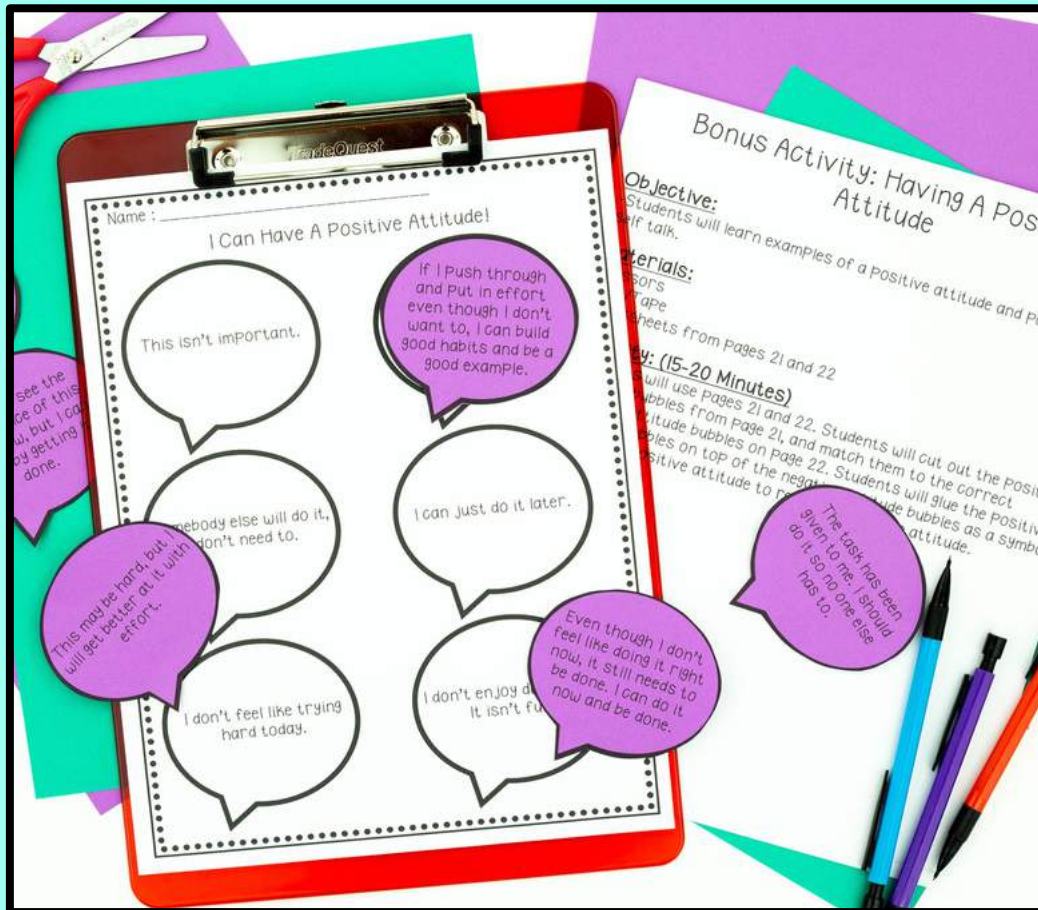


Use this small group plan to help your students develop and practice leadership skills.



