

MODEL THE WAY

MODEL THE WAY is one of the five practices for exemplary leaders. From the book: *The Student Leadership Challenge – The Five Practices for Exemplary Leaders*

Grade Level: 6-12

Lesson Plan Timeframe: 1 45 minute class period

Program Topic: Model the Way

<p>Overview & Purpose</p> <p>In order for students to be role models and effective leaders, it is important for them to define what is important to them as individuals and as a member of TSA. This lesson helps students examine various values they feel are important to them and their relationship to TSA.</p>	<p>Relevance to STEM Careers</p> <p>All</p>
<p>Lesson Plan Goals & Objectives</p>	<p>Focus on personal-best leadership experiences and examine the role of values in leadership.</p> <p>Identify personal values and rank in order of importance.</p>

Materials Needed	<p><u>Supplies</u> Paper Pen/pencil Highlighters or markers Overhead projector/computer Post-It notes – several per student</p> <p><u>Students Complete Before This Lesson</u> My Personal Best Leadership Experience</p> <p><u>Handouts</u> My Personal Best Leadership Experience handout – one copy per student</p> <p>Values Exercise (one per student) <i>Note: When duplicating, print one-sided rather than two-sided so students can lay handouts side-by-side and view their list in its entirety.</i></p> <p>Copy of TSA’s mission statement</p>
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Introduction of Subject

Ask the students to share with another student their personal best leadership experience. Ask for a few volunteers to share their personal best with the class.

Post the following quote from The Student Leadership Challenge (TSLC). “You can’t do what you say if you don’t know what you believe. You can’t do what you say if you don’t believe what you’re saying” (Kouzes and Posner, 2008, p. 42). Give students several minutes to respond to the quote.

- What does it mean?
- Do they agree/disagree and why? Share examples and experiences that support their position.

Share and discuss. Explain that this quote is talking about values. Values according to TSLC are “enduring beliefs about how things should be accomplished” (Kouzes and Posner, 2008, p. 32). They are the “moral compass” of how we live our daily lives. Have some discussion about how values are shaped and what influences our values.

Possible discussion questions:

- Where do values come from? What shapes/determines our values?
- How/why might values change over time?
- Are there times when we value something but our actions do not necessarily show it? Explain. Why do you think this happens?

Let’s examine values more closely in terms of our own lives and what it means in terms of leadership.

Activity 1

Distribute the Values Exercise to each student. Ask them to review the list. Clarify the meanings of any terms that are unclear to the students. They may also add any values to the list that have not been included. Have students complete the tasks in the following order:

- Put a check mark next to their top 25 values
- Highlight their top ten (or underline if highlighters are not available)
- Rate their top ten with 10 being the least important and 1 being the most important
- Explain their top five values

Do a quick share of some of the students' top values.

Possible discussion questions:

- Did anyone add any values to the list? If so, what?
- How easy/difficult was it to rank your values?
- Think back to your "personal best leadership experience." What values were represented?
- Are there areas in your own leadership experiences that you feel your values are more apparent than others? Explain.

Activity 2

Explain to students that leadership isn't just about what we believe, but about having shared values and putting those values into action.

Review TSA's mission statement.

Distribute several Post-It notes to students and ask them to write down three to five values from their list that they have seen represented in the organization. Have students connect their examples to the mission and post them accordingly. Give students a chance to read the values others have posted. Students can stay in small groups for a small group discussion or return to seats for a whole class discussion.

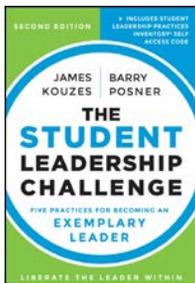
Possible discussion questions:

- What observations can you make about the values posted?
- What are the similarities between your top five values and those posted? Differences?
- Are there any values that were posted that you disagree with – either their placement or their role in our school/organization? Why?
- Are their values you notice have been forgotten or missed?
- How do these values influence what we do as members of TSA?
- How would TSA be different if we did not have a mission?
- How can/do leaders demonstrate these values/beliefs? Give specific examples.

Emphasize that these documents and principles represent the shared values of leaders involved in TSA.

