



**Seven lesson plans with ASCA standards,
based on Stephen Covey's seven habits of
highly successful people.**

**Includes bibliographies, activities, problem
situation cards and assessments of learning**

Leadership Trait #1 Be Proactive-Be Prepared

Proactive: serving to prepare for or control an expected occurrence or situation, especially a negative or difficult one; anticipatory

Lesson Plans:

- Coping with Change

Recommended Books:

Buster by Denise Fleming

The Gingerbread Girl by Lisa Campbell Ernst

Stuck by Oliver Jeffers

What do you do with a problem? by Kobi Yamada

What if...? by Anthony Browne

The Most Magnificent Thing by Ashley Spires

Wyatt the Wonder Dog Goes to Kindergarten by Lynne Watts

Who Moved My Cheese? by Spencer Johnson

Kate and the Beanstalk by Mary Pope Osborne

Lesson Plan—Coping with Change

ASCA National Standard: Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A: A1 Improve Academic Self-concept

A:A1.5 Identify attitudes and behaviors which lead to successful learning

ASCA National Standard: Personal/Social

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.4 Understand change is a part of growth

Objectives: The student will be able to:

- Understand that change is a natural part of life

- Give examples of changes they have experienced
- Identify ways that change can be beneficial
- Identify ways to anticipate and prepare for change

Essential Question: What are some examples of change? How can you prepare for and cope with change?

Lesson:

- Discuss: What are some examples of change that students have experienced? How did they feel? What did they do to adjust to the change? Did they resist the change? How did things turn out in the end? Did they learn anything from the experience?
- Read **Wyatt the Wonder Dog Goes to Kindergarten** by Lynne Watts or *Who Moved My Cheese* by Spencer Johnson
- Discuss how the characters in the book coped with change. Who are you most like? Why? How do you want to handle change in the future?
- Practice small changes:

Ask students to clasp their hands together. Tell them to take note which thumb is on top. Have them unclasp their hands, shake out their hands and clasp them again. Note which thumb is on top. (99% of the time it is the same thumb) Now have them go through the process one more time, only this time tell them that when they clasp their hands together they should make sure that they do it in such a way that their opposite thumb is on top. How does this feel? Why is it more difficult? Can also try folding their arms or writing with their non-dominant hand.

- Have students write a short story about change. Write two endings to the story. One where the main character adapted to change and one where he/she resisted change. What was the outcome?
 - Getting to know you: Index Cards
 - Give each child an index card and have students list their name and certain facts about themselves in order (you can change or add to the list). For example:
 - Name
 - Favorite Color
 - # of brothers
 - # of sisters
 - What they want to be when they grow up

- Collect the cards and have all the students stand up
 - Read the clues and have students sit down if it doesn't describe them
 - The person left standing should be the person whose name is on the card. (This also is a good listen/follow directions activity).
 - Optional: Allow the person standing to introduce themselves or answer questions about information on the card
- Use Problem situation cards as part of the lesson
 - Place the cards in a basket and have students take turns drawing out a card and sharing how they would solve the problem
 - Quiz-Quiz-Trade activity
 - Have each student draw a card (you will need enough for every student to have one)
 - Each student finds a partner and they take turns asking how they would solve the problem.
 - Once they have each answered they, then trade cards and go find another partner.
 - Repeat the activity
 - To do this in a more orderly fashion you can form an inner and outer circle and using a timer, have the circle shift one partner left or right to form a new partnership and share their card.

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Materials:

- Problem Situation Cards
- Index Cards

Recommended Books:

- **Wyatt the Wonder Dog Goes to Kindergarten** by Lynne Watts
- *Who Moved My Cheese* by Spencer Johnson

