Students can use any 5 of the examples of leadership characteristics from HS.1.AS.A.  
HS.1.AS.A.
2. Students could use 2 of the examples from HS 1 AS A. Explanation portion will vary with students.
3. Answers will vary based on the student's experience.

*Suggested Scoring:*

Question 1: 2 points for each characteristic.

Question 2: 1 point for each characteristic and 2 points for each explanation.

Question 3: 2 points for definition.

Question 4: 2 points for each opportunity and 2 points for each action.



## DEFINING LEADERSHIP

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1. List five leadership characteristics that were identified in this lesson.
  - a.
  - b.
  - c.
  - d.
  - e.
  
2. Pick out two leadership characteristics that you would like to strengthen in your own life and explain why.
  - a. Characteristic—  
Why—
  
  - b. Characteristic—  
Why—
  
3. What is the definition of leadership presented in this lesson.
  
  
  
  
  
  
  
  
  
  
4. List three opportunities you have recently had to influence someone in a positive manner. Explain what action you took with this opportunity.
  - a. Opportunity—  
Action taken—
  
  
  - b. Opportunity—  
Action taken—
  
  
  - c. Opportunity—  
Action taken—





**Leadership is influence—  
the ability to obtain followers.**

*-John C. Maxwell-*



## REVIEW OF LEADERSHIP

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What Leadership Characteristics Are Most Important To You.?

**Decision Maker?**

**Loyal?**

**Takes Risks?**

**Humor?**

**Creative?**

**Energetic?**

**Adaptable?**

**Responsible?**

**Understanding?**

**Honest?**

**Goals?**

**Confident?**

**Courageous?**

**Friendly?**

◆ Definition of Leadership—leadership is influence and the ability to obtain followers

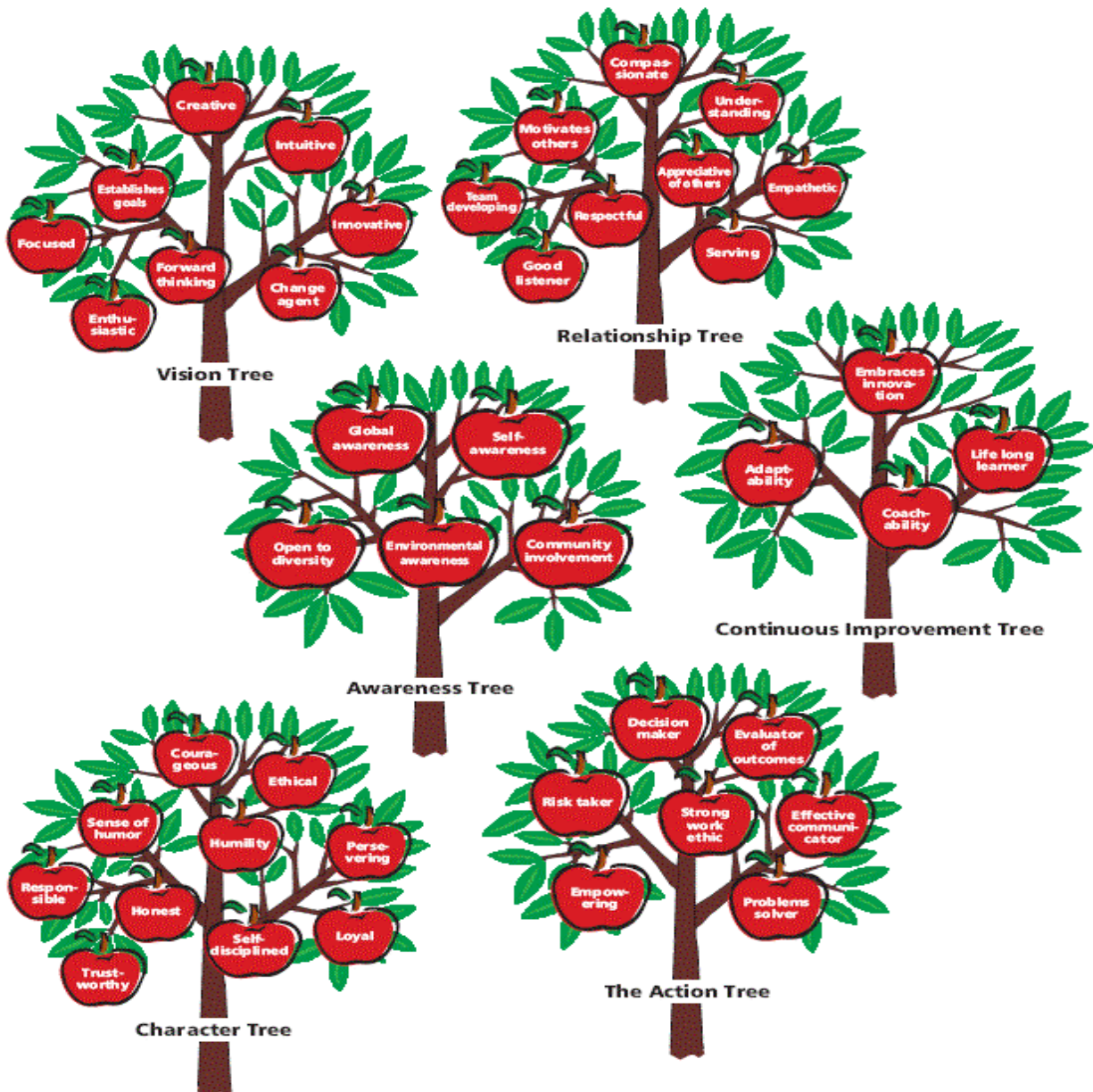
◆ Examples of Daily Leadership Opportunities