<p>Activity 3</p>	<p>Leaders live and act by their values. They have clarity in what they believe, and they align their actions with their values. Refer back to the connection that values are like a compass because they provide direction and focus.</p> <p>Ask students to write their own analogies and then share them with the class. Complete the following phrases: Values are like _____ because _____</p> <p>Teachers/advisors may want to post these or create a bulletin board to display students' work. For an additional challenge, students may create a reverse analogy. Values are not like _____ because _____.</p>
<p>Summary/Evaluation</p>	<p>Ask students to summarize what it means to model the way in their own words and why it is important in TSA. Remind them that leadership is about doing, but it is also about purposeful and consistent actions based on shared values and how we demonstrate those values through our actions. It's not just about us as individuals, but who/what we represent.</p> <p>Students may be evaluated on:</p> <ul style="list-style-type: none"> • Values Exercise • Analogies • Participation in discussion

<p>Additional Resources for Teaching Model the Way</p>	<p><i>The Student Leadership Challenge</i> – Five Practices for Exemplary Leaders Chapter 3</p> <p>“It’s All in a Name” activity</p> <p>“A Leadership Point of View” activity</p> <p>Liberty Mutual ad “Helping Hand is Contagious” - available on YouTube and can be downloaded locally via www.Vdownloader.com</p>
<p>Source</p>	<p>Kouzes, James, and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>



INSPIRE A SHARED VISION

INSPIRE A SHARED VISION is one of the five practices for exemplary leaders from the book, *The Student Leadership Challenge – The Five Practices for Exemplary Leaders*.

Grade Level: 6-12

Lesson Plan Timeframe: 1 to 3 45 minute class periods

Program Topic: Inspire a Shared vision

<p>Overview & Purpose Inspiring a shared vision can be difficult for any leader, especially a teenager. Teens are still developing the ability to set long term goals, envision what the end result might look like and communicate that vision to empower others.</p>	<p>Relevance to STEM Careers All</p>
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<p>Lesson Plan Goals & Objectives</p>	<p>Clarify the meaning of “inspire a shared vision.” Identify characteristics of leaders who inspire action. Create a visual representation of the process for achieving a project goal.</p>
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Materials Needed	Supplies for each student
	Pen or pencil Plain paper Construction paper Glue Scissors Colored Markers

Magazines for the class to share

CD player/projector/computer

CD or YouTube of “Dream Big” by Ryan Shupe and the RubberBand

Handouts

[Mapping Your Path](#) – one per student

[Dream Big Lyrics](#) **Inspire a Shared Vision**

Extra! Extra! Read All About It!

Objectives

- To assist the leadership team to develop a shared vision of the future.
- To surface different views of the future within the leadership team.

Audience

The leadership team of the organization

Time Required

60 to 90 minutes.

Materials and Equipment

- Writing paper and a pen or pencil for each member of the leadership team.
- Flip chart, paper, and felt-tipped markers.
- Masking tape to post chart paper.

Area Setup

A room with a chair and a writing surface for each member of the leadership team. Team members should be seated so that they can see each other, the facilitator, and the flip chart.

Process

1. Before beginning the activity, meet with the team leader to identify a trade paper, local newspaper, or some other print outlet that would be likely to print a newsworthy article about the organization.
2. When the leadership group is assembled, announce that the purpose of this activity is to surface different views of how the organization will grow and change over the next ten years. Tell the leadership group to imagine that they are now ten years in the future. Write that date on the flip chart.
3. Ask each member of the leadership team to write the headline and the first few paragraphs of an article that has appeared in the print media outlet chosen in Step 1 above. Write the name of this paper on the flip chart, emphasizing that this is an article that has appeared in the _____ paper on this date, ten years in the future. The article describes the several accomplishments that the organization has achieved during the past ten years and where it seems to be currently headed. Allow 15 to 20 minutes for this part of the activity. Remain available to answer any questions and to urge early completers to flesh out their story.
4. Once it appears that all the participants have completed their stories ask for a volunteer to read aloud his or her story, followed by another volunteer until everyone has had an opportunity to read his or her story. No questions or comments should be allowed during the serial reading of the stories.