<p>You best friend says there is no room for you at the lunch table and you will have to sit at another table. What do you do? What can you say?</p>	<p>You are jumping rope with some friends and a classmate is watching from the sidelines. What do you do? What can you say?</p>	<p>Your soccer game is over and your team won. Your friend was playing on the losing team. What do you do? What do you say?</p>	<p>A boy in your class just got a new haircut and other kids are laughing at him. What do you do? What can you say?</p>
<p>Your soccer game is rained out and you are really disappointed. What do you do? What can you say?</p>	<p>Your best friend is invited to a party and you are not. What do you do? What can you say?</p>	<p>The umpire called you out at first base but you think he made a mistake. What do you do? What can you say?</p>	<p>A classmate asks to join in a game you are playing with some other kids. They say no. What do you do? What can you say?</p>
<p>Your friend is bragging about how well he can ride his bike. You haven't learned to ride a bike yet. What do you do? What can you say?</p>	<p>A friend who was mean to you before, says he is sorry and asks you to be his friend again. What do you do? What can you say?</p>	<p>Your brother wins the video game you are playing with him. What do you do? What can you say?</p>	<p>You overhear two girls saying some mean things about your friend. What do you do? What can you say?</p>
<p>You are playing a game that a new kid has never played before. What do you do? What can you say?</p>	<p>Someone calls you a name and hurts your feelings. What do you do? What can you say?</p>	<p>You want to play with a toy and someone else is playing with it. What do you do? What can you say?</p>	<p>You have someone on your team who has never played basketball before. They are not very good. What do you do? What can you say?</p>
<p>A classmate drops their books on the floor and your friends laugh. What do you do? What can you say?</p>	<p>Your team has two outs and a team mate strikes out. What do you do? What can you say?</p>	<p>Your sister won the board game they you are playing. She won last time too. What do you do? What can you say?</p>	<p>Someone pushes you in line and says "Hurry up slowpoke!" What do you do? What can you say?</p>
<p>Your brother makes fun of you because you can't throw the ball very far. What do you do? What can you say?</p>	<p>Your team just lost the championship game. What do you do? What can you say?</p>	<p>You have a friend who never listens to you and interrupts you all the time. What do you do? What can you say?</p>	<p>A classmate is making fun of someone else and calling them a name. Everyone is laughing at them. What do you do? What can you say?</p>

A teammate just hit a home run. What do you do? What can you say?	Your friends are playing four square but you've never played before. What do you do? What can you say?	A friend of yours won't talk to you and you don't know what is wrong. What do you do? What can you say?	Someone in your class is always cutting in front of you in line. What do you do? What can you say?

A friend is visiting you and you want to play video games. She wants to play outside. What do you do? What can you say?	You just lost the spelling bee. You really wanted to win. What do you do? What can you say?	There are three kids at the table but only one pair of scissors. What do you do? What can you say?
A classmate makes fun of how you run. She says you are as slow as a turtle. What do you do? What can you say?	A friend gets mad at you and calls you a name. What do you do? What can you say?	Someone else is sitting with your friend on the bus and there is no room for you to sit there. What do you do? What can you say?
You and your friend always argue about who goes first. What do you do? What can you say?	Your grandmother is coming for a visit and a friend invites you to come play at the same time. What do you do? What can you say?	You are trying to do your homework but your sister is making a lot of noise and you can't concentrate. What do you do? What can you say?
You thought you wanted to take piano lessons but now that you are signed up it isn't as much fun as you thought it would be. What do you do? What can you say?	Your class lost the kickball team and another class won. What do you do? What can you say?	A classmate broke their arm and can't carry their books. What do you do? What can you say?
A friend starts talking to you while your teacher is teaching a lesson. What do you do? What can you say?	You forgot to do your homework last night. What do you do? What can you say?	A friend borrows something that belongs to you without asking. What do you do? What can you say?
Your friends decide to play a game at recess that you don't like to play. What do you do? What can you say?	Your grandmother gives you a shirt for your birthday. You don't really like it. What do you do? What can you say?	Your little brother takes apart a Lego model that you have been working on for a long time. What do you do? What can you say?
Your sister borrows your favorite jacket without asking and loses it. What do you do? What can you say?	There is a new kid in your class and he seems nice but the other kids talk about him behind his back and think he is weird. What do you do? What can you say?	You clean up all the toys in the playroom at home and your brother and sister don't help at all. They are playing while you are working. What do you do? What can you say?

Student
Self-Assessment



Teacher's Name

Subject: Coping with Change

Unit: 2nd Grade

Classroom: Enter teacher name

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
Change and trying new things can be hard.	
There are ways to prepare for change. One way is to plan ahead.	
Having a positive attitude can help adjust to change.	
Friends can help us cope with new situations.	
We should all try to avoid change.	

Is there anything else you would like to share?

Leadership Trait #2: Begin with the End in Mind

Lesson Plan

- **Organized for Success**

Recommended Books:

Annie's Plan by Jeanne Kraus

What if Everybody Did That? By Ellen Javernick?

Wyatt the Wonder Dog Learns to be Organized by Lynne Watts

Who Moved my Cheese for Kids by Spencer Johnson M.D.

