

# **Teacher Resources**

## **Introduction to Leadership (9091)**

## **Leadership Development (9096, 9097)**

### **Collaborative Lesson Ideas**

#### **Great-Granny's Will**

##### **Subjects**

Consumer Mathematics, Leadership Studies Seminar, Family and Consumer Sciences

##### **Objectives**

- Create new products by using existing ones in an unusual way.
- Select apartment space, furnishings, and personal necessities for independent living.
- Develop a personal budget.

##### **Real-world application**

By combining creative vision with practical skills, such as the ability to use resources, a person can effect positive changes in his or her day-to-day life.

##### **Materials needed**

- Catalogs (furniture, building, environmental, or other)
- Newspapers
- "Great-Granny's Will" (see handout, next page)

##### **Activities**

- Following the provisions of "Great-Granny's Will," students write down ways to use the contents of Great-Granny's attic in new or unusual ways. For example, buttons cannot be sewn on a shirt but may be used to create a picture.
- Depending on the creativity shown in their ideas, students are "awarded" some or all of Great-Granny's \$250,000 estate to spend. Give the students newspaper classified ads and catalogs, and have each student find and furnish an apartment to live in.
- Have each student make a comprehensive list of all personal expenses for a month. These expenses should include rent, food, necessities, school fees, car fees, insurance,

entertainment, clothing, or any other items needed. This information can be expanded into a monthly/yearly budget.

### **Evaluation of student performance**

- Descriptions of the new items made from attic items will be clear, concise, and grammatically correct.
- Students will use a variety of resources to select items for purchase.
- Comprehensive list of expenses will include each type of expense specified by the instructor and will be logically organized and correctly totaled.

### **Related Virginia Standards of Learning**

- English: 9.5, 9.8

### **Handout: Contents of Great Granny's Will**

Great Granny died recently and left you, her favorite great grandchild, \$250,000. However, there is one slight “catch” to work out before you receive the money. She wants you to go through her attic and find some use for every object in it. You are not allowed to sell anything, throw it away, or donate it. You must use all the items in a way that differs from their original use. The items in the attic include those below (can be altered to meet any lesson plan).

1. A box of assorted buttons
2. A bunch of faded pictures of Great Granny’s friends and relatives
3. An adult “potty chair” from the 1800s. It is made of wood with a 12-inch circle cut out of the seat where a pan was inserted
4. A box of old books
5. A large Victorian plant stand
6. A one-piece bathing suit worn by Granny in 1892
7. Six petticoats (three with hoops in them)
8. A cedar chest
9. Three white napkins embroidered in pink and blue
10. Six plastic baskets in which mice have been playing
11. Seventeen player piano rolls (without the piano)
12. A box of broken and half-used candles
13. Thirteen empty dress boxes
14. A twenty-inch stuffed baby alligator (with a torn leg) that Granny bought on a trip to Florida
15. A large tin bucket
16. A box filled with holiday cards sent to Granny over the last 20 years
17. A 24” marble bust of President Buchanan
18. Two quill pens and an ink well
19. Five of Granny’s old hats in five round hat boxes
20. A large (three feet by four feet) cracked mirror in a wooden frame
21. Three brass candlesticks
22. Two old storm windows that do not fit the house

23. An old bicycle built for two

**This lesson plan came from**

Powhatan High School, Powhatan County Public Schools

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## **Chemicals and Fashions: Making a Better World**

### **Subjects**

Chemistry, Fashion Marketing, Fashion Design

### **Objective**

Use knowledge of fibers and fabrics to design and market fashion apparel and other products.

### **Real-world application**

- New fabrics made from a variety of natural and synthetic fibers help make possible many new endeavors such as space and undersea exploration.
- Knowing what kind of fabric is best suited to a particular use is essential in the design and marketing of fashion apparel and household accessories.

### **Materials needed**

- Assorted chemicals
- Computers with Internet connections

### **Activities**

- Research techniques used in fiber production.
- Explain the methods used to transform fiber into fabric.
- Experiment with fibers to gather information about their characteristics.
- Prepare a natural fibers table that includes the characteristics inherent in each type.
- Prepare a list of natural and synthetic fiber fabrics and their uses as wearable products.
- Explore the printing and dyeing techniques used in textile production.
- Present a fashion apparel item and market it in terms of how the fabric behaves.
- Explore current textile trends and new fibers being used by designers and the fashion industry.