5. Record the major theme(s) of each story on the flip chart, checking with the participant whether the essence of his or her story has been captured in writing.
6. Ask the leadership group to review the flip charts to determine the common views of the future that have been captured and which ones are disparate. Capture the common themes on a fresh sheet of chart paper and help the team reach consensus about how to rank order these common themes. The group needs to decide what to do with the disparate themes, to include them or not.
7. Ask a volunteer subgroup of the leadership team to be responsible for drafting a single, coherent statement about what has emerged from this activity about the desired future state of the organization and the policies and actions necessary to achieve that future state.
8. After the subgroup has had sufficient time to complete its work, it should share its product with the entire leadership team via email, and this product should serve as the focus of the next meeting of the leadership team as it strives to develop a shared view of the desired future of the organization—one to which they are willing to commit the necessary time and energy to achieve.

Source: The Leadership Challenge Activities Book, Wiley Publishing
-- one per student

<p>Introduction of Subject</p>	<p>Ask students to think about people, past and present, who have inspired others to work towards a common goal. These might be coaches, political figures, or people in their own lives such as family members, TSA advisors peers, religious figures or coaches.</p> <p>Ask the students to brainstorm a list of nationally recognized individuals who have inspired others to work towards a common goal. Possible subjects include: Martin Luther King , Jr. Winston Churchill, President Barack Obama, Susan B. Anthony, Maya Angelou, Princess Diana, or others.</p> <p>Now ask students to generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Think about people who have a vision of where they want to go or take people and how they have inspired others toward that vision, These could be peers, TSA advisors, school/organization leaders, family members, religious figures, community members, etc.</p> <p>After the lists have been brainstormed, discuss qualities and traits that these charismatic leaders had/have in common.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What is/was their cause/purpose? • How do/did they get others to believe in their cause? • How do /did these leaders make an impact? • How do/did they communicate their aspirations? • What were people’s reactions to these leaders? <p><i>Variation: Break students into groups and ask each group to take a person from the lists. Students discuss in small groups and report back to the class. Record common themes and ideas on the board. Or break the class in half and ask one group to generate common themes and ideas for the first list and the other group to generate common themes and ideas from the second list.</i></p>
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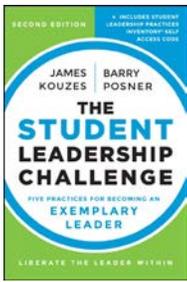
	<p>Share with students that the second practice of the five leadership practices is Inspire a Shared Vision. According to <i>The Student Leadership Challenge – Five Practices for Exemplary Leaders</i>, leaders believe in the future and the possibilities it brings. They also inspire others to believe in a common goal and work towards accomplishing great things. Each of the leaders we discussed today has done just that. They are/were passionate about a vision they had for the future and inspired others to take action.</p>
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<p>Activity 1</p>	<p>Before they can inspire others, leaders need to have a clear, purposeful vision. We often consider our goals and think about our dreams, but we don't spend time really thinking about what they look and feel like. In order to bring clarity to one's vision, it's not only important to consider the end result but also what it's going to take to get there. Professional athletes do this all the time. Before a game or a match, they often visualize what that competition is going to look like from beginning to end, focusing on how to get to the victory. They play the mental "what if" game, imagining all possibilities of what it's going to take in order to reach their victory. The same exercise can be equally as effective in working toward accomplishing our own personal victories.</p> <p>Ask the students to close their eyes and lead them through a visual imagery exercise. Use the following prompts to guide students to not only think about but also to visualize their goals, futures, and dreams. Be careful to pause between prompts in order to give time for students to create visual pictures and really imagine the possibilities.