**Leadership 2009-2010 Lesson Plan**

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| **When** | **Learning Intention** | **Succeed Criteria** | **Learning Engagement and Assessment** |
|  | Students can describe the qualities that makes a good leaders | * Students list some qualities that possibly makes good leader * Students can use food to interprete their understanding of leadership qualities. | **Pre-assessent**: Create a recipe for cooking up leadership/ cook. (Prepare some snacks and let them think a leadership quality that each food item reminds them. Think also the amount of the food (food composition) |
|  | Identify the main types of leadership style. | * Students identify the situation associated with certain leadership style * Students can explain about the process of making decision in each style * Students can describe the leader characteristic in each style. | **Tuning In**: Situated role play (each class represents each type of leadership style). Students will create a graphic organizer to show the differences between 3 leadership styles chosen. |
|  | Students understand 12 leadership characteristic | * Students describe a leader characteristic * Students analyze one leadership quality by making up a story | **Finding information**:  Studnets willl receive either characteristic or the description then they have to find their match. Afer they understand the meaning, students will make up story about a leader and describe their leadership qualities/characteristic in that **story** |
|  | Students understand the implication of leadership qualities from some famous strong leaders. | * Students read the article or books thoroughly. * Students are able to identify the problems they face and how they solve it. * Students analyze the leadership qualities and that is displayed by the leader charcters in the book * Students recognize the leadership syles used/dominating the leader in the book. | Finding out:   * List the lifetime achievement influeneced by their leadership characteristic and the styles. * Nominate the best leader from the article they read and explain why. * Ask students to think about one person who they regard as being a good, strong leader. Get the students to write down 4 things that they think makes this person a strong leader (it can be from any field).Discuss the feedback from this exercise - try to make a list of characteristics that define (at this stage) what makes a good leader. |
|  | Understand factors affecting styles and demonstrate an ability to apply different leadership styles and characteristics to different situations. | * Students will analyze the situation in each activity * Describe the relationship between the members and leader * Recognize the time available and use it wisely * Identify person who handle the information or order/command * Understand the type of each task (structures, complicated or simple) * See the problems in the team an dthe stress level * examine the involvement of every member and see thecharacteristic of the leaders   **Play ‘machines’**  **Act out the machine and let others guess. (Ask: how the machine will work if one part is missing? How is your machine is like your working group?)** | Two game in rolling activity:  **Building a card castle.** In groups they will build a structure using card (laissez-faire)  **Jump together.** They will jump together to compete based on targeted time or distance (autocratic)  **Human knot.** Students will hold hands (one’s left to other’s right hand, vice versa) and they have to untie to make a circle. (democratic)  Students then find out what leaderhsip styles used in each activity. Then they answer some of guiding questions: why we use the leadershipstyle? Can we use other style, what makes us use the style? What is the impact if we choose other style? What problem associated with this activity? Who make a decision?how many time you have? How is the type of task? How you solve it or make decision? What are the consequences of your decision?  **Assessment:** teachers can read some situaton where sudents must decide what leadership syles used. |
|  | Show an understanding of the process by which individuals and groups cope with decision-making. | * Students describe the problem clearly * Student give some possible solutions * Analyze the possible impacts of each solution * Make a final decission from the solution which have the most minimal impact | **Sorting out**:   * Guess speaker will explain about what kind of leader they are * Students do interview to parents, and asked questions about things that they still concerns. (their dominating leadership syles, the problems they face, how they make decision, what are the consequences from their decision.   Assessment:  Students then will create a report to explain about the leader profile, what problems that they usually they faced, how they follow a process of making decisison to solve the problems, and what are the consequences when they decide something.  Then students will create a chart to show how problem is solved. |
|  | Demonstrate an understanding of the problems associated with different leadership styles in an organization. | * Analyze the problems happen in a group of working people/environment * Explain how leadershi[ tyles are chosen to solve decision |
|  | Demonstrate an understanding of the advantages and disadvantages of different leadership approaches to a problem | * Analyze the consequences of the leadership styles chosen. * Identify the impact of each decision made. * Decribe the rpoblems in details |
|  | Students can understand the leadership skills application in real life experience | * Students use interesting game/activity to interact audience * Student understand the leadership qualities displayed in the games * Students apply one leadershp styles in their game | **Going further**: it can be called as mini summative task where they have to use their skills to |