- ➔ Listen to a friend who may have a problem
- ➔ Encourage a teammate
- ➔ Sincerely compliment someone
- ➔ Help a friend study for a test
- ➔ Take charge of a committee in FFA
- ➔ Volunteer to do community service
- ➔ Pick up some trash you find in the school hallway



# LEADERSHIP CHARACTERISTIC TREES

The following is a list of trees and their characteristics. They are much like fruit trees only they produce characteristics that you can pick like you would apples or oranges. You can pick your characteristics from one tree or several.



## WHO ARE THE LEADERS?

Identify two leaders in each of the categories listed below. List two or three characteristics that distinguish these individuals as leaders.

### ►LOCAL LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

### ►STATE LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.



## NATIONAL OR INTERNATIONAL LEADERS

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.

Name:

Leadership Characteristics:

- 1.
- 2.
- 3.



## WHO ARE THE LEADERS?

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### -MEDIA OPTION-

As you watch the video identify two to five characters that you see as leaders. Also describe what characteristics they exhibited that influenced you to identify them as a leader.

► **Character 1:**

What qualities of leadership does this character exhibit.

► **Character 2:**

What qualities of leadership does this character exhibit.

► **Character 3:**

What qualities of leadership does this character exhibit.

► **Character 4:**

What qualities of leadership does this character exhibit.

► **Character 5:**

What qualities of leadership does this character exhibit.



# LEADERSHIP DETECTIVES

## WHAT IS THE SECRET DEFINITION OF LEADERSHIP.?

Read the following stories about three leaders who lived during World War II. Each of their stories points to the secret definition of leadership. Your first clue is at the beginning of the stories. At the end of the stories you will find a worksheet to compare what these leaders have in common. This may help you determine the definition. A second clue is at the end of the worksheet. The scrambled letters form a word that is key to the secret definition.

### ►First Clue:

The plural of the key is used some where in the stories.

**Franklin D. Roosevelt** was the thirty-second President of the United States. He became involved in public service and politics at an early age and was elected as a State Senator in New York. Hewas stricken with polio at age 39 and lost much of the use of his legs. He established a foundation to help other polio victims and inspired the March of Dimes organization that went on to fund a vaccine against polio. With encouragement from his wife and a friend, Roosevelt resumed his political career and became governor of New York. His personal charm and approach to helping the less fortunate made him very popular. He was elected President in 1932. Roosevelt was president during one of the most difficult periods in American history. He dealt with severe economic depression and World War II. Roosevelt acted quickly to develop government-funded projects to put people back to work. He was re-elected in 1936, 1940 and 1944. Roosevelt was the only President to serve more than two terms. His biggest challenge was leading America during World War II. He used weekly radio broadcasts called “Fireside Chats” to encourage the American people to stay strong and work to win the war. His programs brought the United States out of economic despair and his leadership made the world safe for democracy.

