

## Lesson 29

### *Secrets of Leadership*

#### TEACHER PREPARATION

##### KEY CONCEPTS

A leader knows how to communicate effectively with others.

A leader uses collaboration to build teamwork.

A leader makes strategic plans to accomplish goals.

A leader includes others in visionary thinking.

##### OBJECTIVES

By the end of this lesson, students should be able to:

1. identify traits of a good leader.
2. recognize the importance of learning leadership skills.

##### KEY TERMS

**visionary:** thinking or planning about the future with wisdom and imagination

##### BACKGROUND INFORMATION

There are all kinds of leaders in the world. Some are upfront leaders with a loud personality; some lead by example; some are quiet, but strong. We realize not all people naturally have leadership qualities, yet research has suggested children can be taught leadership skills. As teachers, we need to help all of our students develop the qualities to become a good leader. Being a leader helps students build confidence and succeed in activities, in team sports, in group collaboration, etc. Leadership skills will benefit students in every area of life.

Throughout this curriculum, we have been teaching many of the qualities to help your students develop leadership skills. Some of the most important traits of a good leader are:

- the ability to make decisions.

- the ability to stand up to peer pressure.
- the ability to have a positive attitude.
- the ability to communicate well.
- the willingness to take risks.
- the ability to encourage others to work together.
- the ability to look at problems and consider them challenges to be overcome.
- the ability to be visionary.

Good leaders always want to do their best. We want to help our students develop leadership qualities.

### **MATERIALS/PREPARATION**

1. For **Discovering the Lesson** for **younger elementary students**, you will need hard-boiled eggs and spoons for each team in **Activity 1**; rope or tape to tie legs for **Activity 2**.
2. For **Discovering the Lesson** for **older elementary students**, you will need eight strings 2 feet (.6 m) long tied to a marker and a large piece of paper for each team in **Activity 1**; paper and pencil for each person in **Activity 2**.
3. In **Applying the Lesson** for **younger elementary students**, you will need a paper plate for each person.
4. In **Applying the Lesson** for **older elementary students**, you will need rope or tape to tie legs together, and five large paper circles or five large rope circles for each team.
5. For **Going Deeper**, you will need to prepare nametags on yarn or string that you can hang around students' necks with these names: David, Goliath, King Saul, David's father, two shepherd signs, and three signs saying 'David's brother.' Prepare four cardboard or paper swords, a bag of 'food' (it can be pretend), a pretend or real slingshot, and five small paper wads to represent stones. Print or write out these words for David to read: "You come to me with sword, spear and javelin, but I come to you in the name of the Lord of Heaven's Armies ... whom you have defied." Print or write out these words for Goliath to read: "Am I a dog that you come at me with a stick? Come over here and I'll give your flesh to the birds and wild animals!"

## LESSON

### BEGINNING THE LESSON

*[Say to the students:]* The children are learning important lessons from the books they are reading in the library. In the last story, we heard about Hector’s book telling the story of some boys who learned courage, which included being brave enough to do what was right even when it was difficult. Earlier, we learned about how important patience and persistence are from Trish’s book about the girl named Star. I wonder what we are going to learn from Dugan’s book?

### READINESS (5 minutes)

*[Read to the students:]* **Chapter 29 – David and The Three**

The table that long ago swallowed their books finally returned Dugan’s story about the boy who killed the giant. Dugan eagerly opened his book.

When Dugan read, he read with his whole body. One moment he’d exclaim out loud, “No way” and the next moment, he’d groan as a shiver ran through his entire body. At other points, he was forced to stop reading all together because his tears got in the way of the words, which made him frustrated and thoughtful at the same time.

“Learn anything?” interrupted Hector.

“No one came close to matching the heroic feat of *The Three!*” quoted Dugan.

“What *Three?*” asked Hector.

“I’ve no idea,” said Dugan. “Haven’t read far enough into the story to know. But *The Three* keep showing up. Whoever they are, they must really be something! I’ve been reading about warriors who did all sorts of brave things.”

“Like the boy who killed the giant?” continued Hector.

“Yeah, but that was way early in the story. After the boy fled from the king, a bunch of really brave men joined him – they were called the mighty men of David, for that was his name. One of his mighty men even jumped into a pit and killed a lion!” said Dugan.

“Why did he do that?” asked Hector.

“The book doesn’t say,” shrugged Dugan. “Still, that sounds pretty brave!”

“Or stupid!” laughed Hector.

“Look,” said Dugan. “I want to find out what *The Three* did that was so far beyond all the other mighty men, okay?”

“Sure, I’ll check back later. Enjoy your book,” said Hector.

Life in the library moved on. Hector and Trish ate and talked with the Librarian, but Dugan was oblivious to everything going on around him. He eventually looked up from his book, stretched his arms over his head and let out a deep breath.

“Ready to talk?” asked Hector as he took a seat next to him.

“I think so,” said Dugan.

Trish joined the boys because she wanted to hear about *The Three* and what they did.

“You’d never guess what the big deal was,” began Dugan. “*The Three* fetched a cup of water for David.”