The Super Red Racer-Junior Discovers Work by Dave Ramsey

CinderEdna by Ellen Jackson

The Gingerbread Girl by Lisa Campbell Ernst

Lesson Plan—Being Organized for Success

ASCA National Standard Domain: Academic

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

ASCA National Standard Domain: Career

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA National Standard Domain: Personal/Social

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define the phrases: organized, disorganized, schedule
- Give examples of the advantages of being organized

- Identify ways that students can be organized and develop successful habits such as creating scheduling and checklists

Essential Question: What does it mean to be organized? What are different ways that we might be organized (things, time, planning)? What are some examples of being organized in the classroom? At home? Why is it helpful to be organized (saves time, can find things, sometimes safer)? What problems can being disorganized create?

Vocabulary: organized, disorganized, checklist

Activating Learning Strategies: Brainstorm, Vocabulary Overview, Active Listening

Lesson:

- Discuss: Essential questions
- Discuss: Vocabulary Words
- Discuss: Examples of organization and disorganization. Why is one approach better than another?
- Read **Wyatt the Wonder Dog Learns about Being Organized** by Lynne Watts or *Annie's Plan* by Jeanne Kraus
- Discuss: How was the main character disorganized at the beginning of the story? What was the outcome? What were the changes that he/she made at the end of the story? What was the outcome?
- **Card Relay Race:** Play card relay race to demonstrate the importance of being organized. Using two decks of cards, select two teams to put their deck in order. One deck (unknown to students is already organized and the other is shuffled). Have students line up and one at a time walk to their deck of cards and flip over a card at a time until they find the next card in order. After stacking the next card to the side of the deck they walk back and tag the next person on the team to find the next card in order. Obviously the team with the cards already in order will win. After the game discuss what they learned how did already having the deck organized help them save time and win the game?
- **Marshmallow Test:** Say: I'm going to give you a big delicious marshmallow to eat. You can eat that yummy marshmallow right away if you want or if you can wait just 15 minutes without eating it, I'll give you a second marshmallow and then you'll have two to eat. Either way is fine. Then place a marshmallow on each student's desk. Set the timer and observe. You may continue with the lesson, give a word search, whatever you

wish. After 15 minutes reward those students who resisted with a second marshmallow. Discuss why it helps to have the end in mind. How did they resist or not resist eating the marshmallow?

- **Cup Stacking Game-** Divide the group into teams of 5-6. Each team gets a large rubber band with 5-6 strings attached and six or more solo cups. With each member pulling on the string to expand the rubber band, the team then puts the rubber band over the bottom of the upturned cup and without touching the cup, moves them into place. The goal is to stack the cups in a pyramid.
- Students may create their own checklist for getting ready for school using Wyatt's checklist at the back of the book as a model
- Students create their own study skill plan using Annie's Plan as an example

Materials:

Wyatt the Wonder Dog Learns about Being Organized by Lynne Watts

Annie's Plan by Jeanne Kraus

Two decks of cards for card relay race

Cups and supplies for cup stacking game

Marshmallow for marshmallow test

Student

Self-Assessment



Teacher's Name

Subject: Be Prepared

Unit: K-5 Grade

Classroom:

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
Being organized saves time.	
Learning how to be prepared and organized can help you make better grades.	
Being organized is a waste of time and makes it hard to find things.	
To be on time-- make a schedule and stick to it.	
Being prepared is an important skill for a job someday.	
Being organized takes practice to learn.	

Is there anything else you would like to share?

Leadership Trait #3: Put first things first-Setting priorities and recognizing what is important in life

Lesson Plan:

- Caring Language Lesson Plan

Recommended Books:

Wyatt the Wonder Dog Learns about Giving by Lynne Watts

Terrible, Terrible! by Robin Bernstein

Piggy Monday by Suzanne Bloom

A Special Thank You-Junior Discovers Integrity by Dave Ramsey

Hugs from Pearl by Paul Schmid

Activities:

Mayonnaise Jar Visual: Use a large jar, several large rocks, pebbles, and sand or gravel. You can label the rocks if you wish: family time, time with friends, school, sports, whatever you wish. The sand is the unimportant things that we do that just take up time. The pebbles are things that matter a little. Challenge the student to get all the pebbles, sand and rocks in the jar. Or as an alternative you can simply demonstrate first how if you put in the sand and pebbles and lastly the rocks it will never fit. If you start with the rocks, you can get it all in

Lesson Plan—Five Caring Languages and Giving

ASCA National Standard Domain: Personal/Social

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan
- B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define the words affirmation, service, generosity, quality time
- Give examples of the five caring languages (as identified by Gary D. Chapman) in the classroom and in the community
- Identify ways that students can practice the different caring languages with both family members and friends.