### **Evaluation of student performance**

- Marketing presentation evaluated by marketing teacher or professional
- Fibers experiments and lab reports rated acceptable by the chemistry teacher

### **Related Virginia Standards of Learning**

- English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
- History/Social Science: GOVT.15
- Science: CH.1, CH.2, CH.3

**This lesson plan came from**

Booker T. Washington High School, Norfolk City Schools

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## **The Element Rush**

### **Subjects**

Chemistry, Marketing

### **Objectives**

- Use marketing research to develop a successful advertising campaign.
- Create a presentation on an element from the Periodic Table.

### **Taking it out of the classroom**

Students in science and marketing classes taught each other the concepts they needed from each discipline to create a successful advertising campaign. Together, students used their professional knowledge and skills to market elements to satisfy consumer wants and needs.

**Note:** Students could offer their campaigns to Physical Science classes for the purpose of introducing elements and their properties.

### **Materials needed**

- Periodic chart
- Computer with Internet access
- Appropriate art and office supplies as needed

### **Activities**

- Groups of science and marketing students collect and analyze data on elements and advertising media.
- Groups prepare advertising media cooperatively.
- Groups present campaigns to clients (other class members).

### **Evaluation of student performance**

- Actual product (advertising materials) 40%
- Group participation 20%
- Presentation 15%

- Preliminary research 10%
- Peer evaluation of group performance 10%
- Creativity 5%

**Total 100%**

### **Related Virginia Standards of Learning**

- English: 11.1, 11.8
- Science: CH.2

### **This lesson came from**

Heritage High School, Newport News Public Schools

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## **Restaurant Experience**

### **Subjects**

Culinary Arts

### **Objectives**

- Create an opportunity for young children to practice social skills in a restaurant setting.
- Perform restaurant duties to cook and serve young children safely and professionally.

### **Taking it out of the classroom**

Many 5-year-old children have never experienced anything but a fast-food restaurant. Students in Culinary Arts displayed their professional skills by introducing kindergarten students to restaurant dining: ordering from a menu, being served by wait staff, paying for a meal, and leaving a tip for service. Students also gave a tour and talked about some of the jobs in the food service industry.

### **Materials needed**

School restaurant equipment and supplies

### **Activities**

Students in high school Culinary Arts

- prepared lunch items
- designed and produced a menu
- served kindergarten students, interacting in a professional manner to prompt good behavior
- gave a tour of the restaurant for the children and showed them some of the jobs.

Six kindergarten classes participated in the project by coming to the restaurant for lunch on selected days.

**Evaluation of student performance**

Students were evaluated on their professional skills and demeanor according to a checklist based on industry criteria.

**Related Virginia Standards of Learning**

English: 9.1, 10.1, 11.1

**This lesson came from**

Powhatan High School, Powhatan County Public Schools

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## **How Would You Market Your Candidate?**

**Subjects**

Government, Marketing, English

**Objectives**

- Research methods of marketing a product—in this case a political candidate.
- Explore the make-up of the candidate's constituency.
- Study the candidate's opinions and attitudes.
- Create a marketing campaign tailored to the candidate.

**Real World Application**

As students reach the voting age, they need to be aware of the influence that successful marketing has on voters. By formulating a marketing campaign for a local, state, or national upcoming election, students will become aware of the intricacies of political parties, platforms, and advertising. Their experience in the classroom will lead them to becoming more responsible voters in the future.

**Materials Needed**

- Computers with access to the Internet
- Access to traditional libraries
- Video equipment

**Activities**

Begin the analysis of your candidate by asking the following questions of your candidate or an official in your candidate's campaign office:

- What are the requirements to qualify for your candidate's office?

- Who is running against your candidate?
- What is your candidate's educational background?
- What professional experience does your candidate possess?
- What is the opponent's campaign platform?
- What does your candidate have to offer the voters?
- Add other questions relevant to your candidate's campaign.
- Decide how to present your candidate to the class.
- Prepare a 10-minute presentation of your candidate. This may include video footage, signs, presentations of the issues, posters, and other presentation techniques.
- Participate in a mock debate.
- Write a paper on your findings about your candidate, his/her party, and the issues.

### **Extended Activities**

- Divide into political parties within the class. Research the parties' candidates and create a platform for each candidate. Present the platforms to the class for analysis of strengths and weaknesses.
- Go into the community to present your "mock" candidates and platforms to teach the audience about each candidate. Present programs at PTA meetings, church meetings, and community club meetings.

### **Related Virginia Standards of Learning**

- English: 9.1, 10.1, 11.1
- History/Social Science: GOVT. 1, 6, 16

### **This lesson came from**

Patrick County High School, Patrick County Public Schools

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## **What Would Happen If. . .**

### **Subjects**

U.S. History, Biology, Reading, English, Family and Consumer Sciences

### **Objectives**

- Conduct a feasibility study of a new industry being located in your community.
- Explore the impact such an industry would have upon the community's economics, population growth, schools, housing market, and overall quality of life in the community.