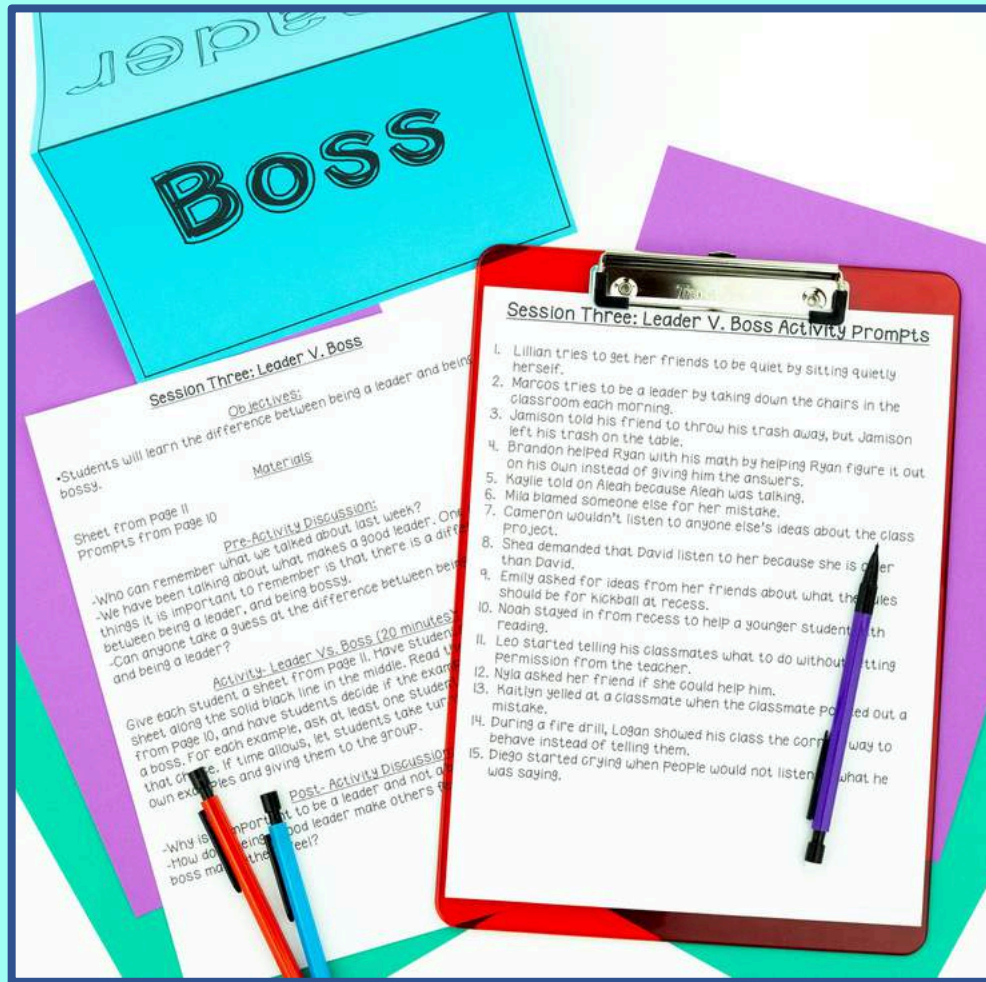
WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

