

Aim/Outcomes:

Social Organisation 3.1 How leadership of groups is acquired and exercised Students will be able to: - Explain how people become leaders of groups - Describe how people exercise leadership of groups Processes being Assessed **Learning Outcomes Inquiry** - Carry out a Social Studies Inquiry Supporting Processes **Learning Outcomes** Students will be able to:
Values Exploration Explore different value positions on leadership
Social Decision Making Discuss issues, solutions and possible social action from a leader's perspective
Requirements Setting(s):New Zealand **Perspective(s):**Current Issues
Essential Learning About New Zealand Society (ELANZS):People in New Zealand's history
Current events and issues within New Zealand

Essential Skills

As ticked/Highlighted/Displayed

Communication Skills

- Communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate
- Convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts
- Become competent in using new information and communication technologies, including augmented communication for people with disabilities

Information Skills

- Identify, locate, gather, store, retrieve, and process information from a range of sources
- Organise, analyse, synthesise, evaluate, and use information
- Present information clearly, logically, concisely, and accurately
- Identify, describe, and interpret different points of view, and distinguish fact from opinion
- Use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills

- Think critically, creatively, reflectively, and logically
- Exercise imagination, initiative, and flexibility
- Identify, describe, and redefine a problem
- Analyse problems from a variety of different perspectives;
- Make connections and establish relationships
- Inquire and research, and explore, generate, and develop ideas
- Try out innovative and original ideas
- Evaluate processes and solutions.

Self-management & Competitive Skills

- Set, evaluate, and achieve realistic personal goal
- Manage time effectively
- Show initiative, commitment, perseverance, courage, and enterprise
- Adapt to new ideas, technologies, and

- situations
- Develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure
- Develop the skills of self-appraisal and self-advocacy
- Achieve self-discipline and take responsibility for their own actions and decisions
- Develop self-esteem and personal integrity

Social and Co-operative Skills

- Develop good relationships with others, and work in co-operative ways to achieve common goals
- Take responsibility as a member of a group for jointly decided actions and decisions
- Learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours
- Acknowledge individual differences and demonstrate respect for the rights of all people
- Demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity manaakitanga)
- Develop a sense of responsibility for the well-being of others and for the environment
- Participate effectively as responsible citizens in a democratic society
- To develop the ability to negotiate and reach consensus.

Work and Study Skills

- Work effectively, both independently and in groups
- Build on their own learning experiences, cultural backgrounds, and preferred learning styles
- Develop sound work habits
- Take increasing responsibility for their own learning and work
- Develop the desire and skills to continue leaning throughout life

Key Concepts

Leadership is a thread that runs through all areas of life (social, emotional, physical, cultural, intellectual). Leadership changes through the influences of individuals, groups and time. Leadership can be found in the animal kingdom.

Key Words

Leader, leadership, mentor, authority, in charge, title, role model, manager, tall poppy,

Key Questions

What are the skills and attributes of a great leader? What are the downsides to being a leader? What are the differences and similarities between leaders and managers? How does leadership change in different cultures? What are the common characteristics of great leaders? Does the world need more leaders? In a crisis what type of leader is needed? Compare two leaders.. what about their childhood/background encouraged them to become a leader? If you had to pick the best quote on what a leader is what is it and why? Is their differences in how genders lead? What was the critical "push/event" that got them

into leading? (Why?) What animal shows the best qualities of leadership? (Why?), How has leadership changed over time? Do leaders today have to have different skills to those of previous generations? How does the media affect leadership? How does democracy affect leadership? How does capitalism affect leadership? If you took away their major achievement would they have still become a great leader? What were the top 3 things that inspired them to become leaders? What styles of leadership do they use? Why? What was the worst decision they made as a leader? Why? Which leader would you choose as the best role model? Why? Did their principles help them to become a leader? How? How do these leaders inspire me? Why?

