

Thursday, July 18th, 2019

CTE 430
Leadership

General Focus

A 90 minute (2 day) lesson on an intro to leadership. Students will learn their Enneagram personality type and use this knowledge to start thinking about how they will act as leaders (seniors) in DECA this year.

Standards

Academic and Content Language

Students may have difficulty with the term enneagram, but it is new to everyone! I have it described below under anticipated areas of misunderstanding.

There may also be some discrepancies among students as to what the definition of leadership is, and what a trait is. We will develop this over the course of the lesson.

Leadership: the action of leading a group of people or an organization

Trait: a distinguishing quality or characteristic, typically one belonging to a person

Objective

Students will be able to

- understand their Enneagram personality type
 - Identify and explore characteristics of effective leaders
 - Examine the Five Practices of Exemplary Leadership
 - Apply the Five Practices to personal experiences and real life situations.
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Outcomes

Students will have a clear idea of the leadership traits they as individuals need to work to developing. This will be written as if they have already happened in their notebooks. For example:

- I lead by example, acting and responding to situations in a way I want others to act.
- I am present, I actively listen and respond thoughtfully. I do this by staying off of my phone and fully engaging when I am working in a group.

These will be revisited and revamped frequently throughout the year. The purpose of writing them as though they have already happened is a way of tricking the brain into making them a reality.

Prior Knowledge

Students will think about people they know or have learned about who exhibit traits of what they consider to be a leader

Anticipated Areas of Misunderstanding

Enneagram – The Enneagram is the most powerful system of transformational psychology available today. This practical yet elegant view of humanity describes **nine basic personality types and their relationships to one another**, giving insight into the habitual patterns and motivations that underlie behavior. It goes beyond mere descriptions of personality to provide a dynamic, compassionate, and comprehensive guide for living your life and interacting with others.

Procedures

Starter – Students will already have taken their enneagram test prior to coming to class. Students will get in groups of 3 and share their main enneagram type, wing type, and what they learned about themselves. Does this match the type they would have thought they were. How can they use this knowledge to their advantage (in life, the classroom, etc.)

Engage: Students will spend 5 minutes journaling to the following prompt. They will be aware ahead of time they will be sharing their response with their classmates.

Prompt: Think about someone in your life that you consider to be a leader. What makes this person a leader? Discuss your experiences with this person. How does this person make you feel when you are involved with this person? What leadership attributes does this person exhibit? Be as detailed and specific as possible.

Explore: Students will get into groups of 4 or 5 and share their journal entries. As they share a recorder will write down leader traits/actions on a post its, indicating when a trait is repeated by using a slash mark (**collaboration/inquiry**). Students can think about and discuss:

- How did you decide on your leader to write about?
- What did you notice about the different attributes each of you shared?
- Are there others that came to mind after having some discussion that we should add or you wish you would have included in your journal?

Whole class discussion where students share out.

Back in their journals students will take 5 more minutes to address the following prompt:

- Which of these attributes do you possess? Can you give an example that shows this in your own life?
- What attributes would you like to develop as a leader? Explain.
- What relationship do these leadership attributes have to your experiences as a student leader?

Practice/Application: I will introduce the Five Practices of Exemplary Leadership. Students will be split into 5 groups and create posters for each practice (20 min or remainder of 1st class). Their poster will contain:

- The practice and the two commitments
- What this means in students' own words
- A picture/image that represents this practice and encompasses both commitments
- An example of this practice in action (may be an example from a personal experience or something the students create)

Day 2

Students will do a gallery walk and take notes on the 5 practices. I will provide a note catcher that will be turned in for a grade.

Extend: I will redistribute all the post its from day 1. Students will place them on the poster which best encompasses that attribute. If an attribute fits in multiple categories have them pick the one they feel it fits best. Students should be prepared to justify their reasoning.

Students will think of a time they were a leader (this part of the assignment is on the back of the notecatcher).

Things to consider:

- What was the experience
- When did it occur
- Who was involved
- What challenges did you face
- List the most important actions or behaviors that you exhibited to improve or guide the situation

Closure: Tie back to enneagrams. Based on their enneagrams and explorations into the traits leaders possess. What traits do you already have and which do you need to develop?

Blooms Taxonomy

Incorporated under procedures

Materials

- Notebook paper/Student Journals
 - Pen/pencil
 - Post It notes (several per student)
 - Chart paper or poster paper
 - Markers
 - Other poster making supplies
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Deliverables/Assessment

Link to Screen Cast:

<http://somup.com/cqITyJel1z>

Link to Enneagram Test:

<https://enneaapp.com/about-the-enneagram/>

Link to Power Point Below:

Link to 5 Practices Below:

 Leadership - 5 Practices.pptx

 Handout-FivePractices.pdf

Accommodations & Modifications

Reflection

- 1.What went well? Why?
- 2.What did not go as you planned/expected? Why?
- 3.If you were to teach this lesson again to the same group of students, what changes would you make to your instructional strategies that would improve the student learning? Why?
- 4.Did the students meet the objectives? How did you know?
- 5.How did you use feedback from the students to make instructional decisions while you were teaching the lesson?
6. How effective were your assessment tools in helping you monitor student progress? What modifications would you make to help students better demonstrate their learning?
- 7.How did the feedback you gave students help address their needs in relation to the objectives?
8. Analyze your biggest challenge during the lesson. What did you learn from it?

9. How will that impact future lessons?

10. Based on the results of the lesson, what are your next steps?