

## Leadership

<b>Activity:</b>	<b>What's Your Style?</b> (Animal comparison)
<b>Audience:</b>	6 <sup>th</sup> -8 <sup>th</sup> grades
<b>Time Required:</b>	45 minutes
<b>Location:</b>	Any
<b>Objectivities:</b>	Participants will: <ul style="list-style-type: none"><li>• Discover leadership styles and characteristics</li></ul>
<b>Life Skills:</b>	Leadership, self-esteem
<b>Materials:</b>	Animal Pictures, Flip chart paper and easel, markers, tape, Attributes of Leaders handout

**Overview:** We can all think about someone in our life who we consider to be an exemplary leader. This leader may be someone we know or someone who influenced us without knowing us personally.

Have participants introduce themselves and share who their leader was in five words or less. Explain that one of the first hurdles to overcome in developing leadership is to rethink long-held notions about leadership. Many believe that leaders are people who hold political offices, run businesses or coach sports teams, but the truth is that leadership is much more complex and can include a broad range of people, actions and abilities.

### **Do the Activity:**

Distribute the Attributes of Leaders handout. Ask participants to take a minute to read the handout silently. As people complete the reading ask the following questions:

What words stood out for you?

What attributes struck you as being especially critical?

What attributes do you think would be most challenging?

How does the list reflect your own leadership style?

Introduce the topic of leadership styles. Explain that just as we are individuals in other ways (e.g., dress, learning style, and social style); we differ in our style of leadership. Tell the group that this exercise will ask them to examine their own leadership style and reflect on its implications in different situations.

Have pictures of animals ready. Invite the group to think about the leadership qualities in each animal and decide which animals is most like their own leadership style. Hold up each picture as you read the animal's name:

# DOG SNAKE CAT LION DEER MOUSE

Post the animal pictures around the room.

Ask participants to go to the animal that most reflects their leadership style. Give each group two sheets of flip chart paper. Instruct each group to identify a presenter, who will present the group's answers and a "scribe", who will record the group's responses to the following question: "What are the qualities of your animal that best describe your leadership style?"

Allow the groups 15 minutes to discuss, debate, share and laugh on the question and write their responses on the first sheet of paper. Ask the presenters to present their animals qualities to the groups. Have tape ready to post the paper on the as the "presenter" speaks.

After all the groups have shared, ask each participant to select one of the other animals in the room and respond to this question: "Given the qualities of this animal, what will I need from that animal in order to work with it successfully?" Give them time to think of a response, and then let them share.

**Reflect and Apply:** Discuss the following:

What did you learn about leadership styles through this activity involving animals?

What did you learn about working with other leadership styles?

How would you go about planning a project involving diverse leadership characteristics?

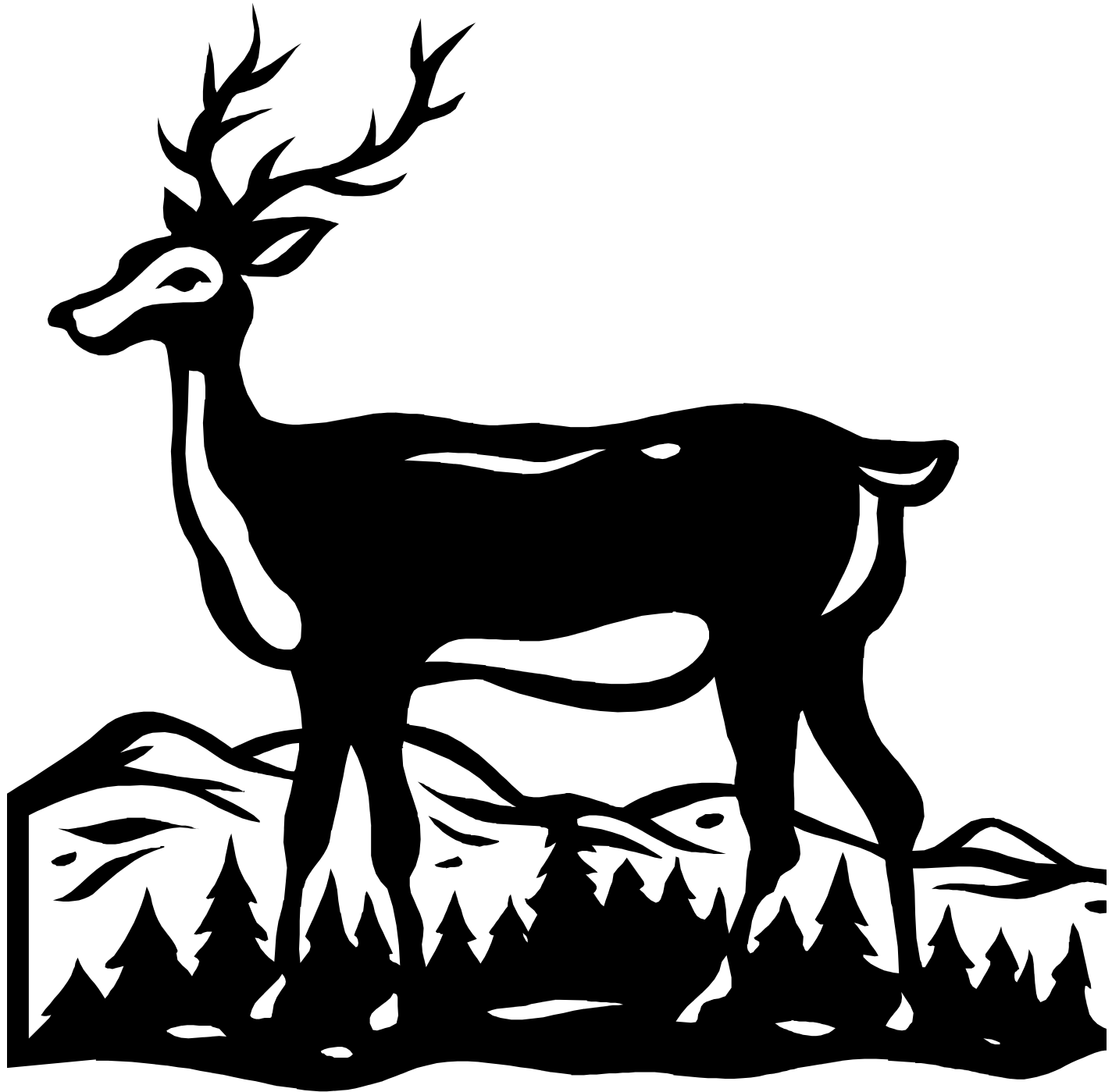
How could the information you learned in this activity help you in the future?

Source: Adapted from the Youth-Adult Partnerships training manual.

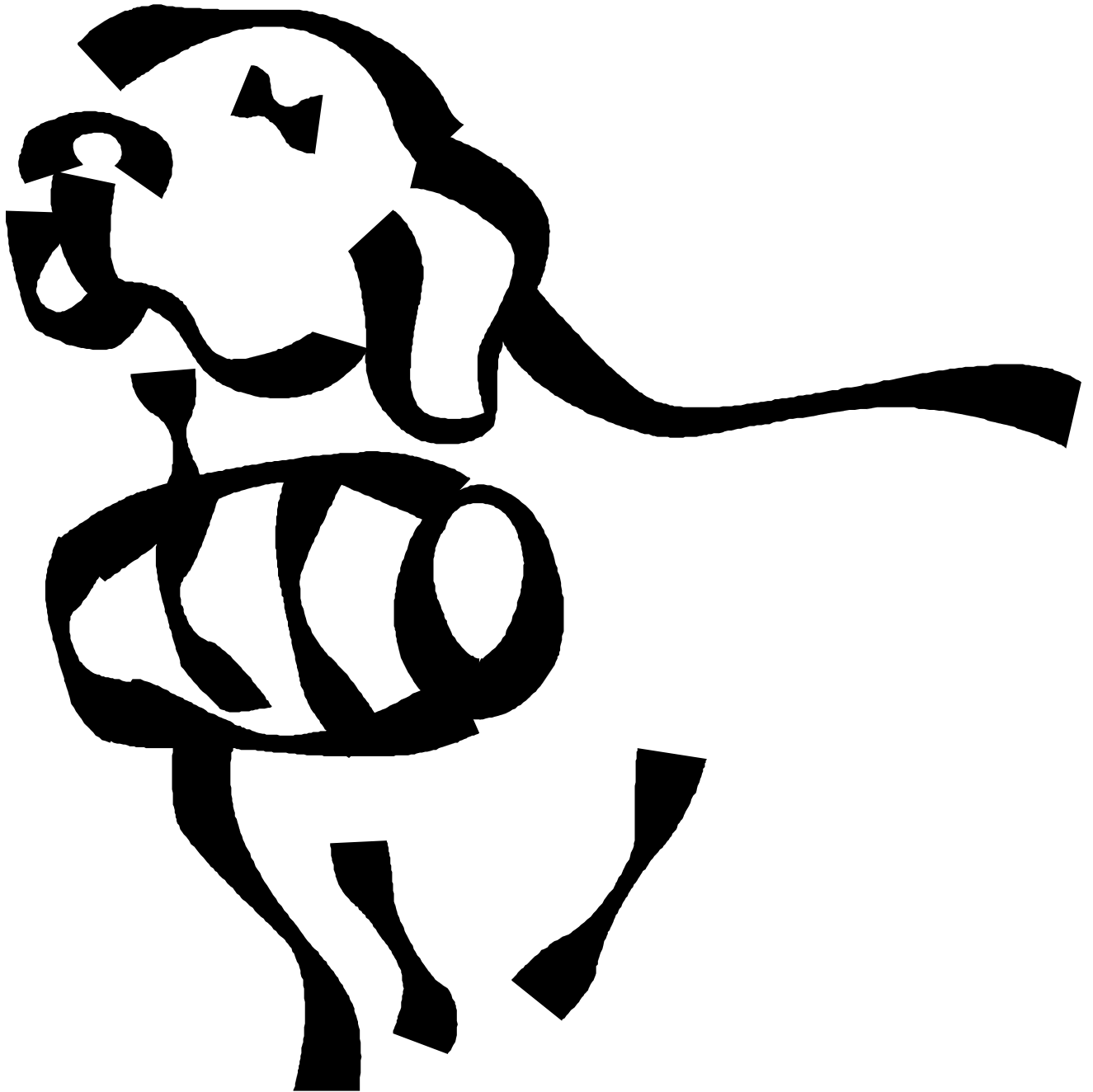
# Attributes of Leaders

- Physical vitality stamina
- Intelligence and judgment-in-action
- Willingness (eagerness) to accept responsibilities
- Task competence
- Understanding of followers/constituents and their needs
- Skill in dealing with people
- Need to achieve
- Capacity to motivate
- Courage, resolution, steadiness
- Capacity to win and hold trust
- Capacity to manage, decide, set priorities
- Confidence
- Ascendance, dominance, assertiveness
- Adaptability, flexibility of approach

DEER



DOG



CAT



MOUSE



# SNAKE



LION



## Leadership

**Activity:** Working in Groups - Pins and Straws  
**Audience:** 6<sup>th</sup>-8<sup>th</sup> grades  
**Time Required:** 40 minutes  
**Location:** Area with tables or flat, dry ground surface

**Objectivities:** Participants will:

- Increase their understanding of various leadership styles
- Improve their problem solving skills

**Life Skills:** Leadership, decision-making

**Materials:** "Pins and Straws" worksheets and role cards (see below), straight pins, drinking straws, newsprint, markers, pens or pencils

**Overview:** Leaders may have different styles: For example, a leader may be dictatorial and tell everyone what to do or may lead by providing good example for her/his followers. (Have participants brainstorm other leadership styles. Write appropriate answers on newsprint)

### Do the Activity:

1. Divide the class into groups of six or eight participants. Try to make the groups equal in size make sure there are at least three groups. Distribute pens or pencils
2. Have each group designate one person as an observer. Give each observer a "Pins and Straws" observer worksheet.
3. Have each group designate one person as a leader. (Make sure that all three leadership types are represented.) The leader should not share the information.
4. When all the leaders understand their roles, distribute 20 straight pins and 30 drinking straws to each group.
5. Explain to students that the task of the group is to build a strong, tall, beautiful bridge in 15 minutes. (While the students are working, copy the group tally sheet onto newsprint. It will be used at the end of the activity to record the results.)
6. After 15 minutes, distribute the "Pins and Straws" participant rating sheets and have each member rate her/his satisfaction with her/his group. Participants should also examine all of the structures and vote for the best in each category: height, strength, beauty.
7. Tally the group results and record the numbers on the large tally sheet that you have prepared on newsprint.
8. Have the leaders explain their roles to the groups.

