**IN-CLASS ACTIVITIES**

To be used with the Leadership Unit

You may choose to do all or some of the suggested activities below. Since these are just suggestions, by all means feel free to add your own “spin” to customize the activities for your students.

**Leadership Activity #1**

1. “Who Did It?”

* 1. DIRECTIONS: Make a list of things teenagers may have had the opportunity to do from birth to their current age. (Answers will vary, but here are a few to get you started: played a team sport, played an individual sport, travelled to another country, planted a tree, rode an elephant, rode on a hot air balloon, etc.) The number of opportunities should match the number of students in your class. Give students a copy of this list and have them go about the room getting signatures on each activity as it applies to members of the class. Allow about 10 minutes, and then see if anyone was able to get all the blanks filled.
  2. DISCUSSION: Explain that many people share similar likes and dislikes. This is how groups are established. Ask if anyone found out something about a classmate they did not know before taking part in this activity. Also, ask the group if they had trouble getting their list filled out in 10 minutes. Discuss how this could be changed if a team effort were to be used when getting signatures.
  3. MATERIALS NEEDED: Pre-determined list designed by teacher, paper and pencil.

NOTES:

2. “Marooned” Intended to be used after the multimedia presentations in the Leadership unit.

1. DIRECTIONS:

Divide the class into teams (by drawing numbers, colors, TV shows, etc.)

Students are marooned on a deserted island. Depending on how many students are on each team, have team members list an item they would bring with them if they knew there was a chance they would be stranded. They must then discuss the items and select ONE ITEM per team.

Team leaders then write their choices on the board.

Have each team leader explain the entire team’s suggestions and how they arrived at the ONE ITEM.

1. EXTENSION: Have students hypothesize how life would be different with only the items the entire group brought with them to the island. Point out that the key to a successful operation is COMMUNICATION! If all groups were allowed to communicate with each other, the items could have been coordinated in a more efficient manner.
2. MATERIALS NEEDED: Paper, pencil and whiteboard or poster board and markers.

NOTES:

3. “Take Me to Your Leader” This activity helps students to recall, brainstorm and identify   
 various leaders in business and industry.

1. DIRECTIONS:

Form teams.

Instruct the leader of each team to estimate the number of candies their group will need. (DO NOT disclose the objective of this lesson yet!) The leaders will need to get the amount they think they will need and take the candies to their groups. DO NOT LET THEM EAT THE CANDY! When all teams are ready, decide how much time you want to allow, and then give them the student directions.

1. MATERIALS NEEDED: Paper and pencil, Internet, assorted candy (miniature bars, individual packages, etc.)
2. DIRECTIONS TO STUDENTS: The objective of this lesson is to identify as many leaders in business and industry as possible. Your team will need to brainstorm and identify one leader in business or industry for each piece of candy at your table. You will need to list the company and leader associated with it. At the end of the allotted time, your team will have to forfeit any candy that does not correspond to a name on your list!
3. After the time allotted has expired,(suggested: 15-20 min), have each team share their answers with the class. Discuss. Eat the candy as a reward!
4. ALTERNATIVE INSTRUCTIONS:

The business leader MUST be the current leader and he or she must still be alive. (This makes it a little tougher.)

Divide the requirements into categories such as: retail, sports, technology, entertainment, food, and transportation. (You may want to allow more time, but it is your option.)

NOTES:

4. “Product in a Bag – Truth in Advertising”. This product always allows for an interesting discussion!

Truth-in-Advertising

All Business Dictionary of Marketing Terms for: Truth-in-Advertising

Requirement by the Federal Trade Commission as well as various state and local government agencies that advertisements not make misleading, false, or deceptive claims. An advertisement can be deceptive without being an outright lie depending upon the perception it creates in the mind of the consumer. For example, a product that calls itself “light” may be nothing more than a slightly lower calorie version of its regular formula but will be perceived to be a low-calorie product. Or a beverage called an “orange juice drink” may contain primarily sugar and water with minuscule juice content. Deceptive advertising can be accomplished with pictures as well as with words. In one famous case, a soup manufacturer placed marbles in the bottom of the bowl so that the contents of the soup rose to the surface in a photograph taken for their advertisements. An advertisement can also be considered deceptive if it makes a claim that is true but also leads the consumer to believe falsely that the same claim could not be made by competitive brands. For example, using “fat free” claims on a bottle of maple syrup might lead consumers to believe that other syrups contain fat.

1. DIRECTIONS:

Divide the class into teams.

Team members will work together to build a product from the items in their paper bag within the allotted time period. (This may take the better part of a class period but allow time to discuss the results.)

You will need to prepare the paper bags with the contents prior to class.

Have each team share their product with the class. Display them in the room.

Include in the bag an index card folded with the letter G or the letter B for good or bad leadership skills. Tell the groups to keep this item a secret.

1. MATERIALS NEEDED: 11 x 17 Tabloid size paper (one per team). Paper bags (one per team). The following items are suggestions but are not limited to: small paper plates, paper cups, balloons, pipe cleaners, Q-Tips, paper clips, tape, sequins, cotton balls, scissors, a couple of markers, string or yarn, drinking straws, construction paper, paper strips, etc.
2. DIRECTIONS FOR STUDENTS**:** Your team will take the contents of this paper bag and will make a product that could be sold to customers. You will need to use all of the materials in the bag and may not add anything that is not supplied. You are responsible for naming the product and determining how it would be used in the marketplace.
3. Have students give their product a name and a slogan and create an advertisement for it. (Extra Credit: Have the students write a jingle about their product or personalize the product to your school.)

Directions: Students will demonstrate good leadership qualities not only by teamwork, but in the way they advertise their product. If they received a G in their bag, they will be honest and ethical in their information. If they received a B in their bag, they can exaggerate, make false claims, and leave out important information.

1. DISCUSSION: Have each team present their “product.” Show the advertisement and tell the class its purpose and name. (Additional: Students may explain the steps they took, problems encountered, etc.)
2. Using the truth in advertising definition, the class will determine whether the group exhibited good leadership skills or whether any exaggeration or misleading information was used. Also discuss whether the ad considered things such as demographics or diversity.
3. End the discussion with why it is important to be able to trust advertisements, and why it may be necessary to question them when they make shocking claims. Follow this with how good leadership in advertising firms will ensure truth in advertising, even when it may be difficult.

\*Note the number of groups who use the bags as part of their product!

NOTES: