METACOGNITIVE SKILLS

LESSON 10-4 ▲ DEFINING ME: LEADERSHIP

**LEARNING GOALS/OUTCOMES**

* Strengthen the perception students have of themselves as leaders.
* Define traditional and non-traditional types of leadership.
* Apply non-traditional leadership characteristics to an activities list/resume.

**MATERIALS NEEDED**

* **Student Handouts:**
* Who Am I? Worksheet
* Defining Me: Leadership Worksheet
* **Writing utensils** for each student
* **Variety of leadership quotes** (see Additional Resources and Other Information below for more direction and possible quote sources)

**CLASSROOM ACTIVITIES**

1. **Put up quotes on leadership around your classroom.** Ask students to walk around the room until they find the quote that best represents their idea of a “leader.” Students should then stand next to/under that quote.
2. **Ask each group of students under an individual leadership quote to describe why they selected the quote.** Write down key thoughts/themes on a whiteboard or chart paper for the entire class to use.
3. **Hand out the *Who Am I? Worksheet*.** Ask students to select the quote that best describes/reflects the student’s leadership style. Students should have time to move around the classroom and compare their idea of a leader with how they would describe themselves as a leader. Provide 5 minutes for students to quick write based on the prompts:
	* Is the quote you selected to describe you the same as the quote you stood next to?
	* Why or why not?
4. **Ask students to think about 2 -3 key words/themes from the first activity.** Provide 5 minutes for students to write about their leadership experiences using those key words on their *Who Am I? Worksheet*.
5. **Give students an opportunity to exchange worksheets.** Ask students to tack their partner’s description of leadership experiences to a quote similar to the description.
6. **Unveil the quote author to show the person who said it, first generation status, ethnicity, and other key information.** Give students a few minutes to discuss whether or not there were any surprises and to talk with their partner about why they see that trait in them.
7. **To conclude, ask students to reflect on what they learned about leadership using the *Defining Me: Leadership Worksheet.***

**STUDENT PRODUCTS**

* **Completed *Who Am I? Worksheet***
* **Completed *Defining Me: Leadership Worksheet***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

You will need to develop your set of leadership quotes where the quote is visible and the author of the quote is covered up for the first part of the activities. Wherever possible, include information on the author such as their ethnicity, their education or other key attributes that will allow students to identify with these people.

Using the quotes provided or quotes you have found on your own, place a variety of leadership quotes around the room. Utilize different forms and types of leadership as well as different genders, races, and ethnicities. The author of the quote should be covered until the last part of the lesson.

Leadership Quote Resources :

* [**http://www.brainyquote.com/quotes/keywords/leadership.html**](http://www.brainyquote.com/quotes/keywords/leadership.html)
* [**http://www.inspirational-quotes.info/leadership.html**](http://www.inspirational-quotes.info/leadership.html)
* [**http://www.positivityblog.com/index.php/2007/07/06/25-great-quotes-on-leadership/**](http://www.positivityblog.com/index.php/2007/07/06/25-great-quotes-on-leadership/)
* [**http://www.psychologytoday.com/blog/here-there-and-everywhere/201102/36-quotes-leadership**](http://www.psychologytoday.com/blog/here-there-and-everywhere/201102/36-quotes-leadership)
* **ENRICHMENT ACTIVITY**

Continuing to emphasize that there are many different kinds of leaders and acceptable styles of leadership is a critical component for students. Give students the opportunity to engage with different kinds of leaders they see on a regular basis, academic leadership, co-curricular leadership, and culture or family leadership. Create a Power Point presentation using the following definitions.

Definitions

* **Academic Leadership:** Academic leaders work hard, ask for help, and offer help when possible. How can you be an academic leader? What would you change? What would you leave the same? What resources are available to support your academic leadership?
* **Co-curricular Leadership:** Leaders involved outside the classroom, sharing their ability to work hard for the benefit of others. What opportunities exist for leadership outside the classroom?
* **Culture and Family:** Leaders sensitive to others' cultures, involved in community organizations, responsible for household leadership, interested in exploring the world around them, and more. What does culture and family leadership look like to you? How have you witnessed or experienced culture and family leadership in your home...your school ...your community?

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LESSON 10-4 STUDENT HANDOUT

 WHO AM I? WORKSHEET

1. **Select the quote that best describes/reflects your leadership style? Does the quote you selected describe you the same as the quote you stood next to? Why or why not?**
2. **Think about 2 – 3 of the key words and themes collected in the class opening. Use these to describe your leadership experiences.**

***Be prepared to share your worksheet with a partner and eventually the class.***

METACOGNITIVE SKILLS

LESSON 10-4 STUDENT HANDOUT

 DEFINING ME: LEADERSHIP

**Leaders often have skills such as and**

 **.** I think is a leader because , and

 .

**I have / have not (circle one) thought about academic leadership.** In my classes, students demonstrate academic leadership by and .

**I do/do not (circle one) consider myself an academic leader.**

**List leadership skills you can share with other students.**

**List leadership skills you would like to learn from your peers.**

**There are many ways to develop leadership beyond the classroom.** I use my skills in

and to or .

**Other opportunities to get involved in my school or community include , and .**

**Did you know that the things you do at home also build on your skills a leader?** List the ones that you do*. (Examples: care for siblings, translate for parents, cook for family)*

**Think about the leaders in your school, household/residence, community, or family.** What do you appreciate most about their ability to lead? (*Example:* My *grandmother is an excellent leader. She raised over nine children, working hard to make sure they were polite, fed, and displayed their own courage and leadership.)* Can you see yourself doing what they do? Why or why not?