</p> <ul style="list-style-type: none"> • Think of a goal or dream you want to accomplish. This might be something you are currently working on such as a TSA competition or a goal/dream for the future – perhaps your career path. Maybe something you've considered but haven't had the time to really focus on it lately. • Imagine the day you accomplished your goal. Picture yourself in that environment. What do you look like? What are you saying and doing? Who else is there? Imagine the environment; what does it look like? Smell like? Sound like? How do you feel? • Now think back to what it took for you to get to this point in your life. How long did it take you? What sacrifices did you have to make? What were the little victories you were able to celebrate along the way? What were the victories that you knew were bringing you that much closer to where you are today? • What was that road like? Was it smooth and uneventful or bumpy and turbulent? What obstacles did you encounter? How did you work through these obstacles? Consider the time it took to get through each one. • Now picture yourself today and think about the route you are going to take to get to your next goals. <p>Ask students to open their eyes and take five minutes to journal what they envisioned (this could be writing, pictures or a combination of both). Provide an opportunity for the students to share with the class.</p>
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<p>Activity 2</p>	<p>Now that they have taken some time to visualize their goal/dream, let's take some time to bring even more clarity to this vision.</p> <p>Ask the students to consider the dream or goal they want to accomplish. Remember, this can be something personal like graduate from high school or college, a dream job or career they are working towards, or something that involves a group or organization they are working with such as competing in a TSA competition or winning at the national level.</p> <p>Now take a minute to identify a concrete object or activity that could serve as a metaphor for your goal. Some examples to help students generate ideas could include: accomplishing _____ is like running a marathon, climbing a mountain, or sailing a ship (Kouzes and Posner, 2008, p. 70).</p> <p>Pass out the "Mapping Your Path" handout and review the guidelines and expectations of the activity. <i>Note:</i> Teachers/advisers may need to adapt the collage activity in "Mapping Your Path" in order to meet the needs of students. If layering is too complicated or there are too many components, adjust so that it is meaningful to the level of learner you are working with.</p> <p>Connect the students back to the introductory activity of this lesson about charismatic leaders who inspired others through their passion and commitment to their cause. How might students inspire others to work toward a common goal? (If their collage represented a personal goal, how might they apply this process to a group setting/aspiration?)</p> <p>Possible discussion questions after the students have presented their collages to the class:</p> <ul style="list-style-type: none"> • What observations can be made about people's goals, dreams? • Which goals were personal/individual goals and what goals were related to a group? • As a TSA competitor, what happens if others do not see your vision or agree with your vision? • Now that we've created a vision, how can we take this one step further to inspire others? • Explain that part of the process of inspiring a shared vision is listening. What did you learn about each other as you listened to students' presentations?
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	<ul style="list-style-type: none"> • What themes/common ideas were shared among each other? • If you we were to complete a class project, what are some ideas you could take from listening to each other?
Activity 3	<p>Play the song, “Dream Big” by Ryan Shupe and the RubberBand and distribute the lyrics so students can follow along. If YouTube is accessible, there are also several versions of videos that could be shown. Repeat the song a second time for students to think about what the lyrics mean.</p> <p>Ask students to pick a line or phrase in the song that they can connect to their collage/goal and its relationship to inspiring others. Allow time for each student to share his/her connection.</p>
Summary /Evaluation	<p>Explain that is important for leaders to be clear in their vision before they can expect others to follow. Whether it’s working on a TSA competition or leading the chapter as an officer or committee chair , a shared vision needs to exist to give purpose and direction to the experience. As an organization/school do we have a shared vision? If not, should we? What should that vision look like? How can we make that vision more apparent and inspire others?</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Metaphor collage • Participation
Additional Resources For Teaching Inspire A Shared Vision	<p><i>The Student Leadership Challenge – Five Practices for Exemplary Leaders</i> Chapter 4</p> <p>Extra! Extra! Read All About It activity</p> <p>What Does Success Look Like? activity</p> <p>Martin Luther King, Jr. “I have a Dream Speech” – available on YouTube and it can be downloaded locally via www.Vdownload.com</p> <p>There are several websites that have copies and/or clips of speeches for reading, viewing, and listening. Some suggested sites are:</p> <ul style="list-style-type: none"> • Famous Speeches and Speech Topics: www.famous-speeches-and-speech-topics.info/ • Time magazine, The Top 10 Speeches of all time: www.time.com/time/specials/packages/article/0,28804,1841228_1841749,00.html