# Pins and Straws

## Observer Worksheet

Your Task is to observe the group's behavior. You should not participate. Position yourself where you can observe the behavior of all members of the groups.

1. Who was the group's leader?

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2. Describe his/her leadership style.

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3. Give some examples of his/her behavior that illustrate that style.

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4. Cite any behaviors by the other member of the team that you think were related to the leader's style of management.

Team Member:

Behavior:

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5. Describe the climate or atmosphere of the group.

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6. Give some examples of group members' behaviors that illustrate this climate.

Team Member:

Behavior:

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7. Describe the involvement or participation of group members in this task.

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8. Cite some examples of behavior of individual members to illustrate the participation characteristics of your group.

Team Member:

Behavior:

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# Leader Role Cards

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## Leader 1

You are to be a *dictator*, which means:

1. You cannot accept any suggestions from group member.
2. You must give orders about how the job will get done.
3. The bridge is to be result of **your ideas**, and only your ideas.

**You cannot tell the group what you are doing!**

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## Leader 2

You are to be a *democratic leader*, which means:

1. You and the group will work together to build the bridge.
2. Your job is to involve the group so that everyone agrees with the way the bridge turns out.

**You cannot tell the group what you are doing!**

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## Leader 3

You are to be a *laissez-faire leader*, which means:

1. You cannot make any suggestions about what is to be done how it is to be done, or who is to do it.
2. You let everyone do what she/he wants to do.
3. The bridge must come from **your teammate's ideas**, not your ideas.

**You cannot tell the group what you are doing!**

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# Participant Rating Sheet

## 1. Satisfaction

Your group number: \_\_\_\_\_

Rate your satisfaction with following items by checking off the appropriate box in the table below. Note the numerical score associated with each rating.

	<b>1</b> <b>Not at All</b> <b>Satisfied</b>	<b>2</b> <b>Slightly</b> <b>Satisfied</b>	<b>3</b> <b>Moderately</b> <b>Satisfied</b>	<b>4</b> <b>Mostly</b> <b>Satisfied</b>	<b>5</b> <b>Very</b> <b>Satisfied</b>
<b>Your Leader</b>					
<b>Your own</b> <b>Participation</b>					
<b>Your group's</b> <b>Product</b>					

Write the numerical scores below for:

Your leader: \_\_\_\_\_

Your own participation: \_\_\_\_\_

Your group's product: \_\_\_\_\_

For each of the above items, add up the scores given by all the members in your group. Then average score for each item.

## 2. Best Product

In your opinion, which group produced the best bridge, judged on its:

Height: \_\_\_\_\_

Strength: \_\_\_\_\_

Beauty: \_\_\_\_\_

## Group Tally Sheet

Note to instructor: Transfer this chart onto newsprint and use it to collate answers for the entire class.

Group Number	Average Satisfaction Ratings			Tally of Votes			
	Leader-ship	Partici-pation	Product	Best in Height	Best in Strength	Best in Beauty	Total score
1							
2							
3							
4							
5							
6							

**Reflect and Apply:** Discuss the following

What did you learn about different leadership styles?

When might a certain leadership style be necessary?

How will this activity affect how you approach leadership roles?

## Leadership

**Activity:** Following the Leader—communicating without speaking  
**Audience:** 6<sup>th</sup>-8<sup>th</sup>  
**Time Required:** 10-15 minutes  
**Location:** Any place where participants can move around

**Objectives:**

- Participants will:
- See how well they follow directions and listen
- Learn to give directions so that others can follow
- Observe the leadership styles of the other participants

**Life Skills:** Communication, Leadership, teamwork

**Materials:** One large balloon per member (use a variety of colors)

**Overview:** A leader needs to be a good communicator and communicating means listening. In the next activity, the team will be doing an activity that involves listening and following a leader. Let's see how well your team listens and communicates.

### Do the Activity:

- Have the team blow up the balloons.
- Appoint a leader of the balloon parade.
- Each member is to bounce his or her balloon with hand at a time without dropping it to the floor and without carrying it.
- Have the leader guide through a series of obstacles (if indoors—chairs, tables or a series of rooms; if outdoors—around trees, through paths, and around buildings).
- Each member of the team must keep his or her balloon bouncing with one hand at all times and continue to follow the leader.
- When the team arrives back at the starting point, have the team form a circle and continue to bounce their balloons.
- When team forms the circle, have them pass their balloons, from member to member, not letting the balloon drop to the ground.
- When the group members have their original balloons back, the game ends.

### Reflect and Apply: Discuss the following

- Was it hard to follow the leader without talking?
- Did the group follow the directions and not talk?
- Why was it hard to not talk throughout this activity?
- How did you get our own balloon back without talking?
- How do we communicate when we cannot talk?

## Leadership

<b>Activity:</b>	<b>What Kind of Shoe Are You?</b>
<b>Audience:</b>	6 <sup>th</sup> -8 <sup>th</sup> grade
<b>Time Required:</b>	20 -30 minutes
<b>Location:</b>	Area where signs can be posted and participants can move
<b>Objectives:</b>	Participants will: <ul style="list-style-type: none"><li>• Discover leadership styles and characteristics</li></ul>
<b>Life Skills:</b>	Leadership, teamwork, self-esteem
<b>Materials:</b>	Signs with a picture of the shoe or the name of the shoe, tape
<b>Preparation:</b>	Before session starts, have the signs posted randomly around the room

**Overview:** The first step in becoming a leader is to learn your personality and leadership style. As teens learn their style, they are also learning other personality and leadership styles. In turn, they learn how the different styles can work together complementing each other so that people with can work as a team.

### Do the Activity:

1. Tell each participant to think about what kind of shoe he/she would use to describe his/her leadership style.
2. Once participants have formed their opinions, give them the shoe styles listed below without word descriptions.
3. Have participants move to the sign that has the shoe that visually describes them as a leader
4. Once the participants have selected their shoe, read the description of each shoe
5. Ask anyone who would like to change to move to the shoe that is more like their style

### Reflect and Apply:

1. Why did you select the shoe that you picked?
2. For those of you who changed choices after the descriptions were read, why did you change?
3. Did your shoe's description fit you? Why/Why not?
4. How does your knowledge about shoe preferences relate to groups with which you have worked?

5. How can we improve our own skills and those of others?
6. Why is it important to know your own leadership style and those of people with whom you work?
7. Why is it important to nurture our differences?

Shoe descriptions related to leadership styles:

- **Tennis shoe/Athletic Shoe**—comfortable, practical person who gets things done—versatile, fits most places, likes sports, usually has an active hobby, flexible and adaptable, helps out when needed, friendly, likes people
- **Work Boot**—hard worker, can tolerate getting dirty, likes to be challenged, ready to get going, sometimes impatient, doesn't like to sit around in meetings, will do necessary but unpleasant jobs, usually can do many different types of things.
- **Dress shoe**—can rise to a special occasion and be a leader, will step out in front but knows when to be a follower, careful, good manager, dependable, gets the job done in a quiet manner, may speak out if in disagreement.
- **Sandal**—carefree, fun, friendly, may be late but makes up by being enthusiastic, likes nature, knows how and when to relax, hurries to get the job done in order to do other things, calls on tennis shoe or work boot for help, has a good time, open to new ideas
- **Loafer**—cool, calm, comfortable, does the job and then pursues own interests, enjoys the opposite sex
- **Earth/Nature Shoe**—a little different, creative and arty, doesn't always know what day it is, tries out new ideas, has special talents but at times may not relate to others, likes funky things, can really produce when motivated
- **Cowboy Boot or Special Occasion Shoe**—has special talents or abilities, resourceful, energetic, doesn't worry about what others think, creative, stand up for beliefs
- **Bare Feet**—nature person, enjoys physical aspects of life

Source—Putting the Pieces Together: a 4-H Leadership Curriculum/building Leadership Life Skills. Texas Cooperative Extension

## Leadership

**Activity:** Human Knot  
**Audience:** 6<sup>th</sup>-8<sup>th</sup>  
**Time Required:** 15-20 minutes  
**Location:** Flat dry surface comfortable for standing and moving about

**Objectives:** Participants will:

- Work as a team to solve a problem
- See how a leader rises to top in a difficult situation
- See the leadership styles of the other participants

**Life Skills:** Leadership, teamwork

**Materials:** Yarn or string cut in 12 to 18 inch lengths (enough for each team member)

**Overview:** When working as team, there will be several members who have leadership qualities. At different times and in different situations, the leader of the group may change. In this activity, the team will face a problem without anyone being named the leader. The object of the activity is to see who assumes the role of leader and helps the team solve the problem.

### Do the Activity:

- Put participants in teams of 6 to 8 members
- Give each member a piece of string
- Have teams form a circle
- Members should hold one end of the string in the right hand and let the other dangle
- With the left hand they need to grasp another team member's string and make sure it is not the member that has their string.
- Now work as a team to undo the knot. **DO NOT** let go of the string. (Remind team members not to jerk or pull hard on the string as arm and shoulder could be injured.)

### Reflect and Apply: Discuss the following

How did it feel when you first began to untie the knot?

What happened after a few minutes of struggling with no plan for success?

Did anyone take charge or offer a strategy?

What happens if everyone has a different strategy?

What roles did people have to play to complete the task?

How could this apply to any situation where a group project needs to be completed?

## Leadership

**Activity:** Skills Assessment

**Audience:** 6<sup>th</sup>-8<sup>th</sup>

**Time Required:** 15-20 minutes

**Location:** Area where participants can write comfortably

**Objectives:** Participants will:

- Complete the Leadership Skills Scale
- Identify skills of a leader
- Identify leadership skills, strengths and weaknesses

**Life Skills** Leadership, self-esteem, achieving goals

**Materials:** Copy of Leadership Skill Assessment for each participant, pens or pencils, extra paper for each participant

**Overview:** A person has many skills that make them a leader. A good leader needs to do an assessment of their leadership skills to learn their strengths and weaknesses as a leader. He/she can then make a plan to become a better leader.

**Do the Activity:** Have participants to complete the Leadership Skills Assessment. After participants have completed the Assessment, have them make a list the skills in order with the strongest skill being on the top and the weakest on the bottom. On a sheet of paper, have the participants to write why their strengths would make a good leader. Then have them to look at their weaknesses and write what they can do this year to strengthen these skills.

**Reflect and Apply:**

Ask participants to share their responses.

Discuss how/why each skill is important

Discuss how each skill might affect future success where leadership is important.

## Leadership Skill Assessment

Rate your leadership skills by circling the number following each statement which indicates how you rate your ability to do what is listed. If you do it always, mark a "3"; sometimes, mark at "2" and rarely, mark a "1".

	Always	Sometimes	Rarely
1. I feel good about myself and my abilities.	3	2	1
2. I am enthusiastic.	3	2	1
3. I understand and know what I value.	3	2	1
4. I can admit and deal with mistakes.	3	2	1
5. I can keep records.	3	2	1
6. I can speak before a group.	3	2	1
7. I am a good listener.	3	2	1
8. I can teach others.	3	2	1
9. I accept and care about others.	3	2	1
10. I encourage others.	3	2	1
11. I meet and get along with others.	3	2	1
12. I trust other people.	3	2	1
13. I can ask questions.	3	2	1
14. I can be open minded.	3	2	1
15. I can see things objectively.	3	2	1
16. I can learn from others.	3	2	1
17. I can set and carry out goals.	3	2	1
18. I can identify and use resources.	3	2	1
19. I can make choices.	3	2	1
20. I know what's important to me.	3	2	1
21. I can plan programs.	3	2	1
22. I can evaluate people and programs.	3	2	1
23. I am a responsible person.	3	2	1
24. I can delegate responsibility.	3	2	1
25. I cooperate with others.	3	2	1
26. I can work as a team member.	3	2	1
27. I can follow as well as lead.	3	2	1
28. I can involve people.	3	2	1

## Scoring

Each statement represents one area of leadership skills. Add together the numbers you circled as instructed below and divide by 4 to identify your average in each leadership skill area.

Understanding Self      Add statements 1-4, divide by 4 = \_\_\_\_\_

Communicating      Add statements 5-8, divide by 4 = \_\_\_\_\_

Getting Along/Others      Add statements 9-12, divide by 4 = \_\_\_\_\_

Learning to Learn      Add statements 13-16, divide by 4 = \_\_\_\_\_

Making Decisions      Add statements 17-20, divide by 4 = \_\_\_\_\_

Managing      Add statements 21-24, divide by 4 = \_\_\_\_\_

Working with Groups      Add statements 25-28, divide by 4 = \_\_\_\_\_

These scores will show what skills are your strengths as a leader and the areas you need to work on to enhance your leadership ability.