Essential Question: How do we show others that we care during the holidays and all through the year? What are some examples of each of the caring languages? What caring language works best for you?

Lesson:

- **Mayonnaise Jar Visual:** Use a large jar, several large rocks, pebbles, and sand or gravel. You can label the rocks if you wish: family time, time with friends, school, sports, whatever you wish. The sand is the unimportant things that we do that just take up time. The pebbles are things that matter a little. Challenge the student to get all the pebbles, sand and rocks in the jar. Or as an alternative you can simply demonstrate first how if you put in the sand and pebbles and lastly the rocks it will never fit. If you start with the rocks, you can get it all in
- Teach the Five Caring Languages (words of affirmation, quality time, service, physical touch, gifts) as identified by Gary D. Chapman in *The Five Love Languages of Children*
- Discuss: How do we show others that we care? Give an example of a time that you let someone know that you cared. Which one of the caring languages did you use? Was the gift appreciated? Why or why not?
- Read *Pete the Cat Saves Christmas* by Eric Litwin or read *Wyatt the Wonder Dog Learns about Giving* by Lynne Watts
- Identify and discuss how the characters in the book feel at the beginning of the story and at the end of the story. How do the characters in the story give and serve others? Identify examples of the different caring languages.
- Activity:
 - Have students create gift coupons for family members and friends.
 - Create a chart of the five caring languages on the board. Using post it notes, students place their name under the type of caring language that they most appreciate. Discuss.
 - Students create their own personal chart and track the different types of caring language gifts that they share in a week. Review during the next lesson.
 - Students write a story and use examples of each of the caring gifts in the story. Read stories aloud.

Materials:

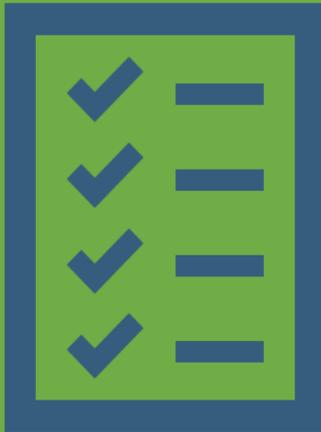
Pete the Cat Saves Christmas by Eric Litwin

The Five Love Languages of Children by Gary D. Chapman

Wyatt the Wonder Dog Learns about Giving by Lynne Watts

Supplies for drawing or writing

Student
Self-Assessment



Teacher's Name

Subject: Caring Languages

Unit: K-5 Grade

Classroom:

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
One caring language is words of affirmation which means saying nice things to someone.	
Everyone has the same caring language.	
There are only two caring languages: what you say and what you do.	
To share quality time with someone you have to be able tell time.	
Caring languages means letting people know you care in ways that they understand and like.	

Is there anything else you would like to share?

Leadership Trait #4 Think win/win

Lesson Plan:

- **Change Your Mindset Lesson Plan**

Recommended Books:

- *Wyatt the Wonder Dog Learns about Mindset* by Lynne Watts
- *The Most Magnificent Thing* by Ashley Spires
- *Wilma Unlimited* by Kathleen Krull
- *Odd Boy Out* by Don Brown

Lesson Plan—Developing a Growth Mindset

ASCA National Standard Domain: Academic

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define the words: growth mindset, fixed mindset
- Give examples of the difference between a growth mindset and a fixed mindset
- Re-frame the concept of mistakes or failure as learning and growing
- Re-frame the concept of mistakes or failure as a necessary step to winning
- Identify the advantages of a growth mindset

Essential Question: What is a growth mindset? What is a fixed mindset? What are the advantages of a growth mindset? How are mistakes a necessary step to successful problem solving?

Lesson:

- Discuss: What does it mean to have a growth mindset? What does it mean to have a fixed mindset? Give an example of each. How do you develop a growth mindset? What are the advantages of a growth mindset? Might you have a growth mindset about one subject and a fixed mindset about another? What can we learn from failing at something? Can someone give an example of failing at something and then later

succeeding? How did one event lead to the other? Use the Growth vs Fixed Mindset comparison sheet to contrast differences.

- Read: *Wyatt the Wonder Dog Learns about Mindset* by Lynne Watts or *The Most Magnificent Thing* by Ashley Spires or *Wilma Unlimited* by Kathleen Krull or *Odd Boy Out* by Don Brown.
 - Identify and discuss how the main character solved problems, handled failure and used a growth mindset to face challenges.