### **Real World Application**

Recent developments in communities reveal that there are both positive and negative aspects of new industry coming into a community. For example, many citizens of the town of Ashland were opposed to Walmart's coming to their area. Citizens of Eastern Hanover County did not want

the State Fair of Virginia relocated in their neighborhoods. On the other hand, many people in the town of Williamsburg embraced the construction of Busch Gardens. Students will be involved in changes in their communities throughout their lives, and they must be able to make informed opinions about those changes and take appropriate actions.

### **Materials Needed**

- Computers with Internet access
- Access to local libraries
- Paper, pen, pencil

### **Activities**

- Use research skills to gather, organize, and synthesize information about prospective industries.
- Determine the projected economic and societal benefits of the new industry.
- Determine the possible negative impact of the industry upon the existing community.
- Analyze the possible ecological impact of the industry on the community.
- Develop a proposal about the location of the industry based upon your research.
- Participate in a group discussion or debate, present a persuasive speech, or write a research paper about your findings.

### **Evaluation of Student Performance**

Individual papers, group presentations or debates, and speeches should be evaluated on the basis of the teacher's criteria.

### **Related Virginia Standards of Learning**

- English: 9.6, 9.7, 9.8, 10.6, 10.7, 10.8
- History/Social Science: GOVT. 1, 3, 11, 14, 16

### **This lesson came from**

Petersburg High School, Petersburg City Schools

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## **How Do They Do Business There?**

### **Subjects**

Business, Foreign Language, World Geography

### **Objectives**

- Explore the business customs, body language, and mannerisms of other cultures.
- Develop an awareness of cultural diversity and business etiquette as it relates to conducting business in a foreign country.



### **Real World Application**

Today's business professionals must be able to communicate and conduct business with a global population. It is important to their success that they be knowledgeable and aware of business customs, body language, and mannerisms of other cultures.

### **Materials Needed**

- Computers with Internet access
- Poster board
- Paper, pen, and pencils

### **Activities**

- Choose a Latin American country (or any country in which you are interested).
- Research the accepted business practices, manners, customs, and body language prevalent in the country.
- Interview by Internet or by telephone an American member of the business community in the country to ask about his/her experiences in business.
- Make a poster with a map of the country as the focal point and illustrate the types of businesses conducted.
- Present findings to the class, using the poster as the chief visual aid.
- After all presentations, the class decides on the fundamentals that any businessperson should know about any foreign country before conducting business there.

### **Extended Activities**

- Conduct a study of local businesses to determine the needs and attitudes of the area. Study how these needs and attitudes are reflected in company policy and guidelines.
- In collaboration with local businesses, develop a brochure for new employees that instructs them in the local customs and attitudes reflected in the business. This brochure could become a fundamental part of a new employee's training.

### **Evaluation of Student Performance**

Individual papers, brochures, and presentations should be evaluated on the basis of the teacher's criteria.

### **Related Standards of Learning**

- English: 9.1, 10.1, 11.1, 12.1
- History and Social Sciences: WHII.15, WG.4

### **This lesson came from**

Powhatan High School, Powhatan County Public Schools

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# Suggested Websites

## *General Leadership Sites*

- <<http://www.giraffe.org>>. All about heroes of today and tomorrow
- <<http://www.coe.uga.edu/workethic/less4.htm>>. The role of work ethic in life success

## *Leadership Self-Inventory*

- <<http://www.nwlink.com/~donclark/leader/leadchr.html>>. Leadership characteristics and traits
- <<http://www.nwlink.com/~donclark/leader/survlead.html>>. Leadership characteristics and skills survey
- <<http://www.nwlink.com/~donclark/leader/self.html>>. Leadership self-assessment

## *Analysis of Personal Leadership Style*

- <[http://www.mindtools.com/pages/article/newLDR\\_84.htm](http://www.mindtools.com/pages/article/newLDR_84.htm)>. Leadership styles
- <<http://nwlink.com/~donclark/leader/survstyl.html>>. Leadership style survey
- <<http://literacy.kent.edu/Oasis/Leadership/over2.htm>>. Transformative leadership assessment

## *Benefits and Risks of Leadership*

- <<http://www.leadershipnow.com/risktakingquotes.html>>. Quotes on risk-taking
- <<http://www.powerhomebiz.com/vol47/risk.htm>>. Improving performance by taking risks
- <<http://www.learningcenter.net/library/risk.shtml>>. Ways to optimize risk