Sources

Primary:

Secondary:

Resources

Leadership in videos i.e. Shrek, Emperors New groove, Matrix,

Assessment

Impt Pre-Requisite Skills

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Key
ES = Essential Skills
🔗 = ICT Activity

Learning Paths/Activities

Activities that require ongoing repetition (i.e. skill building activities):

□

Unit Introduction/Motivation

□

Getting Going

□

Other Learning Activities

Our Heroes

Who are the people who inspire you? Working in small groups, students nominate one person who is a hero for them, and give one reason for their choice. Discuss: Are your heroes leaders too? What makes a person a leader? Record your ideas on a chart.

For inspiration, visit Giraffe Heroes (see <http://www.giraffe.org/>)

Stories of leadership

Story tell children who were leaders...

Leaders Word List

Make a leadership word list. In pairs, students brainstorm words we use for leaders, and share them with the class. See [brainstorm_ideas.rtf](#).

Talk about:

What are Tall Poppies? Who are some Tall Poppies? What is the Tall Poppy syndrome? What is the Kiwi Clobbering Machine?

Key words: role model, hero, celebrity, election, voting, appointment, inheritance

Leaders are born, not made.

See [extra1.rtf](#).

Leadership Inspiration.

Get pupils to brainstorm white hat things that they know about leadership. Update this throughout the year (3-4 times)

Leadership Presentation.. Powerpoint

Each pupil is to crystallise all their thinking into a presentation to be presented via Powerpoint and oral delivery in Term 4.

Biography

Assessment activity

Carry out an inquiry and write a biography of a leader that shows how that person became a leader, and describes his/her achievement. Compare this to another leader.

Pupils decide leaders. Becomes part of their Leadership Powerpoint.

Once students have selected the subject for their biography, they embark on the Project Rubric.

Extra Possible lesson ideas

1. Values Exploration - Ways people become leaders and how they lead

Start by talking about the different ways leaders are chosen in your classroom, school or sports teams. Which groups choose leaders? How are leaders chosen? Why are leaders chosen in these ways? Are some ways of choosing leaders better than others?

Use this values continuum (see [values.rtf](#)) to encourage thinking about leadership.

In groups of three, students select a leadership role in the school. For example, leadership of a sports team, or a classroom leader. They decide how they would select a person for that role (acquiring leadership), and write a brief "job description" (exercising leadership) for the job. The job description lists the experience and qualities you want for a person in that position.

Self Assessment (see [self_assessment.rtf](#)) (Formative)

2. Take me to your leaders

Students work individually or in pairs to complete the "Take me to your leader" sheet.

Read a selection of stories about leaders (see [Reading To from English Online](#)). Try some of the profiles in Alan Duff's Maori Heroes, published by Random House.

Shared reading (see): Jonah Lomu, School Journal Part 3 No 2 1999

See [extra2.rtf](#).

3. Choosing leaders

Every three years New Zealanders vote for the people they want to lead the government.

Talk about How New Zealand is Governed (see).

After you have visited the site, and read or talked about the information on it, complete this crossword puzzle (see [got_it.rtf](#)). See [extra3.rtf](#).

4. Leadership style

Brainstorm in small groups: What qualities do we look for in our leaders? See [brain_ideas.rtf](#).

Choose one of New Zealand's current leaders, and talk about how their actions reflect these qualities.

Select the five qualities you think are the most important and complete the leadership star diagram (see [star_diagram.rtf](#)).

5. Tall Poppy of the day

Each day a pair of students visits one of these sites:

New Zealand Dictionary of Biographies (see <http://www.nzhistory.net.nz/dnzb/index.htm>)

Biography.com (see <http://www.biography.com/>)
Academy of Achievement (see <http://www.achievement.org/autodoc/pagegen/mainmenu.html?hb=>)

Time leaders and Revolutionaries (see <http://www.time.com/time/time100/leaders/index.html>)

Students choose one person, read (and/or listen and watch) about them and jot down three things that person did that made them a leader in their field.