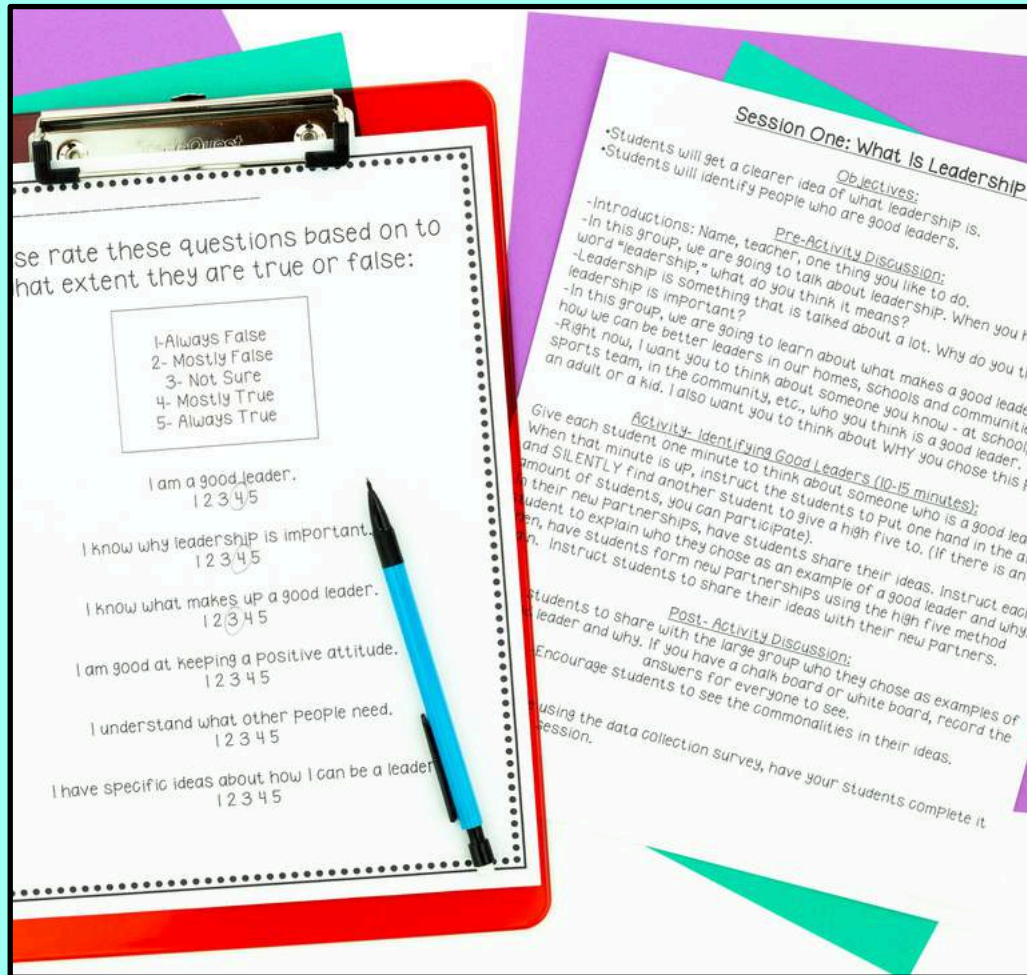
6 NO-PREP LESSONS

Each Lesson
Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families



Lesson 1: What Is Leadership?



THE OBJECTIVE:

- Students will understand what good leadership is.

THE ACTIVITY:

- Students will work together to identify people who they think are good leaders. Then, they will think about what makes these people good leaders.

Lesson 2: What Makes A Good Leader?

Leadership Shutter Foldable

Session Two: What Makes A Good Leader?

Objectives:

- Students will identify characteristics of a good leader.

Materials:

- Pens/Pencils
- "Leadership Shutter Foldable" and directions from pages 12 and 13
- Scissors

Pre-Activity Discussion:

- Who can remember what we talked about last week?
- Last week, we talked a little bit about what makes someone a good leader. Today we are going to talk about that a little more.
- Does anyone have any examples, new or from last week, of what makes someone a good leader? What are some skills or characteristics someone should have to be a good a leader?
- To help us understand this a little more, I'm going to read through some characteristics, and you will vote on whether or not you think it's a characteristic of a good leader. Give a thumbs up if you think it describes a good leader, and give a thumbs down if you think it describes a bad leader.
 1. Someone who asks for help when they need it. (Good)
 2. Someone who thinks that everything has to be perfect. (Bad)
 3. Someone who gets mad when other people make mistakes. (Bad)
 4. Someone who wants what's best for everyone. (Good)
 5. Someone who is kind to others. (Good)
 6. Someone who only tries when it's easy. (Bad)
- Now, we are going to make a foldable page to help us think more about what a good leader does and doesn't do.

Activity- Leadership Shutter Foldable (15 minutes):

- Follow the instructions on page 12 for the foldable on page 13.
- Have students respond to the prompts on the flaps of the foldable.
- Students can do this individually or in pairs.

Post-Activity Discussion:

- Have students share one or two things from their foldables.
- At this point in time, what are some of the things you do that make you a good leader?
- What are some things you can work on to become a better leader?