	<ul style="list-style-type: none"> • American Rhetoric: www.americanrhetoric.com/top100speechesall.html • Famous Quotes & Speeches: www.famousquotes.me.uk/speeches/
Additional Notes	<p>The lesson could be expanded and deepened through further analysis of historical leaders and their impact on others through the power of speech. Students could be assigned a leader/speech, research the speech, and present an analysis of the leader and his/her impacts. Students could also role play and present the analysis as if they were that leader. Students could also use the collage process to create a plan of action to practice inspiring a shared vision – or implement steps toward reaching that vision. Teachers/advisers could set a time table for completing the plan – several weeks, a grade period, a semester, or other, and provide class time for students to work. This would be a great place to select and implement a TSA chapter project. As part of the follow-up component of the project, have students connect back to how they inspired others with their vision.</p>
Source	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>



CHALLENGE THE PROCESS

CHALLENGE THE PROCESS is one of the five practices for exemplary leaders from the book, *The Student Leadership Challenge – The Five Practices for Exemplary Leaders*.

Grade Level: 6-12

Lesson Plan Timeframe: 1 to 2 45 min. class periods

Program Topic: Challenge the Process

<p>Overview & Purpose</p> <p>In order to keep organizations moving and growing, change is necessary. This lesson helps young people recognize how to be proactive in a healthy, positive way in order to promote leadership growth and organizational development.</p>	<p>Relevance to STEM Careers</p> <p>All</p>
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<p>Lesson Plan Goals & Objectives</p>	<p>Create meaningful strategies for effectively solving problems. Examine the role of consequences in problem solving and decision making. Differentiate between healthy and unhealthy risks.</p>
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Materials Needed	Supplies Paper Pencil Different colored pens, pencils or markers Plain paper Handouts Case scenarios (one per group or one per student depending on how activity is executed) Exit slips (one per student)
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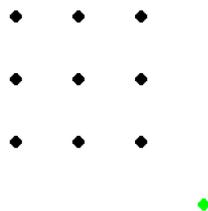
Introduction of Subject

Draw nine dots in the shape of a box on the board (see below) and challenge the students to connect the dots using only four straight lines that go through the middle of each dot without picking up the tip of their pencil. Students may start from any point, but once the first line is drawn they should not lift their pencil.
Hint: The end of the first line will be the start of the second line and so on. Each line may be as long or short as students would like and the lines may cross each other.

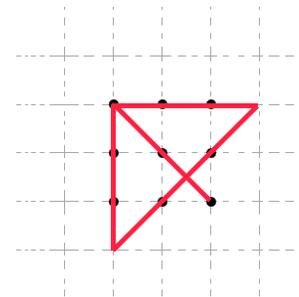
Go to www.brainstorming.co.uk/puzzles/ninedotsnj.html for a demonstration of the solution or see the solution below from www.permadi.com/fpcgi/9dots/solution.html .

Provide time for students to work out the puzzle. If a student thinks they've found a solution ask them to demonstrate it. After several minutes, share the solution if no one has solved it. Ask students why this may have been challenging. Discuss the pros and cons of "staying in the lines" and how this applies to leadership in your TSA chapter and in your competitions. Explain that sometimes we have to look outside of the "norm" to find a solution or address an issue. We might have to involve other perspectives and "think outside the box" and challenge what has traditionally been tried to find a more meaningful and workable solution.

Challenge:



Solution:



Activity 1

Ask the students to write a response to the following:
Describe a time in the past when you learned a life lesson from a mistake you made. Examples may relate to preparing/executing a TSA competition or a school project , friends/relationships with others, etc. Encourage students to think about the lessons they learned and still remember to this today. How did you feel at the time? What were the consequences of that mistake? Looking back, what lessons did you learn from that mistake? If you had the opportunity to change the situation, would you have changed it? Why or why not?

Ask for volunteers to share their responses. Emphasize that mistakes are a common part of our daily lives, but it's the lessons we learn and the growth that occurs that's important to focus on.

Introduce the third practice, **Challenge the Process**. Explain to students that leaders are always looking for ways to be innovative in order to change, grow and improve. They feel safe to experiment, take healthy risks, and see mistakes/challenges as an opportunity to learn. They also provide opportunities for those around them to feel that same safety net. Challenge the process, however, doesn't mean taking unhealthy risks or challenging the process just for the sake of the challenge. Leaders are able to critically analyze the situation and recognize what needs to be changed and what should stay the same.

Activity 2

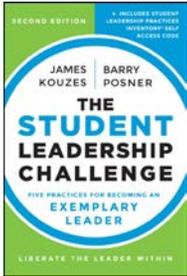
Divide students into small groups and ask them to take a different colored pen, pencil or marker to use for each scenario. Distribute the case scenario handouts and ask students to analyze each scenario by answering the questions. Students should write their answers directly on the scenario handouts. After providing time to work, have students exchange papers. Students will read the scenario, analyze the responses made by the group before them and then add their own comments. If students do not think anything different should be done, then they need to write why they agree with the previous group. Remind students that they are “thinking outside the box”, and there is no right answer. The more ideas, the better.

