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| **UNIT: Career Ready Practices** | | | **LESSON: Model integrity, ethical leadership and effective management** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| |  | | --- | | Understand leadership, integrity, effective management and apply the principals to their roles, projects, and activities  as students. | | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Model integrity, ethical leadership and effective management | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 3 minutes | Get Started/Engage | | | Lists the attributes of a leader.  How does a person become a leader? | | | |
| 5 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Class discussion on this Career Ready Practice. Discuss the attributes of being a leader. Discuss the meaning of integrity and ethics in respect to being an effective leader of manager.  Popcorn.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 30 minutes | Practice: Provide opportunities to practice independently or in groups | | | Divide students into groups of three – four students.  Distribute poster paper and markers to students in groups.  Ask students to create a border around the paper that describes leadership—any words, examples, actions, etc. can be used.  Once students have completed their border, share out some of the words/phrases students recorded.  Check for understanding (thumbs up/thumbs down). React.  Now ask students to consider their examples and create a definition of leadership. They should record this definition in the center of their paper.  Ask groups to share their definitions with the class and post them around the room so they are visible throughout the remainder of the lesson.  Now student groups will answer the following questions.  □ How did you determine the traits/examples to include?  □ How easy/difficult was it for you to create your definition? What influenced you the most in writing your group definition?  □ How did your definition compare to your peers? Emphasize that no definition is right or wrong but represents different perspectives of leadership.  □ How does experience with leadership influence how we define leadership?  □ Where do you see yourself in terms of the definition your group wrote?  Teacher distribute index cards to each student and present the following definition (on PowerPoint) to the class:  **“Leadership is the art of mobilizing others to want to struggle for shared aspirations.”**  Ask students to write or draw for one or two minutes on the index card about what comes to mind when they read this definition.  Encourage students to write whatever comes to mind—they can define it, question it, give examples, etc. Whatever they are thinking should be on the index card. Students should not worry about grammar, spelling, etc. The purpose is just to get thoughts on paper.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 5 minutes | Check for Understanding: Monitor what is being learned | | | Pair and share: Students share their note cards with the person sitting next to them before having a whole class discussion.  As a whole class, ask students to share their comments/illustrations and use as a springboard for class discussion.  Assign Leadership Interview project. Teacher can give this as an in-class assignment, outside of class assignment, or have students complete at a Career Coaching Event. See PowerPoint and project worksheet for details. Project PowerPoint when giving assignment. | | | |
| 3 minutes | Close: Summarize, check, and answer questions | | | Wrap-Up - Distribute blank index cards to students. On one side, have them complete the following sentence:  I once believed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about leadership, but now I know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  OR  I once believed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about leadership, and today that belief was reinforced. | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Poster white paper  Supplies  Index cards  Computer and projector for leadership definition and The Five Practices of Exemplary Student Leaders  Markers | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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