**Kol Tikvah Lesson Plan: Leadership and Teamwork**

**Materials:**

Slides/Handouts:

♦Penguins – Leadership is Action

♦Lost by the Beach team member traits

♦Leadership Style Quiz

Video: https://www.youtube.com/watch?v=4duPBWzf46E

Other:

♦M&M jar

♦ Post it sheets

♦Paper and pens/markers

**Objectives:**

● Students will understand the concept of leadership as a skill set rather than a position

● Students will explore their personal leadership styles

● Students will learn the multiple leadership styles and how different situations call for different types of leadership

● Students will experience two instances of working in teams

**Warm-up**

**Explain that today’s lesson is about leadership and teamwork. We are starting with a guessing game related to these concepts.**

* Show students a **clear container filled with 100 to 200 M&Ms**. (Write the actual number of M&Ms on a small piece of paper attached to the bottom of the jar so it is not visible.)
* Ask the entire group to estimate how many pieces are in the jar and to write this on a piece of paper.
* Next, have students form pairs and come to a consensus on the number of items in the jar and record the answer.
* Have the pairs regroup as a pod of 4 and repeat the exercise.
* Have students form a final group of 6 members and reach consensus as to the number of pieces and write this down.
* Reconvene as a whole and reveal number on bottom of jar.  Discuss.

**Discussion Questions:**

1.  How did your numbers change as the activity progressed?

2.  Was there anyone who came close to the actual number with their individual guess?

3.  How many people were closer to the actual number when working with 2,4, 6?

4.  Usually, the group answer is more accurate than the individual guesses? Why is this so?

5.  Can you give other examples of when teamwork helps a group accomplish a task?

**Activity 1 (Leadership is an action; not a position)**

1. Start by showing the **picture/slide of the Penguins “Leadership is action, not position”** and ask students to identify the leader. Elicit other opinions until all possible penguins are named.  What does the quote mean?
2. Divide group into break out (BO) groups and have them brainstorm the characteristics of a leader on large post-it sheets.
3. Reconvene group and ask for their identified characteristics of a leader.  Point out commonalities.  Make list on a new post it sheet (without ranking) of any additional traits.  Then as a group, rank the top five characteristics essential to good leadership.
4. Introduce “leadership style” as different from personal characteristics. Distribute **Leadership Style Quiz** for students to complete individually and silently. Ask students to volunteer what their preferred style seems to be.
5. Ask students to stand in front of the post-it sheets that you have pinned to the wall while they were taking the quiz.  Ask one student to be the scribe. Explain the three types of leadership style – italics only -[See Leadership Styles Chart] and elicit answers to the following:
	* What is the relationship between the leader and the group?
	* What is positive about each style of leadership?
	* What can be negative about each style?
	* When is each style best used?
6. Add additional information from the Chart as appropriate to the discussion.

**Activity 2:**

1. Show Teamwork video: https://www.youtube.com/watch?v=4duPBWzf46E
2. Ask what the factors were that made the situation work (*there was a leader who appreciated the situation and devised a plan; everyone in the group responded quickly to put the plan in action*)
3. What happens when there is no leader? (*more chaotic response, no response, wrong response*)
4. What are some of the situations where teams are found? (*sports, school, clubs*)
5. Why are teams useful? (People to share the workload with, more motivating and interesting to work with others, others can think of things we may forget)
6. What does this mean: “Many hands make light work”?

**Activity 3 – Lost at the Beach**

1. Explain that one important part of leadership is selecting the right people for the right tasks. Read aloud the Lost scenario:

**LOST BY THE BEACH SCENARIO**

**“Imagine your search and rescue team has arrived at a camping ground by the beach where a young child has gone missing. It is nearly evening, and a search is being organized to find the child before nightfall. All the equipment is ready, but the track leading away from the beach side camp is narrow and the terrain is rough and rugged. The nearby cliffs are reported to be unstable. Only a small group of five people will be able to set off in the initial search party. The rest will stay behind and join in the search in the morning if the child has not been found. Too many people may dislodge large boulders from the cliff face, or will get in the way of each other on the small track”.**

1. Divide the students into same size BO groups. Once the BO groups are formed, quietly tell one team to select a leader to shepherd the process. Give no instruction to the other BO groups.
2. Ask students to discuss the Team Member Characteristics and pick the 5 people who seem like the best choices for this hard job.

**TEAM MEMBER CHARACTERISTICS**

● Only willing to lead, but won’t follow directions.

● Loves to be in charge, but can work well with others.

● Very shy and quiet - rarely contributes in larger groups.

● Has good ideas to share.

● Loves to “cheerlead,” but doesn’t do a lot herself.

● A great talker.

● A great do-er.

● A great listener.

● Good at finishing a job, but not so great at starting one.

● Argues with everyone, but very fast and efficient.

● Full of inspiring ideas, but not great at common sense.

● Very practical; good at hands-on jobs.

● Complains all the time about having to contribute.

● A quiet achiever.

● Good worker, but disappears when the going gets tough.

3.   Reconvene to discuss process and methodology for understanding the problem and choices.

a. Ask students in the group with a leader to explain their choices and process by which they agreed to them. Was it difficult? Were there disagreements and how were they handled?

b. Ask students in the leaderless groups about their choices and progress. Did their process differ from the group with a leader? If so, how? If not, did someone step up to take on a leadership role?

c. In the group(s) where a leader emerged, ask that person how it felt to assume leadership. Were they accepted? Were there rivals? How was this resolved?

d. In the groups where a leader emerged, ask the other participants how they felt before and after someone stepped into the leadership role?

e. What characteristics are best suited to which kinds of tasks? Discuss the lists made by each group.

**TOOTB**

Explain to students that we need to be flexible and open to exercise good leadership and be good team members. We will work on a Thinking Outside of the Box (TOOTB) activity each session.

Use Rebus collection.