Lesson 1: Getting Acquainted

Objectives

Students will:

- ❑ Begin to create healthy relationships with the Course Leader and the class.
- ❑ Determine the purpose of *LeadWorthy*.
- ❑ Understand the concept of journaling.

General Teaching Procedure

I. Introductions
   A. Welcome
   B. Course Leader's Personal Introduction
   C. Introduction of *LeadWorthy*
   D. Activity: *LeadWorthy* Class Photo
   E. Activity: Echo Name Game
   F. Activity: Face-to-Face
   G. Activity: Similarities and Differences

II. Purpose of *LeadWorthy*
   A. Activity: Leadership Walk
   B. Discussion

III. Journal Questions
   A. Introduction to Keeping a Journal
   B. Writing Journal Questions

Preparation

All Course materials for this lesson can be located at:
IHeartCKH > Resources > LeadWorthy The Course

1. Have name tags for everyone, if desired.
2. See Course Material in Lesson 1:
   - Prep_Student Welcome Video
   - Student Information Sheet
   - Leadership Quotes
   - Leadership Walk Worksheet
   - Supplemental Materials:
     - Letter to Parents
     - Speech Grading Ideas
     - Sample Speech Rubrics
     - *LeadWorthy The Course* Point System
2. Have camera ready to take class photo to affix to student manuals.
3. Put journal question(s) on the board, if desired.
4. See Additional Activities at the end of this lesson.
5. Plan ahead! See Preparation in Lessons 2, 3, and 4.

REMEMBER!

E- Engage
X- X-plore
C- Communicate
E- Empower
L- Launch

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I. Introductions

A. Welcome

I want to welcome you to an exciting experience in leadership. During this course, you will be involved in a program designed to produce quality leaders with a strong sense of who they are and where they are going. The school and community have invested a great amount of time, money, and effort to bring this program to you. I think this is because they place such a high value on young people and want to help you develop personal, relational, and leadership skills. Our country has never needed strong leadership more than it does today. I believe all of you have the ability to become the future leaders of our cities, states, and nation and just as importantly, your families and businesses.

B. Course Leader's Personal Introduction

Note to the Course Leader

Introduce yourself. Be prepared to tell everyone who you are and where you're from. Also, be prepared to explain why you are interested in *LeadWorthy* and teenagers. Your goal here is to build your credibility with the class. If you have not shared your personal thoughts about your life, family, teaching, etc., now would be an appropriate time to talk about these things. You might even tell them about the special training you received to qualify to be a Course Leader.

C. Introduction of LeadWorthy

I have great faith in the teens of today and feel that all of you have incredible potential. The problem is that many of you don't have the opportunity to develop most of your potential until later in life. I also feel you need adults who will listen to you and take you seriously. In *LeadWorthy*, you are going to learn the skills you will need to be successful. Let's hear from the founder of *LeadWorthy*, Flip Flippen himself!

Play Video

Play "Student Welcome Video," by Flip

All Course materials for this lesson can be located at:
IHeartCKH > Resources > LeadWorthy The Course

D. Activity: LeadWorthy Class Photo

Note to the Course Leader

The goal of this activity is for students to see their class as a unified team. Take a group photo of yourself with your students. Digital copies are inexpensive. Have the students place their photos on the Student Manual title page. Each time they open their manuals, they will be reminded of their accountability to one another.

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E. Activity: Echo Name Game

Note to the Course Leader

The goal of this activity is to have fun, break the ice, learn each other's names, and build relationships. Feel free to use other games, as well, to be sure everyone feels comfortable together. This could take a whole class period or longer.

Echo Name Game

Form a circle. Give yourself a positive "handle," a word that describes you that starts with the same letter as your first name, such as Happy Harold. Tell the class to think up handles for themselves. You start by telling your name and handle and by performing some motion that illustrates your handle. For "happy" you could show a big smile and frame your face with your hands open wide. The person on your left gives his/her name and handle with a descriptive motion, and the game goes on around the circle. Course Leader goes last, repeating all the names.

After each one has had a turn, explain the next phase of the game. Say your name with the accompanying action, then have the whole group repeat it by saying, "Hi, Happy Harold," and imitating the action. Continue around the circle, with each one saying and acting out his/her name, followed by the whole group saying "Hi, (name)" and imitating the action.

F. Activity: Face-to-Face

Face-to-Face

Create two equal rows of students facing each other.

Face-to-Face: Participants introduce themselves to each other and then answer the question you ask. Each person has approximately one minute to answer the question. Direct them to shake hands and introduce themselves because shaking hands is a nice way to connect and a valuable life skill. When time is up, ask participants to stand up and move a certain number of seats to their left or right. Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch. Otherwise, you end up with people getting back to a partner they've had before.

Have students introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually five or six questions are a good amount. At the end, have each student tell something new they learned about someone in the class. This is also a good launch question!

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Questions:

1. Tell about a favorite vacation you've taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Tell something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had as a child.
7. If you could win an award or prize for something, what would you like to win it for?
8. Tell me about the first job you ever had.
9. What is one thing you want to accomplish this year?
10. If you were a hot air balloon, where would you go?
11. If you won $1,000 on a call-in radio contest today, what would you do with the money?
12. Tell about a favorite book you've read.
13. Tell about your favorite thing to do in your free time.
14. Tell me about your family.
15. Where do you hope to be five years from now?
16. What are your favorite pastimes?
17. Tell me about some of the things that make you happy.

G. Activity: Similarities and Differences

Similarities and Differences

Split the class into equal small groups (three to five students per group). Give each group markers and a piece of paper.

Similarities and Differences: Ask students to draw a circle in the middle of the paper big enough for them to write five sentences.

On the outside of the circle, have each student draw a shape for themselves big enough to write five sentences. Students come up with five things they have in common within their group (most unique ones win) and five things about themselves that are different from their group. They should be creative. Each group needs a scribe and a spokesperson. Present each group's similarities and differences after everyone is done.

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II. Purpose of LeadWorthy

A. Activity: Leadership Walk

Download

Leadership Quotes

Leadership Walk Worksheet

All Course materials for this lesson can be located at:
IHeartCKH > Resources > LeadWorthy The Course

Leadership Walk

Print out the leadership quotes and place them around the room so students can see them. Divide the class into groups of three or four. Give each group a copy of the Leadership Walk worksheet.

In their groups, ask students to walk around and quietly read and discuss the eight leadership quotes. Students should choose the ONE they feel best represents leadership. Be sure each group has a scribe to fill out the worksheet, and a spokesperson to present the group's thoughts to the class.

Lead a discussion about the quotes that each group chose and their definition of a leader. On a new piece of paper, write the class's consensual definition of a leader. Discuss the difference between a positive and a negative leader.

B. Discussion

LeadWorthy was developed because of a belief in you and your potential. My desire is for you to grow in character and vision, so you are prepared for the challenges of leadership. The purpose of the program is simple: to teach you **personal, relational, and leadership skills**. In essence, how to: walk, talk, make a good impression, present your ideas, think for yourself, work with difficult people, and pursue personal excellence in the face of difficulty.

Discussion

- ❑ What would you have thought of me, if on the first day of class I had propped my feet up on the desk, looked sloppy, and not acted happy to see you?

Remember, you are beginning a program that will have a tremendous impact on you. If you give 100% in this course, you will be incredibly successful! Many of you are already in positions of leadership. What I want to do is to help you improve those skills so that you can be even more effective. Besides having the skills of a leader, you must also know the underlying **principles** by which leaders make decisions and lead their lives. The bottom line is that I believe you are able to do so much more than you have dared to believe about yourselves! It's time now for you to believe in yourselves!

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Discussion

- ❑ What are you thinking?

III. Journal Questions

A. Introduction to Keeping a Journal

At the beginning of class every day in *LeadWorthy*, we're going to write some thoughts down in a journal. Many great leaders throughout world history have kept detailed journals of their thoughts, feelings, and reasons for making certain decisions. Often they would speak of their hobbies, family, and friends. Frequently, they would disclose their views concerning major issues facing the world. One of the reasons journaling is so important is because many of us struggle to be totally honest with others, but we desperately need to have a healthy outlet for our deepest thoughts. I know of no better way than keeping a journal.

Discussion

- ❑ Have any of you ever kept a journal or a diary before?
- ❑ How was it helpful for you?

B. Writing Journal Questions

Let's get started. I'll give you a journal topic I'd like you to write about. I will be giving points for journal entries; however, if you do not want me to read a specific entry, simply write, 'Please do NOT read' at the top of the page and I will only check to see that it has been finished - I will not read it. You're not limited just to writing about that topic, either. You may write about anything you want. Journal pages are provided for you in the back of your Student Manual. Here are the questions I'd like you to write about today.

Journal Questions

1. What are the leadership qualities you believe you already possess?
2. How do you plan on further developing these abilities?
3. What are some leadership qualities you may be lacking?

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Note to the Course Leader

It would be helpful if you'd write these questions on the board. Ask everyone to be silent during the journaling period to minimize distractions. Afterward, you may want to generate discussion about students' expectations for the course.

If time remains, have them write a one-paragraph summary of their thoughts about today's lesson in their journals. This is the Launch activity for the lesson. Help them think through this summary by asking the Launch questions (that are applicable) below.

You may wish to discuss these before they write in their journals.

- ❑ What did we do and discuss today?
- ❑ What is its relevance to you, both for now and for your future?
- ❑ How are you going to use these skills before our next class?
- ❑ What will result if you don't use these skills?
- ❑ What will result if you do use these skills?

Conflict Resolution Discussion

- ❑ Students in the classroom are talking out of turn. Based on our definition of a leader, how would you handle the situation?

Assignment

- ❑ Bring an aluminum can to our next class.

Note to the Course Leader

At some point today or prior to building the Social Contract in Lesson 2, discuss your classroom procedures and school rules with the class.

Additional Activities

These activities were suggested by Course Leaders and may be used any time during the course.

- ❑ **Attend a ropes challenge course as a class.** This is a great way to build a team. Because of the cost involved, consider doing a fundraiser.
- ❑ **Invite *LeadWorthy* students from previous semesters** or from the high school to visit the class and give speeches about how they benefitted from *LeadWorthy*.
- ❑ **Create a *LeadWorthy* bulletin board.** This could be put up in the class, for students to bring newspaper articles, noteworthy quotes, and items that show how they've used their leadership skills. Also, a bulletin board could be mounted in the hall, decorated with *LeadWorthy* memorabilia, photos of the students, etc.
- ❑ **Develop distribution brochures about *LeadWorthy*.** (originated by La Nae McClure, Sterling City High School, Sterling City, Texas)

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- **Publish a *LeadWorthy* newsletter for parents and teachers.** It could include write-ups by students about outside trips, speakers, what's going on in class, etc. Students could contribute articles about what *LeadWorthy* means to them. (originated by Carolyn Johnson, formerly of Muleshoe High School, Muleshoe, Texas)
- **Conduct a Big Brother-Big Sister service project.** The following description is taken from a *LeadWorthy* newsletter from Muleshoe High School in Muleshoe, Texas, and written by Andrew Ruiz. The students worked with children at a day care center.

  > Mrs. Johnson allows us to make our contacts to organize the project, and we work as a group to plan weekly activities with the group. On our first visit, we conducted some get-acquainted activities and then selected our little brothers and sisters. We had our picture taken with our child and, using the picture, worked together to make a poster. All posters were then put up on a huge bulletin board at the center. Some of the activities we have planned include: (1) teaching the children about safety, (2) teaching them the importance of staying drug-free, (3) sponsoring a bike-a-thon, (4) planning an outdoor picnic with organized games, and (5) reading and spending time with them.

See more ideas in the Additional Activities at the end of Lesson 6.

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