THE OBJECTIVE:

- Students will identify the characteristics of a good leader.

THE ACTIVITY:

- Students will complete a foldable activity that describes what a good leader does, wants, says, etc.

Lesson 3: Leader V. Boss

Session Three: Leader V. Boss Activity Prompts

1. Lillian tries to get her friends to be quiet by sitting quietly herself.
2. Marcos tries to be a leader by taking down the chairs in the classroom each morning.
3. Jamison told his friend to throw his trash away, but Jamison left his trash on the table.
4. Brandon helped his friend with his homework, but he took his own instead.
5. Kaylie told on her friend to the teacher.
6. Mila blamed someone else for her mistake.
7. Cameron worked hard on his project.
8. Shea demanded that David do his homework.
9. Emily asked for a favor, but he refused.
10. Noah stayed in his room when he was sick.
11. Leo started talking without permission from the teacher.
12. Nyla asked her friend to help her with her homework.
13. Kaitlyn yelled at her friend for a mistake.
14. During a fire drill, Diego started talking instead of listening to the teacher.
15. Diego started talking during a fire drill.

Session Three: Leader V. Boss

Objectives:

- Students will learn the difference between being a leader and being bossy.

Materials

- Sheet from page 17 (One per student)
- Prompts from page 16

Pre-Activity Discussion:

- Who can remember what we talked about last week?
- We have been talking about what makes a good leader. One of the things it is important to remember is that there is a difference between being a leader, and being bossy.
- Can anyone take a guess at the difference between being a boss and being a leader?

Activity- Leader Vs. Boss (20 minutes):

Give each student a sheet from page 17. Have students fold their sheet along the solid black line in the middle. Read the prompts from page 16, and have students decide if the example is a leader or a boss. For each example, ask at least one student why he/she made that choice. If time allows, let students take turns thinking of their own examples and giving them to the group.

Post- Activity Discussion:

- Why is it important to be a leader and not a boss?
- How does being a good leader make others feel? How does being a boss make others feel?

THE OBJECTIVE:

- Students will learn the difference between being a leader and being bossy.

THE ACTIVITY:

- Students will look at 15 scenarios and decide whether they describe someone who is being bossy, or someone who is being a good leader.

Lesson 4: Thinking About Others

You see a girl walking around the playground by herself. She is looking at the ground. How do you think she needs you help this person?

You see a boy walking through the hallway. He is carrying a lot of books. How do you think he needs you help this person?

On the first day of school, you see a younger student standing outside her classroom. She has the same backpack as you. How do you think she needs you help this person?

There is a new student in your class. She is from another state and she doesn't know anyone. How do you think she needs you help this person?

You overhear a group of students in your class talking about a student who is behind on homework. She looks confused and doesn't know what the homework is. How do you think she needs you help this person?

Session Four: Thinking About Others

Objectives:

- Students will learn to consider the needs of others.

Materials

- Cards from page 20

Pre-Activity Discussion:

- Who can remember what we talked about last week?
- We have been talking about what makes a good leader. One of the things that makes a good leader is thinking about the needs of others. Sometimes, good leaders can see what someone else needs before that person even says anything!
- Why do you think this is an important part of being a good leader?
- Being a leader doesn't always mean that you are in charge. Sometimes, being a leader means that you serve and help the others around you.
- Turn to the person next to you and tell about one time that someone else helped you with something that you needed. How did that make you feel?

Activity- "How Can You Help" Cards (15 minutes):

Give each student one card from page 20. If needed, pair students together. Have each student think about how to respond to the prompts on the card. Go around the group and have each person share their card and answer. If time permits, allow other group members to offer ideas.

Post-Activity Discussion:

- What is another situation at school in which you may be able to help someone else?
- Why is it sometimes hard to think about the needs of others?

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THE OBJECTIVE:

- Students will practice thinking about the needs of others.

THE ACTIVITY:

- Students will look at different scenarios and will work together to brainstorm what the person in each situation might need.