When everyone has seen and responded to each scenario, bring the group back together. Possible discussion questions:

- What did you notice about the approaches to the different challenges?
- What did you learn from the different approaches /perspectives that were brought to the discussion?
- Where there any situations discussed today that you thought should not be challenged? Explain.
- How do you determine when a process should be challenged?
- What can you do if you know something is not working well, but you do not know what to do about it?
- Think about the nine dots activity we did at the beginning of class. What lesson(s) can we apply from that activity to the case scenarios?
- What lessons can we apply in our daily experiences?

Activity 3	Distribute exit slips and have students complete them as their “ticket out the door.”
Summary/Evaluation	<p>As leaders it’s important to continuously seek opportunities for change and growth. Leaders look at mistakes and failures as opportunities for growth and change rather than setbacks. Think about how you can grow and improve as a leader and challenge yourself to take a positive risk. How can you apply this perspective to providing leadership in your TSA chapter? “Be proactive in looking for chances to stretch yourself and learning something new. Consider how you can supply those same opportunities and support to others you are working with”. (Kouzes and Posner, 2008, p. 94).</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Their written responses to the scenarios • Their questions and interactions to the scenarios • Their exit slips
Additional Resources for Teaching Challenge the Process	<p><i>The Student Leadership Challenge – The Five Practices for Exemplary Leaders</i> Chapter 5</p> <p>Challenge Think Tank activity</p> <p>Change Project Summary activity and Change Project Worksheet</p> <p>Jill and Kevin’s Big Day and Southwest Flight Attendant Rap - both are available on YouTube and can be downloaded locally via www.Vdownloader.com.</p>
Additional Notes	

Source	Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i> . San Francisco: Jossey Bass, 2008.
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ENABLE OTHERS TO ACT

Enable Others to Act is one of the five practices for exemplary leaders from the book, The Student Leadership Challenge – The Five Practices for Exemplary Leaders.

Grade Level: 6-12

Lesson Plan Timeframe: 3 or more 45 minute class periods

Program Topic: Enable Others to Act

<p>Overview & Purpose</p> <p>In order to enable others to act, it is important to understand what it takes to get there. By analyzing other's actions and engaging in collaborative activities, leaders can strengthen networks and further encourage action. We are all motivated by different things, but something nonetheless. Seeing what motivates others can also give us insight to the leadership potential of our peers.</p>	<p>Relevance to STEM Careers</p> <p>All</p>
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Lesson Plan Goals & Objectives	Define what it means to enable others and identify strategies to enable action. Engage in team-building exercises and examine the roles involved. Examine the relationship between motivation and leadership.
Materials Needed	<p><u>Supplies</u> Masking tape Prepare a paper bag with the following supplies for each group of students: string, glue, paper clips, popsicle sticks, tape, paper, tin foil, pipe cleaners</p> <p><u>Handouts</u> One copy of the Leadership Interview Assignment for each student A copy of each of the following printed quotes: EnableOthersPPT</p> <p><u>Preparation</u> Tape the pages of quotes on the wall throughout the classroom. Next to each quote tape one piece of flip chart paper.</p>

Introduction of Subject

Ask students to take a few minutes and take a quote walk. Take time to read each quote, select one that connects with them and stand by it. Suggestions for students to think about: something they find interesting, they agree/disagree with, something they're reminded of, etc. Once in groups, have students share with each other what they think it means and why they chose the quote they did. Choose one reporter from each group to verbally summarize the discussion.

Note: if there are too many students in a group, teacher/adviser may want to distribute students more evenly.

Explain to students that the fourth practice in The Student Leadership Challenge is to **Enable Others to Act**. Leaders enable action by involving others and recognizing the power of collaboration. Leaders need to provide choices and support the decisions of others; they are active listeners and foster cooperative and collaborative relationships in order to build leadership.

Ask students to think more deeply about the quote they selected and answer the following questions on the flip chart paper.

- What does this quote mean in terms of leadership, specifically the fourth practice of exemplary leaders - enabling others to act?
- What is an example of what this might look like in our everyday lives.
- Create a visual that further illustrates the example.

Allow the students to share their responses with the class.

Activity 1

Read an excerpt (or have students read if books are available for each student) from *The Student Leadership Challenge*, p. 95 – 98 (Jaspreet’s experience, stop before the section begins on Foster Collaboration). Ask students to consider the following questions as you read:

- Give examples/situations where Jaspreet felt strong and confident.
- Give examples/situations where Jaspreet felt powerless or weak, or where things did not go as anticipated.
- What was the turning point for Jaspreet when things started to move more smoothly and successfully?
- How did Jaspreet “enable others to act”?

