



Leadership

What is good leadership?

This topic will develop students' awareness of the characteristics and types of leaders.

This topic is made up of six parts. You can present them individually or let them follow on depending on the needs of your students and the time you have available.

## Learning Intentions

When students have finished this topic, they will:

- Develop their own definition(s) of a leader
- Develop an awareness of the attributes of leaders
- Develop an awareness of the different ways of leading
- Research a leader of their choice
- Evaluate the effectiveness of that leader

They will learn these skills by:

- Participating in group discussions
- Watching a video
- Completing a short research project or creating a short video
- Writing or recording an evaluation

	What the students will do	What you will need before you start
Part 1: <i>‘What makes someone a leader?’</i>	Video and class discussion	<ul style="list-style-type: none"> <li>• Butcher’s paper, whiteboard or Smartboard</li> <li>• Copies of graphic organiser for each student</li> <li>• Computers with internet connection to show video ‘Nana’</li> </ul>
Part 2: <i>‘Who inspires me?’</i>	Assignment and research	<ul style="list-style-type: none"> <li>• Computer to play presentation</li> <li>• Leadership styles presentation</li> <li>• Copy of graphic organiser for each student</li> <li>• White board, blackboard or butcher’s paper</li> <li>• Computers for students to complete activity item</li> </ul>
Part 3: <i>‘Do all people lead the same way?’</i>	Assignment and research	<ul style="list-style-type: none"> <li>• Computer to play presentation</li> <li>• Graphic organiser</li> <li>• White board, blackboard or butcher’s paper</li> <li>• Video camera and computer with simple editing software like iMovie or Movie Maker (optional)</li> <li>• Computers for students to create PowerPoint presentations (optional)</li> <li>• Photos and card to create a poster (optional)</li> <li>• Audio recording device (optional)</li> </ul>
Part 4:	Class	<ul style="list-style-type: none"> <li>• Computer to play presentation</li> <li>• Nicky Winmar presentation on</li> </ul>

<i>‘How can leaders make a difference?’</i>	discussion	website <ul style="list-style-type: none"> <li>• Whiteboard, blackboard or butcher’s paper</li> <li>• Copy of graphic organiser for each student</li> </ul>
Part 5: <i>‘What makes a good leader?’</i>	Assignment and class discussion	<ul style="list-style-type: none"> <li>• Computer to play ‘Nana’ video if needed</li> <li>• Computers for students to complete assignment</li> <li>• Whiteboard, blackboard or butcher’s paper</li> </ul>
Part 6: (optional) <i>‘Am I a leader?’</i>	One on one mentor session	<ul style="list-style-type: none"> <li>• Previously completed Favourite Things and Connections circles worksheets</li> </ul>

## Word list:

**leader** = someone in paid or volunteer work who has authority in their community and/or makes decisions that affect others/has responsibilities to their community and/or seeks to serve their community and/or brings out the best in the people around them.

**authoritarian** = a leadership style where the person is the 'boss'. They make all the decisions, everyone else does what they say.

**democratic** = 'Let's work together to reach an agreement.' a leadership style that tries to work together with the group to make decisions.

**servant leadership** = a leadership style that puts the community's needs first.

## Part 1: What makes someone a leader?

### Objective – What do we want the students to know?

Students will identify the leadership qualities in the grandmother featured in the video ‘Nana.’

### Overview – How will they learn this?

Students will watch the short film, ‘Nana’. They will identify the behaviours the protagonist admires about her grandmother and explore whether or not Nana would be considered a leader in her community.

### Resources – What will I need?

- Computer with internet connection to watch video ‘Nana’
- Nana video  
(<http://leadership.opencourses.net.au/category/leading-1/leadership/what-is-good-leadership/> )
- Copy of graphic organiser for each student
- Butcher’s paper, whiteboard or Smartboard

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
What: identify what leadership qualities are  
How: watch a short video and then identify the leadership qualities of the grandmother in the film.  
Why: being aware of what leadership qualities we and others have is good for self esteem and helps us contribute to our community
2. Introduce the idea of a leader, as someone who (**either in paid work or voluntarily**):
  - has authority in their community
    - has power
    - is listened to
  - makes decisions that affect others/has responsibilities to their community
    - has a role which they are expected to do

- knows what that role is
  - carries out that work
  - seeks to serve their community and/or
    - wants their community to be strong
    - sees a need and steps up
    - volunteers their time and skills to make this happen
  - brings out the best in the people around them
    - notices the strengths of the people around them
    - believes in people
    - helps people to ‘rise up’.
3. Hand out the graphic organiser worksheets to students. Depending on the literacy level of students, students can complete individually or in pairs.
  4. Show students how to use the graphic organiser. Point out the key points in the film you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
  5. Play the film ‘Nana.’ You can play the film once through, just to familiarise students with it, then play again and ask students to fill out graphic organiser OR just play it the once if you think students will be able to get all the main points in the first viewing
  6. Create a table like this on the board:

<b>What the grand daughter loves about her Nana</b> <i>(What we see and hear in the video – the speech and actions)</i>	<b>Skills</b> <i>(What that tells us about Nana’s skills – what she ‘does’)</i>	<b>Leadership qualities</b> <i>(How we talk about Nana – ‘how’ she serves)</i>

7. As a class, identify the things that the little girl loves about her Nana. Create a class list on the board or butcher’s paper. Here are some possible answers

<b>What the grand daughter loves</b>	<b>Skills</b>	<b>Leadership qualities</b>

<p><b>about her Nana</b> (What we see and hear in the video – the speech and actions)</p>	<p>(What that tells us about Nana’s skills – what she ‘does’)</p>	<p>(How we talk about Nana – ‘how’ she serves)</p>
<p>‘She makes feeds for me’ ‘She makes her smile/laugh’ ‘She’s the best hunter ever.’ ‘She’s a famous artist’ ‘She does the same painting all the time’ ‘She makes feeds for the old people, gives hugs, is loved by all’ ‘She stops the grog runners’</p>		

8. Point out that this list is a lot like the list the students came up with in the Favourite Things. As with the Favourite Things storytelling exercise, students need to identify the skills Nana has from the video and her granddaughter’s voice over. Identify one yourself (cooking, caring for her granddaughter). Ask students to come up with as many as they can think of and fill in the second column with their input.

Here are some possible answers.

<p><b>What the grand daughter loves about her Nana</b> (What we see and hear in the video – the</p>	<p><b>Skills</b> (What that tells us about Nana’s skills – what she</p>	<p><b>Leadership qualities</b> (How we talk about Nana –</p>
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<i>speech and actions)</i>	<i>'does')</i>	<i>'how' she serves)</i>
<i>'She makes feeds for me'</i> <i>'She makes her smile/laugh'</i> <i>'She's the best hunter ever.'</i> <i>'She's a famous artist'</i> <i>'She does the same painting all the time'</i> <i>'She makes feeds for the old people, gives hugs, is loved by all'</i> <i>'She stops the grog runners'</i>	<ul style="list-style-type: none"> <li>• <i>cooks</i></li> <li>• <i>sings/dances</i></li> <li>• <i>hunts</i></li> <li>• <i>paints</i></li> <li>• <i>makes shrewd (clever) business decisions</i></li> <li>• <i>cares for others</i></li> <li>• <i>can calmly stop trouble</i></li> </ul>	

9. Ask students “How does Nana serve her community?” Refer back to the first two columns of the table. Draw links between what her grand daughter has said and the skills identified. For example: loves that Nana makes feeds > skills in cooking > feeds granddaughter and elders who can't cook for themselves. Add student input to third column. Here are some possible answers:

<b><i>What the grand daughter loves about her Nana</i></b> <i>(What we see and hear in the video – the speech and actions)</i>	<b><i>Skills</i></b> <i>(What that tells us about Nana's skills – what she 'does')</i>	<b><i>Leadership qualities</i></b> <i>(How we talk about Nana – 'how' she serves)</i>
<i>'She makes feeds for me'</i> <i>'She makes her</i>	<ul style="list-style-type: none"> <li>• <i>cooks</i></li> <li>• <i>sings/dances</i></li> <li>• <i>hunts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>kindness</i></li> <li>• <i>humour</i></li> <li>• <i>perseverance</i></li> </ul>