Lesson 6: I Can Be A Good Leader

"I Can Be A Leader" Foldable

Directions:

1. Cut out the...
2. Fold "hot dog" facing out.
3. Cut the lines...
4. When you are done, glue up each flap.

Session Six: I Can Be A Good Leader

Objective:

- Students will consider practical ways that they can be a leader in their schools, homes and communities.

Materials

- Scissors
- Writing Utensils
- Foldable instructions from page 26
- "I Can Be A Good Leader" Foldable from page 27

Pre-Activity Discussion:

- Who can remember what we talked about last week?
- We have been talking about what makes a good leader. Today, we are going to talk about specific ways that we can be better leaders in our classroom, homes and communities.
- What are some ways that you can be a better leader in the classroom or at school? Why is this important?
- What are some ways that you can be a better leader at home? Why is this important?
- What are some ways that you can be a better leader in the community? Why is this important?
- Today we are going to make a foldable to help us set goals for ourselves and think about how we can use the skills from this group in our lives.

Activity- I Can Be A Leader Foldable (10-15 minutes):

Follow the directions for the foldable on page 26. When the foldable is complete, have students share what they wrote if there is time.

Post-Activity Discussion:

- What is one thing you will take with you from being in this group?
- How will the skills we talked about in this group help you later in life?

*If you are using the self-assessment, have your students complete it during this session.

THE OBJECTIVE:

- Students will identify practical ways that they can be a leader in their lives.

THE ACTIVITY:

- Students will create a foldable page that describes practical ways that they can show leadership in their communities.

2 BONUS ACTIVITIES

Bonus Activity: Having A Positive Attitude

Objective:

Students will learn examples of a positive attitude and positive self-talk.

Materials:

- Scissors
- Glue/Tape
- Worksheets from

Activity: (15-20

Students will use p
attitude bubbles fr
attitude bubbles on
on top of the nega
attitude to replace

Bonus Activity: Leadership Roll and Respond

Objectives:

- Students will further explore concepts related to leadership.
- Instructor will be able to assess what students have learned during group.

Materials:

Dice

Activity: (15-20 Minutes)

Students will take turns rolling a die. Based on the number they roll, they will respond to the prompts at the bottom of the page. Each time students can answer a prompt, they earn that amount of points. The student with the most points at the end wins. This can be done in a whole group setting, or in pairs.



What is one thing that makes a good leader?



Name one reason why leadership is important.



What is one difference between a leader and a boss?



Name one way that you can respond if you make a mistake.



Name one person who is a good leader and tell what makes them a good leader.



What is one thing you will take from this group, and how will it help you in life?

These activities will help your students further explore the topic of leadership and to review the topics and skills your students have learned!

Activities Include:

- "Leadership Roll And Respond"
- "Having A Positive Attitude"

2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled "Leadership Self-Assessment" and includes a "Name:" field and a rating scale from 1 to 5. The bottom form is titled "Leadership Assessment" and includes fields for "Child's Name:", "Date:", and "Name and role of the person completing the form:". It features a legend for the rating scale: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, 5-Always True. The form contains seven numbered questions about leadership skills, each with a rating scale. At the bottom, there are fields for "Additional Comments:" and "Total Score: ____". A small copyright notice "©Counselor Gateway" is visible in the bottom right corner.

Leadership Self-Assessment
Please rate these questions based on to what extent

Name: _____

Leadership Assessment
Please rate these questions based on to what extent they are true or false:

Child's Name: _____ Date: _____
Name and role of the person completing the form: _____

**1-Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True**

I am a good leader.
1 2 3 4 5

I know why leadership matters.
1 2 3 4 5

I know what makes a good leader.
1 2 3 4 5

I am good at keeping others motivated.
1 2 3 4 5

I understand what it means to be a leader.
1 2 3 4 5

I have specific leadership goals.
1 2 3 4 5

1. The child is a good leader.
1 2 3 4 5

2. The child understands why being a good leader matters.
1 2 3 4 5

3. The child can identify characteristics of a good leader.
1 2 3 4 5

4. The child is usually eager to help others.
1 2 3 4 5

5. The child usually has a positive attitude.
1 2 3 4 5

6. The child can usually overcome challenges and obstacles.
1 2 3 4 5

7. The child wants to be a leader.
1 2 3 4 5

Additional Comments: _____

Total Score: _____

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our first small group. We had a great time talking about what leadership is.