After reading the excerpt, have students share their responses with a partner and then report out as a large group. Continue the large group discussion by asking students:

- Have you ever been in a situation similar to Jaspreet’s? Share.
- What does it mean to delegate? Give some examples when someone has delegated to you or you have delegated a task to someone else.
- What are some barriers to delegating/enabling others? In other words, why wouldn’t someone delegate?
- What are some fears about sharing jobs/tasks/responsibilities?
- How can trust be built in an organization?
- How do you know when to delegate and who to delegate to?
- What does it mean to empower versus overpower?
- What lessons can be learned from Jaspreet’s experience?

Discuss with students that delegating can be challenging for any leader but enabling others to act is about empowering others rather than taking control or overpowering. It’s important to build trust in an organization in order for everyone involved to be an active contributor and feel valued in the organization.

Activity 2

One way leaders can learn more about leadership, delegating, and building trust is to learn from other's experiences. Explain to students that they will be conducting a leadership interview. Brainstorm a list of potential leaders they might choose to interview. Some examples could include, but are not limited to:

- TSA advisor
- TSA or student government president
- principal, teacher, or other school leader
- project manager, director, or business leader
- city council member
- school board member
- other

Once a complete list has been generated, review the Leadership Interview Assignment.

Note: teachers may want to have students work with a specific person so a variety of leaders are interviewed rather than one or two people. This is also a good opportunity to consider the previous practices of leaders and remind students to consider leaders that demonstrate these qualities. A list of interview questions is provided; however, you may want to generate a class list of questions or have students come up with all their own questions.

After completing the interview have students share who they interviewed and what they learned from the interview. How can they apply what they learned to what they do as TSA leaders?

Activity 3

Explain to students that they are going to have an opportunity to put what they learned into action. Put students in groups of 4 or 5 and give each group their paper bag of supplies. Explain to students their team challenge:

- Groups will have 20 minutes to create a sculpture that defines leadership.
- They can only use the supplies provided to them.
- Prior to creating the sculpture, they will need to assign each group member a role and a title for that role (for example: time keeper – keeps members on task, cheerleader – motivates group, etc.). Students can define their own roles, but each role must have a job description and each role must have an equal part in the challenge.
- When time is up, students will be asked to present their sculpture to the class and will need to justify why they chose the design/structure they did.

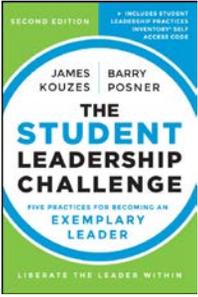
Teachers/advisers should keep time and monitor the group. When time is up have each group presents his/her sculpture.

Possible discussion questions:

- Who emerged as the group leader? Explain.
- How were your roles determined and tasks delegated?
- What challenges did you encounter? How did you overcome them?
- How would your results be different if you were to do this on your own (considering all conditions stayed the same)?
- What worked really well for your group?
- What would you change if you repeated this process?
- How does this experience apply to experiences when you are working/leading an organization?
- How can you use what you learned to enable others to act?

<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>Play the story of Rick and Dick Hoyt from YouTube (http://www.youtube.com/watch?v=64A_AJjj8M4). Note: there are several versions of this story that would be relevant for this lesson. If YouTube access is not available, the story is available in print at http://www.teamhoyt.com/</p> <p>Ask for students’ reactions to the Hoyt’s story and explanations of how they represent the fourth practice. Explain that there is a clear partnership of trust between this father/son team. Rick uses his strengths to empower his son and vice versa. Bring students to the point that enabling others to act is about “liberating people to use the power and skills they already have, expanding their opportunities to use themselves in service of a common and meaningful purpose” (Kouzes and Posner, 2008 p. 110).</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Participation in the quote walk • Interview assignment • Team challenge/reflection questions.
<p>Additional Resources for Enabling Others to Act</p>	<p>The Student Leadership Challenge – The Five Practices for Exemplary Leaders - Chapter 6</p> <p>What Makes You Trust Someone? activity</p> <p>Share Fair activity</p> <p>Facing the Giants – available on YouTube and it can be downloaded locally via www.Vdownloader.com</p>

Additional Notes	
Source	Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i> . San Francisco: Jossey Bass, 2008.