**John F. Kennedy** was born May 29, 1917 in Brookline, Massachusetts. He had three brothers and five sisters and grew up in a very wealthy lifestyle. As a young child he was often sick suffering from whooping cough, measles, chicken pox and scarlet fever. He was considered average in school. He was very active socially in school belonging to several student organizations. After graduating from college, he joined the Navy during World War II and was placed in command of a patrol torpedo boat. This boat was rammed and sunk by a Japanese destroyer. Kennedy and several members of the crew survived. Even though Kennedy sustained a back wound, he saved one sailor from dying in the ocean and led the rest of the crew to safety on an island, where they were rescued. He was later awarded for his heroism. Kennedy went on to write a book titled “Profiles in Courage” about people who risked their careers to fight for what they believed in. It won a Pulitzer Prize. Kennedy became involved in politics and appealed to many young people in the United States. He had a warm personality, was a very eloquent speaker and related well to people. In 1961, at the age of forty-three, Kennedy became the youngest man to ever be elected President. He was assassinated in 1963. Hundreds of thousands of people gathered in Washington for his funeral as millions watched throughout the world on television.





**Adolph Hitler** was born in Austria in 1889. He was a good student in elementary school but received poor marks in high school. He wanted to become an artist but his father did not encourage this. When Hitler was in his teens, both parents died. He was left with a modest inheritance to live on and earned extra money selling some of his artwork. He tried to gain entrance to the Academy of Fine Arts in Vienna but was rejected. Hitler joined the German army during World War I. He found war exciting and was twice decorated for bravery. After the war, Hitler was influenced by the German Worker's Party that supported the idea of rights for people of German heritage and dislike for people of different nationalities. Hitler became a leader in the party and changed the name to the National Socialist German Worker's Party. The group's name later changed to the Nazi party. Hitler was a very charismatic speaker and could stir crowds with his words. Germany was in the midst of a huge economic depression and Hitler promised the Nazi party could restore Germany. Hitler blamed Jewish people for many of Germany's social and economic problems. He was named as Chancellor by the German president. Less than a year later he declared himself dictator and began building up the military. He convinced many of his supporters that Germany was a superior nation and could dominate the world. He began World War II, which led to the death of millions including six million Jewish people.

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Make a list of what these leaders have in common. This may point you to the secret definition of leadership.

- 1.
- 2.
- 3.
- 4.
- 5.

### ►Second Clue

Unscramble the word and find the key.

F N I C N L E E U



## DAILY LEADERSHIP CHALLENGE

Think of everyday examples where people are influenced in a positive manner, including you. Discuss how family, teachers, coaches, ministers and friends can be a positive influence on you or others. While thinking of people who have influenced you or others, list how they were influential and what the result of that influence was.

### ►General Instructions:

The object of this exercise is to come up with a maximum of 10 examples of daily leadership opportunities that people experience. Each example will be worth up to three points. The maximum total points that can be earned are 30. To receive all 30 points, each statement must answer three questions: Who provided the influence, how did they influence and what was the result of that influence. One point is awarded for each of these three answers. You will have 10 minutes.

### ►Sample:

Who — My friend Sam

How — Encouraged me to go out for track and was always supportive.

Result — I earned a track letter at the end of the season. It helped my self-confidence

### Example 1:

Who —

How —

Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

### Example 2:

Who —

How —

Result —

Total Points: 1–3 points for each statement \_\_\_\_\_



Example 3:

Who —  
How —  
Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 4:

Who —  
How —  
Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 5:

Who —  
How —  
Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 6:

Who —  
How —  
Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 7:

Who —  
How —  
Result —

Total Points: 1–3 points for each statement \_\_\_\_\_



Example 8:

Who —

How —

Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 9:

Who —

How —

Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Example 10:

Who —

How —

Result —

Total Points: 1–3 points for each statement \_\_\_\_\_

Total Points of all statements \_\_\_\_\_