<p><i>smile/laugh'</i></p> <p><i>'She's the best hunter ever.'</i></p> <p><i>'She's a famous artist'</i></p> <p><i>'She does the same painting all the time'</i></p> <p><i>'She makes feeds for the old people, gives hugs, is loved by all'</i></p> <p><i>'She stops the grog runners'</i></p>	<ul style="list-style-type: none"> <li>• <i>paints</i></li> <li>• <i>makes shrewd (clever) business decisions</i></li> <li>• <i>cares for others</i></li> <li>• <i>can calmly stop trouble</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>creativity</i></li> <li>• <i>wisdom</i></li> <li>• <i>kindness</i></li> <li>• <i>courage</i></li> <li>• <i>self-control</i></li> <li>• <i>social responsibility</i></li> </ul>
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10. Summary: end the lesson making clear that leaders are those who have authority, who have responsibilities, seek to serve their community or bring out the best in others. An example of this is that she has 'inspired' her grand-daughter to grow up just like her and her grand-daughter has faith in herself that she can do this.

## Part 2: Who inspires me?

### Objective – What do we want the students to know?

The purpose of this lesson is for students to identify a leader of their choice and make their own short video or presentation, like the film ‘Nana’.

### Overview – How will they learn this?

Students will identify a leader (local person, famous person, sports person etc.) of their choice. Following the structure of the film Nana, students will create a short presentation (PowerPoint, video, class presentation, poster or other format) identifying what they do and how and why they do it.

### Resources – What will I need?

- Computer to play ‘Nana’ video if needed
- Copy of storyboard worksheet for each student
- Computers for students to use for research
- Video camera and computer with simple editing software like iMovie or Movie Maker (optional)
- Computers for students to create PowerPoint presentations or edit audio (optional)
- Photos and card to create a poster (optional)

### Note:

There is scope in this exercise to complete this activity item in a student’s home language/in a language other than English. If submitting for activity, non-English voiceovers will need an accompanying translation, which doesn’t need to have been done by the student.

There is a lot to this lesson so it may need to be completed over several sessions.

## Lesson plan (part 1) – What do I need to do?

1. Introduce students to today's lesson:  
What: research a leader of your choice  
How: create your own video or presentation about a leader of their choice.  
Why: find out more about people that inspire us helps us to become more like them
2. Review Nana video. Identify the structure. The voiceover features mostly "I love my Nana because..." statements. Each statement is followed with further details. For example: "I love my Nana. She makes me feeds when I'm hungry. She makes feeds for the old people as well." The video shows clips that reflect the granddaughters statements and further the story (showing the old man when she gives him food)
3. Hand out copies of the storyboard worksheet.
4. Explain that they will need to research someone they think has authority, responsibility or serves their community. This can be a local person, someone from their home community or someone interstate or overseas.
5. Explain the features of the worksheet using the supplied diagram.
6. Explain the features of the worksheet: that they will choose one of the sentence stems to use in their video, ("I respect this person because..." or "I think this person is a leader because..." or "I think this person serves his community by..." or "This person keeps his/her culture strong by..." or "This person brings out the best in people by ..."). They will complete the sentences and then expand on them with more detail in the box provided.
7. They will then plan finding clips/images on the internet of their leader in action OR record footage/take photos of a local leader. In the supplied boxes students can nominate the visuals they need for their presentation.
8. Students identify a leader. This may be done in groups or individually. Students who find it difficult to choose one may need a list of suitable people to choose from or to do some research.

<http://www.creativespirits.info/aboriginalculture/people/famous-aboriginal-people-role-models> is a good place to start. Also can try:

AUSSIE STARS' Millennium Series' published by Coolabah Publishing' (ISBN 1876400 25 0) covering Christine Anu, Cathy Freeman, Nova Peris, Michael O'Loughlin, Troy Cassar-Daly, Mandawuy Yunupingu and others. Written in clear simple English with colour photos.

'Scholastic Education' series including 'Sporting Legends' published by Aboriginal Education Resource Unit, SA IESIP funded 'Galarrwuy Yunupingu (ISBN 0 9578695 0 9)

9. Students complete worksheet (individually or as a group).
10. Students will then submit their plans for review by the teacher.

### Lesson plan (part 2) – What do I need to do?

1. Introduce students to what they are going to do today: create their own video or presentation about a leader of their choice. This leader can have influenced:
  - them personally
  - their school/community
  - the nation (Australia)
2. Hand back student's storyboards and talk through with individuals or groups about your feedback. Negotiate with students how they will alter their plan in response to your feedback
3. Students start collecting or shooting visuals. Shooting footage outside of the school will need to be negotiated with school executive (senior teacher, principal etc). You may need to show students how to use the equipment supplied.
4. If students are going to record a voiceover, show students how to record audio using Audacity software.
5. Once footage or photos are collected, show students how to use the supplied video editing or other presentation software to create their presentation. Tutorials have been supplied in the resources

section of this unit. Demonstrate how the storyboard acts as a guide as to where to put visuals and audio. You could demonstrate creating a short presentation yourself.

6. Students add visuals to their project. Students either add text or audio to their projects
7. Teacher reviews draft of presentation and provides feedback.
8. Students revise work in response to feedback and then finalise their project.

## Part 3: Do all people lead the same way?

### Objective – What do we want the students to know?

The purpose of this lesson is for students to develop an awareness of some of the possible leadership styles.

### Overview – How will they learn this?

Students will watch a presentation that introduces the terms autocratic, democratic, servant and laissez faire leadership styles. They will watch short scenarios that illustrate each concept. They will identify the leadership style of their selected leader.

### Resources – What will I need?

- Computer to play presentation
- Leadership styles presentation
- Copy of graphic organiser for each student
- White board, blackboard or butcher's paper
- Computers for students to complete activity item

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: leadership styles – or 'ways' of leading.  
How: watch a presentation, then identify four different leadership styles  
Why: knowing about the types of leadership styles helps us to understand how different leaders work and work out which leadership styles we like to work with or use ourselves
2. Hand out the graphic organiser worksheets to students.  
Depending on the literacy level of students, students can complete individually or in pairs.
3. Show students how to use the graphic organiser. Point out the key points in the presentation you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
4. Draw up the following table on the board.

	Authoritarian <i>'Do as I say'</i>	Democratic <i>'Let's work together to reach an agreement'</i>	Servant <i>'I want to serve others. Let's develop the skills of the group and work for the common good'</i>	Laissez faire <i>(pronounced: lay-zay-fair)</i> <i>'We trust you and we trust the market. We don't need a lot of controls'</i>
What is it like?				
How is it talked about?				
Are there any problems with it?				
When does it best serve the community?				

5. Watch the Leadership styles presentation
6. First, look at authoritarian. Ask students what authoritarian leaders are like. Add their ideas to the first row.
7. Then work through the other three leadership types, filling out the whole first row.
8. Some possible answers:



	<i>Authoritarian</i> <i>'Do as I say'</i>	<i>Democratic</i> <i>'Let's work together to reach an agreement'</i>	<i>Servant</i> <i>'I want to serve others. Let's develop the skills of the group and work for the common good'</i>	<i>Laissez faire</i> (pronounced: lay-zay-fair) <i>'We trust you and we trust the market. We don't need a lot of controls'</i>
<i>What is it like?</i>	<i>Leaders make the decisions. They do this without talking to or listening to their team members – even when it might help.</i>	<i>Leaders make the final decisions. They do this after listening to the ideas of their team members.</i>	<i>Leaders want to serve. They lead by example. They inspire people to follow them and grow their skills to serve others as best they can.</i>	<i>Leaders give their teams a lot of freedom. They can often choose both how and when they do their work.</i>
<i>How is it talked about?</i>	<i>'Like it or leave.'</i> <i>'Put up or shut up.'</i>	<i>'What are the reasons for and against?'</i>	<i>'I want to serve others.'</i> <i>'What</i>	<i>'Let me know if you need any support'</i>

	<i>'It's my way or the highway.'</i> <i>'The buck stops with me.'</i>	<i>'Let's take a vote.'</i> <i>'Majority rules.'</i>	<i>training do we need?'</i> <i>'We can make our community strong.'</i>	<i>'I trust you to get on with it.'</i>
<i>Are there any problems with it?</i>	<i>It can make people feel excluded (or left out). Quite often, people can then 'lose heart' or give up.</i>	<i>It can take a lot of time to listen to all of the ideas. Even then, some people can still feel disappointed.</i>	<i>You need a leader with a 'dream' to serve, and people who want to 'rise up' and 'be their best selves'.</i>	<i>People can easily waste time if they do not have the right skills. Or if they do not care enough about the work.</i>
<i>When does it best serve the community?</i>	<i>When the task is more important than the wishes of the people.</i> <i>When a decision needs to be made quickly.</i>	<i>When you have time, it can make space for new ideas. It can motivate people to work hard and do a good job.</i>	<i>When you value the people in your team and you want a good strong result that will last.</i>	<i>When you have a highly skilled team working on something they all care about, it can work well.</i>

9. Introduce the idea of serving the community. To serve the community you need to care about what's best for your community more than just your own needs. This is easy for people who know that to look after the community is to look after themselves. That's because you are 'a part of' the community. The steps can be to:
- a. **See a need** – You notice something that is 'not right'
  - b. **Care** – You want to do something about it
  - c. **Make a plan** – You have an idea for how to 'make it right'
  - d. **Get organised** – You gather the people and things that you need
  - e. **Do it** – You offer your time, skills and energy to make it happen.

You can ask students for an example of someone who serves their community or you can suggest one if they are having difficulty thinking of one.

You might want to break this activity into categories to get more ideas. Or, if there are lots of ideas, you can group them afterwards. This way, you can show that leadership can start small and grow.

	Paid	Voluntary
Serves as a role model for the people around them		
Serves their local community		
Serves Australia		

10. Ask students how and when authoritarian leaders serve their community. Students can refer to the presentation for their answers or their own experience with authority figures in their community.

11. Move through the other three leadership types, filling out the whole second row.
12. Summary: end the lesson reviewing the different leadership types and the different ways they serve their communities.

### Resources – What will I need?

- Video camera and computer with simple editing software like iMovie or Movie Maker (optional)
- Computers for students to create PowerPoint presentations (optional)
- Photos and card to create a poster (optional)

### Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today: identify the leadership style(s) of the leader they chose to investigate.
2. Review the class notes generated so far about the film ‘Nana’. You may need to watch the video again.
3. Ask students to have another look at the leadership styles table from last lesson. Ask students ‘Which leadership style(s) fits Nana best?’ Encourage students to explain their reasons.
4. Students identify the leadership style of their leader. They complete the sentence stems provided and add this to their leader presentation.

## Part 4: How can leaders make a difference?

### Objective – What do we want the students to know?

The purpose of this lesson is for students to explore the influence leaders can have on other people

### Overview – How will they learn this?

Students will watch a series of videos looking at the influence of Nicky Winmar on other footballers. They will identify some of the positive changes that came about as a result of his actions as a footballer, particularly the famous photo of him from the St Kilda vs Collingwood match in 1993. These changes include kick-starting the movement against racism in Australian football. This can be seen through actions like:

- inspiring Archie Roach to write the song: ‘Colour of Your Jumper’
- inspiring Jamie Cooper to create the mural: ‘The Game that made Australia’ to celebrate 150 years of AFL
- inspiring Tony Albert to paint the watercolour ‘Once Upon a Time’ for an Art Prize
- the donation of Winmar’s jumper to the National Museum of Australia
- etc..

They will then examine the leader they have selected to investigate and identify the influence they have on those around them.

### Resources – What will I need?

- Computer to play presentation
- Nicky Winmar presentation on website
- Whiteboard, blackboard or butcher’s paper
- Copy of graphic organiser for each student

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:

**What:** the influence leaders have on their community.

**How:** watch a presentation on Nicky Winmar and his influence on Aboriginal people

**Why:** knowing about the impact leaders can have can help us to make changes in our own communities

2. Hand out the graphic organiser worksheets to students. Depending on the literacy level of students, students can complete individually or in pairs.
3. Show students how to use the graphic organiser. Point out the key parts in the film you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
4. Watch Nicky Winmar presentation.
5. Draw the following table on the board or butcher's paper.