ENCOURAGE THE HEART

Encourage The Heart is one of the five practices for exemplary leaders from the book, *The Student Leadership Challenge – The Five Practices for Exemplary Leaders.*

Grade Level: 6-12

Lesson Plan Timeframe: 1 to 3 - 45 minute class periods

Program Topic: Encourage the Heart

<p>Overview & Purpose Schools and society spend a lot of time recognizing individuals for outstanding accomplishments – we have awards for sport championships, beauty pageants, performing arts, and other activities that recognize the big things people accomplish. Through all this, we all too often forget it’s the little everyday feats that get us to that point. Young people accomplish many great things without receiving any type of recognition or without recognizing others. This lesson brings the focus to looking at the “little things.”</p>	<p>Relevance to STEM Careers</p> <p>ALL</p>
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Lesson Plan Goals & Objectives	<p>Identify strategies to encourage and support others.</p> <p>Create unique ways to encourage and support individual differences, abilities, and strengths.</p> <p>Examine the impact of recognition on others' self esteem and performance.</p>
Materials Needed	<p><u>Supplies</u></p> <p>Plain paper</p> <p>Pen/pencil</p> <p><u>Handouts</u></p> <p>Recognizing What Counts project description (one per student)</p> <p>Recognizing What Counts score sheet</p> <p>A list of names of each student in the class to use for a drawing</p>

**Introduction of
Subject**

Ask students to get out a blank sheet of paper and answer the following questions:

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America Pageant.
4. Name ten people who have won the Nobel or Pulitzer Prize.
5. Name the last six Academy Award winners for best actor and actress.
6. Name the last decade's worth of World Series winners.

Now, answer these questions:

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult time.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with.

“How did you do? The point of this exercise is to summarize the answers you gave to the first set of questions. None of us remember the headliners of yesterday. There are no second-rate achievers. They are the best in their field. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners. The lesson: The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.

<p>Activity 1</p>	<p>Explain to students that the fifth practice of the Five Practices is Encourage the Heart. Encouraging the heart is about recognizing and appreciating the contributions of those around us and celebrating each victory, no matter how big or small.</p> <p>Ask students if they have ever worked hard at something and been recognized for it. How did it make them feel? Have they ever worked hard or accomplished something they were proud but no one else noticed? How did that make them feel? Explain that we should not be motivated by reward, but as leaders we can encourage those around us by recognizing others' contributions and achievements.</p>
<p>Activity 2</p>	<p>As a class we are going to take some time getting to know each other and recognizing each other. Distribute Recognizing What Counts to each student and review the project guidelines. Complete and review the score sheet.</p> <p>Have students draw names. They are to observe this student for the next couple of weeks (or any designated amount of time) paying attention to their abilities, strengths, and interests. Towards the end of the first week, students will conduct an interview of their partner.</p> <p>You may want to generate a class list of questions that would be appropriate to ask in the interview and provide time for students to conduct their interviews.</p>
<p>Activity 3</p>	<p>Have an “awards ceremony” and have students present their awards to each other.</p> <p>Debrief and reflect on the process. Possible discussion questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How difficult/easy was it to create the award? <input type="checkbox"/> What did you learn about yourself/your peers in this process? <input type="checkbox"/> How did you feel about what your partner recognized you for? <input type="checkbox"/> How can you apply this to your work/role in school or organization?

<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>As leaders it's important for us to recognize the day-to-day things that those around us contribute. While in this exercise we created an "award" to acknowledge the "little things" an award isn't always necessary or appropriate. How can we increase our awareness of the daily contributions and recognize these contributions sincerely? Think about how you can incorporate this as a part of your daily leadership practices.</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Recognizing What Counts Score Sheet • Achievement Award • Reflection
<p>Additional Resources for Teaching Encourage the Heart</p>	<p><i>The Student Leadership Challenge - The Five Practices for Exemplary Leaders</i>, Chapter 7</p> <p>Complimentary Closer activity</p> <p>Creating Your Team's Celebratory Crest activity</p> <p>Encourage The Heart Shield</p>
<p>Additional Notes</p>	<p>Class time will depend on how much time is designated for students to work in class versus homework.</p>
<p>Source</p>	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>