- **Activity:**
 - Have students create a series of 4-6 pictures in comic strip style that shows them using a growth mindset to learn something new. Be sure to include mistakes they made along the way.
 - Have students write a story contrasting a growth mindset with a fixed mindset. Students can read their stories to the class

Materials:

- *Wyatt the Wonder Dog Learns about Mindset* by Lynne Watts
- *The Most Magnificent Thing* by Ashley Spires
- *Wilma Unlimited* by Kathleen Krull
- *Odd Boy Out* by Don Brown

Student
Self-Assessment



Teacher's Name

Subject: Growth Mindset

Unit:

Classroom: Teacher name

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
A fixed mindset means you know how to fix things	
If you have a growth mindset it means you try new things even if you can't do them well at first.	
Your brain can always learn new things. It takes practice and persistence.	
Everyone fails and makes mistakes sometimes. It is how we learn and grow.	

Is there anything else you would like to share?

Leadership Trait #5: Seek first to understand, then to be understood

Lesson Plan:

- Friendship Lesson Plan

Recommended Books:

Giraffes Can't Dance by Giles Andreae

Wanted: Best Friend, A. M. Monson

Wyatt the Wonder Dog Learns about Friendship by Lynne Watts

Spaghetti in a Hot Dog Bun by Maria Dismondy

Hooway for Wodney Wat by Helen Lester

First Grade Lesson: Friendship

ASCA National Standard Domain: Personal/Social

- A. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

ASCA National Standard Domain: Personal/Social

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Character Education Traits: This lesson promotes the following character traits:

- Respect
- Caring
- Self-discipline

Lesson:

- Read *Wanted: Best Friend* by A.M. Monson
- Or read *Wyatt the Wonder Dog Learns about Friendship* by Lynne Watts
- Or read *Mind Your Manners At School* by Arianna Candell/Rosa M. Curto
- Activity:
 - Create an advertisement for a friend. What would you have in common with your friend? What characteristics would you look for?
 - Alike and Different –Have each student find a partner. Have students share four ways they are alike and four ways they are different. Discuss: Can we be friends even though we are different?

Materials:

- *Wanted: Best Friend* by A.M. Monson
- *Mind Your Manners At School* by Arianna Candell/Rosa M. Curto
- *Wyatt the Wonder Dog Learns about Friendship* by Lynne Watts
- Paper and markers for creating an ad

Student
Self-Assessment



Teacher's Name

Subject: Friendship

Unit: K-2 Grade

Classroom: Enter teacher name

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
Friends always like to do the same things.	
Friends are always just alike. You can't be friends with someone who is very different from you.	
Friends never have disagreements.	
You can only have one best friend.	
It's okay not to include others in your group if you and your best friend are together.	
The more friends you have the better.	
It's important to welcome new students by being friendly and including them in your group.	

Did you learn anything else that you'd like to share?

Leadership Trait # 6: Synergize: Cooperation and Collaboration

Lesson Plan:

- **Cooperation Lesson Plan**

Recommended Books:

Wyatt the Wonder Dog Learns about Cooperation, by Lynne Watts

Mama Panya's Pancakes by Mary and Rich Chamberlin

Extra Yarn by Mac Barnett

The Butter Battle Book by Dr. Seuss

The Colors of Us-by Karen Katz

Lesson Plan—Sharing/Cooperation

ASCA National Standard Domain: Personal/Social

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define the words sharing and cooperation
- Give examples of sharing in the classroom and in the community
- Identify ways that students can share and create positive relationships with others
- Identify ways that students can cooperate.

Essential Question: What is sharing? When are some times that you have shared something? Should you always share? Why or why not? What is cooperation? Give examples of groups that cooperated and groups that did not cooperate.

Lesson:

- Discuss: What does it mean to share? Give an example of a time that you have shared with someone else. Give an example of a time that you may have chosen not to share. Does sharing always involve things? What else might we share?
- Discuss: What does it mean to cooperate? How do groups or teams cooperate? How do they not cooperate? What are the consequences?

- Read **Should I Share My Ice Cream** by Mo Williams or read **Wyatt the Wonder Dog Learns about Cooperation** by Lynne Watts
- Identify and discuss how the characters in the book feel at the beginning of the story and at the end of the story. What is the outcome of the decision to share/cooperate?
- Activity:
 - Have students draw or color a cooperative picture. Find a partner and discuss what you will draw. Who will do what? How will you make decisions and work together?
 - Write a cooperative story. Have each student take out a piece of paper and finish the sentence: As unbelievable as it sounds, one morning standing in front of my house was... They then pass the paper to the next student who finishes the sentence and starts another one. The paper circulates around the room until it returns to the original student who adds a title to the story. Stories can be read aloud.
 - Play a cooperative game:
 - Balloon Bop: Stand in a circle and hold hands. Toss a balloon into the circle. The object is to keep the balloon from touching the floor while holding hands. The circle must move together to make this happen.
 - People to People: Find a partner. Students must listen to commands and react to them as quickly as possible. You will tell them various things to do using different parts of their body: Touch right hand to right hand, back to back, knee to knee, toes to toes, elbow to elbow etc. On the command “people to people” they must each quickly find another partner and get back to back.
 - The Marshmallow Challenge
 - Supplies: 20 pieces of spaghetti, one large marshmallow, a yard of yarn, a yard of masking tape
 - Group Challenge - Create the tallest free standing tower using only the supplies you were given. The marshmallow must go on top

Materials:

Should I Share My Ice Cream? By Mo Williams

Wyatt the Wonder Dog Learns about Cooperation by Lynne Watts

Student

Self-Assessment



Teacher's Name

Subject: Cooperation and Collaboration

Unit: K-5 Grade

Classroom:

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
It is more important to get your own way and stand up for what you want than to collaborate.	
Cooperation means everyone works together to achieve a common goal.	
There are some situations where you should not go along with what everyone else is doing.	
Our class is a team and teams cooperate.	

Two positive behavior rules in our classroom are...

Leadership Trait #7: Sharpen the Saw (Always be a Learner)

Lesson Plan

- **Leadership Lesson Plan**

Recommended Books:

Wyatt the Wonder Dog Learns about Mindset by Lynne Watts

Salt in His Shoes: Michael Jordan in Pursuit of a Dream by Deloris Jordan

Wilma Unlimited by Kathleen Krull

Girls Think of Everything by Catherine Thimmeh

Activities:

- Draw Yourself as A Superhero-describe the qualities you would embody
- How do you want to be remembered activity?

Use a whiteboard to write the question: How do you want to be remembered? Fill the space around the question with negative actions and words (mean, hateful, jealous, lying) Have students come up and erase the negative words to fill in how they would like to be remembered.

Lesson Plan—Goal Setting and Success

ASCA National Standard Domain: Academic

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

ASCA National Standard Domain: Career

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA National Standard Domain: Personal/Social

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define the words: Leadership values, leader, perseverance, failure
- Give examples of leaders in the school, community, world
- Identify ways that students can be leaders in their lives

Essential Questions: What is a leader? What are some examples of someone who is a leader? What are qualities that they embody? Did they experience failure? How is failure a learning experience? Is everyone a leader? Why?

Lesson:

- Discuss: What is a leader? What are some examples of someone who is a leader? What are qualities that they embody? Did they experience failure/problems? How is failure a learning experience? Is everyone a leader? Why?
- Read *Wyatt the Wonder Dog Learns about Teamwork* by Lynne Watts or read *Salt in his Shoes; Michael Jordan in Pursuit of a Dream* by Deloris Jordan
- Identify and discuss how the characters in the book are leaders. Were they always successful? Why or why not? What characteristics do the main characters demonstrate that ensure success? Do they have patience and persistence? Do they work hard? Do they take risks? Are they willing to try new things?
- Have students read and research biographies on leaders and report to the class on characteristics and qualities that the leaders demonstrated in their lives
- Have each student write about a time in their life when they were faced with a challenge and had to be a leader. What qualities helped them get through the difficulty? Discuss.
- Draw Yourself as A Superhero-describe the qualities you would embody, then draw a picture showing how you would use those abilities
- How do you want to be remembered activity? Use a whiteboard to write the question: How do you want to be remembered? Fill the space around the question with negative actions and words (mean, hateful, jealous, lying) Have students come up and erase the negative words to fill in how they would like to be remembered.

Materials:

Wyatt the Wonder Dog Learns about Teamwork by Lynne Watts

Salt in his Shoes; Michael Jordan in Pursuit of a Dream by Deloris Jordan

Student

Self-Assessment



Teacher's Name

Subject: Leadership Lesson

Unit: 3-5 Grade

Classroom:

Answer each question with T for True or F for False

Attitude, Skills and Knowledge Assessment	True or False
A leader is someone who never makes mistakes and always does the right thing.	
Mistakes and failure is how we all learn.	
Leaders are hard workers and dedicated to a goal.	
Leaders work as a team.	
Only certain people can be a leader. You have to be born with special leadership traits.	

What else did you learn?