What did Nicky do?	Influence

6. Ask students what Nicky did. Write their ideas into the left hand column.
7. Ask students “how have other footballers been influenced by Nicky’s actions as a leader?” Add their input into the right column.
8. Ask students to consider what playing AFL would be like for indigenous players if Nicky hadn’t made a stand. Ask students to think about other leaders, local or otherwise. What changes have they made? How has this helped people?
9. Summary: Leaders can have a huge influence on their community, by being positive role models and by creating positive change

## Part 5: What makes a good leader?

### Objective – What do we want the students to know?

The purpose of this lesson is for students to make a judgement about the effectiveness of their selected leader.

### Overview – How will they learn this?

Students will review Nana’s effectiveness as a leader and, as a class, make a judgement about her effectiveness as a leader. They will then focus on the leader they have researched and evaluate their effectiveness.

### Resources – What will I need?

- Computer to play ‘Nana’ video if needed
- Computers for students to complete assignment
- Whiteboard, blackboard or butcher’s paper

### Note:

Students may need to watch the film again before working through the exercise on the board.

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
What: the effectiveness of leaders  
How: evaluate the effectiveness of Nana’s leadership, then evaluate the success of your leader  
Why: being able to reflect on whether or not something is successful or not gives you the ability to keep doing what works and make better changes
2. What is effective? You have been effective when, the thing you set out to do, actually works. You might work really hard, but if you don’t achieve what you set out to do, then you have not been effective.
3. Draw the following table on the board or butcher’s paper.

Nana's actions as a leader	Effective/helpful	Not effective/unhelpful
Cooking feeds for her granddaughter and the elders		
Going hunting		
Making artwork		
Looking after her granddaughter		
Stopping the grog runners from coming into the community	Stopping the runners from coming into the community and smashing the alcohol is likely to stop them from coming back	Nana might get charged by the police. The runners might be bigger and stronger than Nana and aunty
Being a role model		

4. Draw student's attention to where it says: 'stopping the grog runners.' Tell them that in each column they need to decide whether Nana's actions are effective or helpful, or not. In the example above, there is a yes or no answer. Then, there's a reason for each choice. Students will do the same when looking at their own leader's actions.
5. Work through at least two of Nana's actions with the students, or until you are sure they understand.
6. Is she effective or not? Help students to make an 'on-balance' judgement by asking: What is the 'overall' effect of her actions? Are they mostly helpful? Or mostly not?
7. Students fill out own table in their presentation.



## Activity 6 (optional): Am I a leader?

### Objective – What do we want the students to know?

The purpose of this lesson is for students to develop student's awareness of their own attributes as a leader.

### Overview – How will they learn this?

Students will review their Favourite Things story and Connections circle, looking for the ways they contribute to their community.

### Note:

This is a valuable activity, but may need to be done in a one-on-one setting. Almost everyone finds it challenging to explore 'self-awareness' and talking about your own qualities as a leader can be an uncomfortable experience for many people too – especially students. It will be much more comfortable to do this activity one-on-one, or between two students, where one person actively looks at their partner's leadership qualities and supports them with this. They can ask about or remind their partner of times they have:

- Had some authority (Captain of football team? Lead singer in a band? Part of a school leadership group? Led a community venture?)
- Made decisions (Decided to help someone without being asked? Had an idea for how to help someone and followed through with it? Taking care of someone's children or cooking a meal for someone who was sick? Fixing something that was broken for someone else? Raised money for a good cause?)
- Served their community (Served on the school canteen? Helped in the school library? Helped to look after schools sports equipment? Run activities for younger kids? Helped to set up for a school event? Volunteered or helped out somewhere else in their community?)

- Brought out the best in others (Encouraged or supported others? Helped or got some support for someone when they were down?)

### Resources – What will I need?

- Previously completed Favourite Things and Connections circles worksheets

### Lesson plan – What do I need to do?

1. Ask students to review the Favourite Things storytelling materials.
2. Then, review their Connections circles
3. Finally, identify the points where the student gives back or serves their community.

### Note:

Encouraging students to identify their own leadership qualities is advised, but may be very difficult for students who feel embarrassed by this.

Another way of tackling this can be to continually acknowledge the ways students demonstrate leadership qualities in the day to day activities of the classroom. You may also choose to set up some opportunities where they can help or volunteer somewhere in their school or community **before** you tackle this topic. That way, they would all have something to draw on.

You can also get a wider group of students or community members to talk about the times and ways they have seen the students in this group act with leadership