Students tell the class about the Tall Poppy of the day, and post the information on the Tall Poppies learning centre.

See [academy.rtf](#).

6. Pick of the day

Visit this news photos (see) site for current images of world leaders, and select a photo of a world leader in the news. Print out the photo and caption, and tell the class why the leader is in the news and why you made this choice. Add to Tall Poppies display.

7. Tall Poppies in the news - Values Exploration

People in leadership roles often come under intense media pressure and scrutiny. Check this out.. Presidents on War, Leaders speaking out on issues.

Step 1 Fact Finding

In small groups, write down what you know about how this person has been treated by the media.

Step 2 Viewpoints

Draw up (or print out) a Points of View Table (see [points_view.rtf](#)) and complete it by asking three people to give their opinions on this issue.

Step 3 Suggestions

What differences do the viewpoints above show? Can these differences be resolved? How?

Step 4 Forming your own viewpoint I think

.....because.....

Who am I?

Make up labels to focus on leaders of your choice:

Tell the students that you will place a label on each person's back (check that there is no-one who might object to this). They must not tell each other what the labels are.

To find out who they have been labelled, they will need to gather clues from other class members.

They are only able to ask Yes/No type questions (eg Am I alive now?)

They are only allowed to ask two questions of any one person in the class.

When they have figured out who they are, they can remove the label and use it as a name tag (on their front).

Each student gives a short verbal summary of who they are to the class.

Reference:

Cubitt, S., Irvine, R., Dow, A. (1999) *Top Tools for Social Science Teachers*. Auckland; Addison Wesley Longman.

Leadership interview

Invite a leader into your classroom to be interviewed by students. If that is too difficult to arrange, email your questions to the interviewee, or organise an interview (see

[inter_ideas.rtf](#)) via telephone conference.

Remember, the primary focus of this interview is to explore how leadership of groups is acquired and exercised.

See [interview_ideas.rtf](#)

Choose an interviewee who will be able to speak well about these aspects of group leadership.

See:

Interviews

(<http://pblmm.k12.ca.us/PBLGuide/Activities/LookInterviews.html>) - age variations - young students.

Video your interview (see <http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html>)

Fact File

The teacher allocates a leader (see [some_ideas2.rtf](#)) of a group to students, who work in pairs and jot down how they think that leader got to that position (acquired leadership), and what they do in their role as leaders (exercising leadership).

Once they have collected information about that person, they write a brief fact file (see [fact.rtf](#)).

Peer Assessment (see [peer_assessment.rtf](#)) (Formative)

11. Social Decision Making

Choose an issue that is being talked about in your school or area (eg graffiti, litter, road safety).

In small groups, students take on the role of different leaders of the groups involved in the issue. (For example, environmental group, school council, city council, local residents association).

Think about being leaders, responsibility and decision-making.

Use these questions:

Who are the groups involved?

What triggered the issue off?

What are the arguments?

What are some possible solutions to the problem?

Why do you think these solutions will work?

Decide which solutions you think will work best, and decide who you could present your findings to.

Leadership in Videos

Examine the portrayal of leadership in videos. Shrek, Snow White, Beauty & the Beast, Saving Private Ryan etc. What is the viewpoint of characters, overall tone that comes through on leadership.

Tall Poppy Awards Ceremony

Round off the unit with a Tall Poppy awards ceremony.

Decide on the categories for your awards. Ask students to come up with their ideas. These could include: sports, fair play, politics, business, fashion, arts, science, unsung heroes etc. Alternatively you could link your awards to your local community.

Students nominate people for each category. They vote for a Tall Poppy in each section.

As a class, decide on criteria for judging an overall winner of the Tall Poppy awards. If your finalists are local, you could invite them in for the ceremony.

RESOURCES

Print

Alan Duff's Maori Heroes

Auckland, Random House

Orange, C The New Zealand

Dictionary of Biography

Auckland, Auckland University Press