The goal of this discussion was to make sure we are all on the same page when we talk about leadership coming up with hear your student our group time common.

Continue this leadership together leader. You can exemplify leadership makes them get themselves. Yes leader. Don't hesitate

Dear families,
I hope you are today in our first

The goal of this about leadership coming up with hear your student our group time common.

Continue this leadership together leader. You can exemplify leadership makes them get themselves. Yes leader. Don't hesitate

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today during our group time. So far, our group sessions have been broadly focused on what it means to be a good leader overall.

This week, we shifted our focus to a specific character trait of a good leader – thinking about others. When we think about the needs that others have and do what we can to help, we can accomplish more together. To explore this topic further, we looked at different scenarios and thought about what the people in each scenario might need. Then, we talked about what we could do to help them. The purpose of this exercise was to give students practice in identifying and responding to the needs of others, so that it's easier for them to do so in real life.

Continue this conversation at home with your child by talking about the potential needs of your friends or family members. Ask your child what they think a younger sibling or an elderly family member may need. Then, help your child come up with a plan to meet that need. Talk to your child about how it feels to help others and how they can do it more often.

Don't hesitate to reach out with any questions!

Please sign below

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Don't hesitate to reach out with any questions!

Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

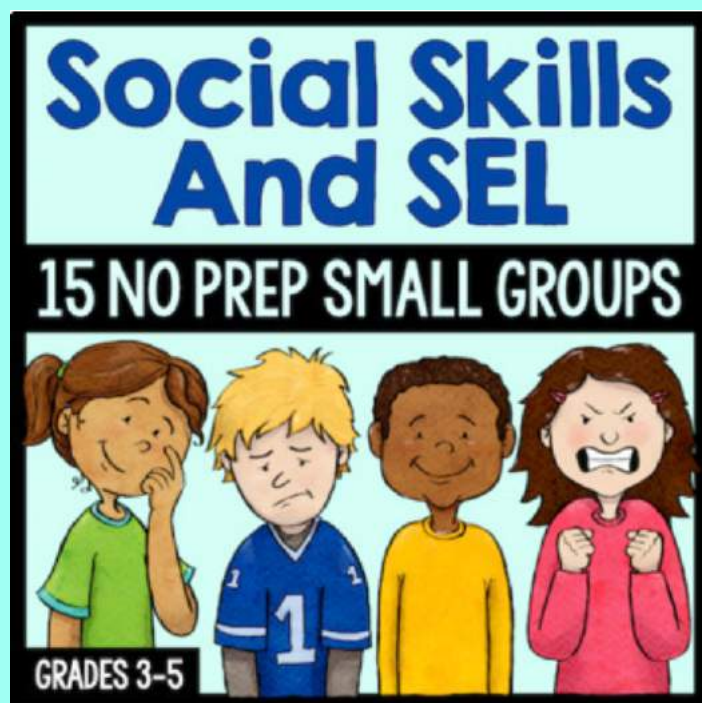
WHAT PEOPLE ARE SAYING...

“I used this resource with my 3rd and 4th grade student leadership club. We meet weekly and these lessons really helped to reiterate and encourage everything that we are all about in our school as leaders!”
– Kelsey D.

“I am using this with my new student council and it has been great for leading us to meaningful conversations.”
– Rachel G.

“My students really enjoyed the exercises and I found the resource to be easy to use and simple to prep. Thanks!”– Rachel C.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes 3-5 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE