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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Leadership |
| **TEKS Student Expectations** | **130.143 (c) Knowledge and Skills**  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives:   1. The student is expected to analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation; 2. The student is expected to demonstrate teamwork skills through working cooperatively with others to achieve goals; 3. The student is expected to demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution; and 4. The student is expected to establish and maintain effective working relationships. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, each student will identify with successful leadership traits, and they will determine the characteristics necessary of successful leaders.  **Specific Objectives**   * Students will demonstrate skills necessary for leadership. * Students will explain what people look for in a leader. * Students will evaluate leadership roles. * Students will determine the type of leader they want to be or want to follow. |
| **Rationale** | Effective leadership is an essential key to any business success. A leader can be a CEO of an organization or a first-year employee who leads his/her team to success behind the scenes. Great leaders lead through inspiration, persuasion, and personal connections. This lesson will help you understand the leadership qualities you possess, as well determine the successful characteristics necessary in business leaders today. |
| **Duration of Lesson** | 6-7 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Student handouts * Famous Business Leaders Venn Diagram * Famous Business Leaders Venn Diagram Rubric   **Equipment Needed**   * Teacher computer * Projector (for digital presentation) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Have students write a leader’s name that comes to mind on the top of their handout sheet. * Present multimedia presentation, “How to be a Team Player,” and lead class in discussion. (Takes about 15-20 min.) * Go around the room and ask students to share the leader’s name they wrote down and tell why they chose that person. How many students chose the same person? |
| **Direct Instruction \*** | 1. How to be a Team Player    1. Are you sensitive when your friend has personal problems?    2. Are you on time when you are supposed to meet friends?    3. Do you offer support or offer to find someone who can help?    4. Do you accept your friends as they are?    5. Are you excited for your friends when something good happens to them?    6. Do you eagerly lend a helping hand?    7. If you answered “Yes” to the questions then you are on your way to being a great teammate! |
| **Guided Practice \*** | * The teacher will present the multimedia presentations and lead the class in discussion during each one. Students will take the personality test and will self-grade to get the results. The teacher will lead the class in a discussion. There are numerous activities in this unit. Once this test has been done, the order in which the activities are done is up to the discretion of the teacher. It is suggested that they be broken up so that they are all completed within the time frame. Note: there are a couple of activities that may be used as sponge activities. The teacher will then hand out all other handouts and the class will discuss them. It is suggested these forms and the activities be kept in the students’ folders for testing and use in the event a student should decide to run for club office. * Allow students to complete this activity in pairs. Direct students to the [http://www.bls.gov](http://www.bls.gov/) website and search the word *leadership*. Of the careers that the search results in, select five careers. In each career, click the “What They Do” tab and, for each career, make a list of five verbs that relate to leadership skills. Then tally any words that are duplicates among the five careers. The teacher (or a student recorder) can then write the responses from the pairs, again tallying the duplicate verbs, on the board so then the class can discuss the results as a class. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Famous Business Leaders Venn Diagram—See attached document * The Principals’ Story: Principles of Leadership   Directions: Watch the clips from the film *The Principals’ Story* at the following website: <http://www.pbs.org/pov/principalstory/lesson_plan.php>. Pay particular attention to the qualities of leadership that are exhibited. Make careful observations about the leadership skills of the featured principals. Record the qualities and skills you notice in the left column and notes supporting evidence to the right column on a Word document.  Leadership Qualities and Skills Supporting Evidence   * Influential Leaders Report-- Assignment: Research a leader you admire. Type a report with a minimum of 500 words, and include the following: * Accomplishments this person has made * Contributions he or she has made to society on the local, * Background * Personal triumphs |
| **Lesson Closure** | * There are different personality categories and everyone fits into at least one of them. * It is helpful to know what type of personality a person has for them to work with others on a team. * Personality surveys are helpful for use in clubs and other organizations. * Leaders play a dual role when faced with responsibility. * Everyone possesses some element of leadership qualities. |
| **Summative / End of Lesson Assessment \*** | * Daily grade on desk assignments * Grade on essay * Test grade over material * Rubrics for projects   It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English**   * 1. **(b) Knowledge and Skills**  1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:    1. expand vocabulary through wide reading, listening, and discussing; and    2. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. 2. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:    1. identify main ideas and their supporting details;    2. summarize texts; and 3. read silently with comprehension for a sustained period of time.   **Speech**  110.56 (b) Knowledge and Skills  (1) (A) Explain the importance of communication in daily interaction.  (2) (E) Participate appropriately in conversations for a variety of purposes.  (3) (A) Use appropriate communication in group settings; and   1. Use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups.   (5) (B) Use language clearly and appropriately. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Leadership Activity #1   1. “Who Did It?”    1. 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 each student 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 could 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 2. “Marooned” Intended to be used after the multimedia presentations in the Leadership unit.    1. Divide the class into teams (by drawing numbers, colors, TV shows, etc.)    2. Students are marooned on a deserted island. Depending on how many students are on each team, have each team member 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.    3. Team leaders then write their choices on the board.    4. Have each team leader explain the entire team’s suggestions and how they arrived at the ONE ITEM.    5. 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 could communicate with each other, the items could have been coordinated in a more efficient manner.    6. Materials needed: paper, pencil, and whiteboard or poster board and markers 3. “Take Me to Your Leader” This activity helps students to recall, brainstorm, and identify various leaders in business and industry.    1. Directions:       1. Form teams.       2. 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.    2. Materials needed: Paper/pencil, Internet, assorted candy (miniature bars, individual packages, etc.)   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!   1. 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! 2. Alternative instructions:    1. The business leader MUST be the current leader and/or he or she must still be alive. (This makes it a little tougher.)    2. 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.) 3. “Product in a Bag” This product always allows for an interesting discussion!    1. Divide the class into teams, using your chosen method.    2. 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.)    3. You will need to prepare the paper bags with the contents prior to class.    4. Have each team share their product with the class. Display them in the room.    5. MATERIALS NEEDED: Paper bags (one per team); the following items are suggestions, but are   not limited to: small paper plates, paper cups, balloons, pipe cleaners, cotton swabs, paper clips, tape, sequins, cotton balls, scissors, a couple of markers, string or yarn, drinking straws, construction paper, paper strips, etc.  DIRECTIONS TO 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.   1. Discussion: Have each team present their “product” and tell the class its purpose and name. Ask students to relay what steps they took, problems encountered, etc. 2. Alternative directions: Have students write a jingle about their product or personalize the product to your school. 3. Note the number of groups who use the bags as part of their product! |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)