

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Being a Leader

Practical Problem

What should be done about using leadership skills?

References Used for this Lesson

Family, Career and Community Leaders of America, Inc. Get Connected to Families' First, Financial Fitness, Student Body, FACTS, CD-Rom. Reston, VA: 2002 FCCLA, Inc.

Family, Career and Community Leaders of America, Inc. *Planning Process*, Reston, VA:

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002. Instructional Materials Laboratory, University of Missouri-Columbia

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership. Process Module 1

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

B.7 Apply leadership skills (Application)

Missouri Show-Me Goals/Standards Addressed

- 1.1 Identify problems and define their scope and elements
- 1.6 Examine problems and proposed solutions from multiple perspectives
- 4.5 Develop, monitor, and reverse plan of action to meet deadlines
- 4.6 Identify tasks that require a coordinated effort and work with others to complete those tasks

National Family and Consumer Sciences Standards Addressed

- 1.2.4 Demonstrate teamwork skills in communication and work place settings.
- 1.2.6 Demonstrate leadership skills and abilities in the workplace and community.

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Define good leadership skills. (Knowledge)
2. Explain good leadership skills. (Comprehension)
3. Identify good and poor leadership styles (Application)
4. Construct a model of a good leader (Application)
5. Apply leadership skills to a personal/family/work situation. (Application)

Instructional Strategies

1. Define good leadership skills. (Knowledge)
Students use round robin/note pads to gather vocabulary that define some good leadership skills. (Knowledge, Cooperation, Communication)

Student groups share lists with whole class. Compile a list of leadership skills on the board or chart. (Knowledge, Cooperation, Communication)

Discussion – Note: which are most important for different leaders to possess?

Questions for Discussion/Formative Assessment

1. *Why are some leaders able to be dishonest when that is a basic trait of a good leader?*
2. *How did using round robin/note pads help your group to cooperate?*
3. *How did using round robin/note pads help to generate more ideas on leadership?*
4. *What communication skills did you use to compile the list of leadership skills?*

2. Explain good leadership skills. (Comprehension)
Present scenarios from life to the students. Students will work in groups to explain how good leadership skills can help the following situations. (Comprehension)

As students work to explain the leadership skills needed ask them to identify the cooperation and communication skills used in your group. Use “Teamwork: How Effective Were We?” p. 110. (*Alternative Assessments*)

Check the leadership skills from the list used as a part of this assignment

Scenarios: Neighborhood problem #1: Loud dog at someone’s house.
Neighborhood problem #2: Cars traveling too fast on residential streets.
Family problem #1: Loss of income in family.
Family problem #2: Divorce or death of a family member.
Family problem #3: Chores not getting done.
(Communication, Cooperation, Leadership)

Questions for Discussion/Formative Assessment

1. *How easy was it to identify the leadership skills needed to resolve each scenario?*
2. *Tell how you would put these leadership skills in to action for each scenario.*
3. *Give an example of how you have used these leadership skills to resolve a personal concern.*
4. *What communication and cooperation skills did you use in your group?*
5. *How did the “Teamwork: How Effective Were We?” help you to identify your use of leadership skills?*

3. Identify good and poor leadership skills. (Application)
Students construct a T-chart of effective and ineffective leadership skills and the consequence of each. Students work cooperatively to list effective and ineffective

leadership skills from the list compiled in Instructional Strategy #1. List the leadership skills on the T-chart. (Cooperation, Leadership)

Questions for Discussion/Formative Assessment

1. *What is the consequence of using/not using each leadership skill?*
2. *How would you relate the use of leadership skills to daily use?*

4. Construct a model of a good leader. (Application)

Work together using paper and items around the room to construct a 3-D model of a good leader. Label the parts.

Use Jig Saw to present an oral report to the class. As a part of the report, explain the group's model.

Encourage students to summarize the main points, speak clearly, present the model so the group can see it, and involve the group as a part of the presentation. (Application, Leadership, Communication)

Display models in the classroom.

Questions for Discussion/Formative Assessment

1. *What are the differences in each model?*
2. *What communication techniques were used in the groups to present the models?*

5. Apply leadership skills to a personal/family/work situation. (Application)

Apply leadership skills to a personal/family/work situation. Identify an FCCLA project from Families First, FACTS, Financial Fitness, Student Body, Career Connections, or STOP.

Use the FCCLA Planning Process to plan the project. Use a digital camera to capture pictures showing the use of leadership skills. Use the scoring guide from the FCCLA program selected to show completion of project. Include 1 page explaining how you used leadership skills. (Technology, Leadership, Communication, Management)

Questions for Discussion/Formative Assessment

1. *How does using the planning process make accomplishing a group task easier?*
2. *Why are leaders important to groups?*
3. *In what settings is leadership important?*

Assessments

Paper/Pencil:

1. Write a definition of leadership. (Knowledge)
2. Identify effective and ineffective leadership skills from a list. (Application)
3. Write a one page paper explaining how you used leadership skills in completing the FCCLA project you developed for Instructional Strategy #5.

Classroom Experiences:

1. Apply "Teamwork: How Effective Were We?" to cooperative group work. See Instructional Strategy #2. (Application)
2. Explain how teamwork helped identify leadership skills for the scenarios and the leadership skills you used. Utilize "Teamwork: How Effective Were We?" from Instructional Strategy #2. (Comprehension)

3. Construct a T-chart of effective and ineffective leadership skills. Write a summary of the consequences using effective or ineffective leadership skills. (Application)
4. Construct a 3-D model of leadership. Present an oral report to the class explaining the groups model. (Application) (Comprehension)

Application to Real Life Setting

1. Utilize an FCCLA Program to apply leadership skills-See Instructional Strategy #5. Complete the project scoring guide provided in the FCCLA program guide. (Application)