“That’s it?” said Hector.

“And David didn’t even drink the water after they got it for him,” continued Dugan, who was clearly caught up in the emotion of the memory.

“I don’t get it,” said Trish. “There must be more to the story.”

“Oh, there is!” remarked Dugan. “A lot more! David was trapped inside a cave by an enemy army made up of giant warriors like the one he killed earlier in the story. He was thirsty because they were stuck in this cave and were running out of supplies. He said, more or less to himself, ‘A cup of water from the well behind my house by the city sure would taste good right about now.’ Three of his mighty men overheard what he said and decided to get him that cup of water.”

“Why would they do that?” asked Hector. “Sounds like a huge risk just to get him something to drink!”

“It was!” said Dugan. “*The Three* had to fight their way out of the cave, fight their way into David’s hometown and then fight the same bunch of giants to get the cup of water back into the cave for David to drink!”

“But why?” persisted Hector. “Why did they do it?”

“They loved him and wanted to please him,” sniffled Dugan wiping his nose.

“David must have been one of those rare leaders folks would follow anywhere,” said Trish.

“Oh, he was!” added the Librarian. “But can you tell me why you think so?”

“Well, for one thing,” said Hector. “He was right there with his men in the cave. He wasn’t safe and sound in some fortress while others were doing his fighting.”

“Clearly, the love flowed both ways,” added Trish. “David loved his men as much as they loved him.”

“Yes, and something you wouldn’t know about David that is central to the story,” said the Librarian, “is how he spent a lot of time with the Director who counseled him about how he should lead.”

“Is that the same Director you meet with every week?” Trish asked the Librarian.

“The very same,” smiled the Librarian.

“Can I borrow your book when you’re finished?” asked Hector.

“Absolutely!” nodded Dugan.

### **EXPLORE** (5 minutes)

*[Say to the students:] Dugan enjoyed learning and sharing his story about David and his mighty men. It was obvious the children felt like David was a good leader. What were some of David’s leadership qualities they discussed or you heard mentioned by listening to the story? [You may hear these answers: he seemed to truly care about his men; he was working beside them instead of expecting them to do everything for him; he stood up for their safety when he killed the giant; etc.] What kind of leadership qualities would you need if you were the captain of your sports team? What kind of leadership qualities would you need if you were the director of a play? Do you think it is important to learn how to be a good leader? Why or why not? [Give students time to respond to the questions you asked.]*

### **DISCOVER** (30 minutes)

*[We want our students to learn the qualities that make a good leader. One way to accomplish this is to involve them in activities to allow for leadership to naturally occur so they can practice being a leader. Choose from the activities below according to what best fits your age group. Encourage different students to take leadership roles in the activities. You may wish to spread this part of the lesson over two days in order to allow different students to be leaders. After the games are complete, lead your students in a discussion about the leadership traits that helped their team. The traits*

*you want to hear discussed are communication, collaboration, perseverance, encouragement, etc.]*

### **For Younger Elementary Students**

#### **Activity 1: Pass the Egg Game**

*[Say to the students:] We are going to play a game called Pass the Egg. Divide your class into even teams [You can choose the number of people on each team.]. Each team will have four spoons and one hard-boiled egg. Your goal is to get the egg to the other side of the room without touching it. You can use the spoons to pass it, roll it or you may think of another way to move the egg. Everyone on the team must take a turn. Talk it over with your teammates. Your team has to decide together how to accomplish the goal. You do not have to do the same thing as the other groups. I will tell you when to start.*

*[When the game is over, say to the students:] It was tricky to get the egg from one side of the room to the other side. You used different ideas to accomplish the goal. Let's discuss your ideas. [Allow each team to talk about how they completed the task.] How did you decide what to do? Was everyone respectful of each others' ideas? What leadership skills were used to accomplish the goal? [You should hear answers like communication, vision, risk, overcoming problems and making decisions.]*

#### **Activity 2: Three-Legged Race**

*[Divide the class into partners. Put an equal number of partners on each team. Each partner team needs to have one leg from each person tied or taped together so it makes them have 'three' legs between them.]*

*[Say to the students:] This is a relay race. The goal of this game is for each partner team to get to the other side of the room. Work together to make your team successful. [Once the rules are established, begin the race. When it is over, say to the students:] **This game was hard to do. What leadership skills were used to accomplish the goal?** [You should hear answers like communication, risk taking and persistence.]*

### For Older Elementary Students

#### Activity 1: Eight Strings Game

*[Divide the class into teams of eight. Each team will have a marker (or pen) and eight pieces of string approximately two feet long (.6 meters). Each string should be tied around the same marker so the strings are stretching out from the marker like the spokes in a wagon wheel stick out from the hub. A large piece of paper should be in the middle of a desk. The students gather around the desk and each holds the end of a string. Say to the students:]* **Your goal is to write the word LEAD on the paper without touching the marker. You have to figure out how to do it with your eight pieces of string and your marker.** *[The trick is for all eight to work together pulling against one another to make the marker stand upright and then move it against the paper to form the letters.]*

*[Say to the students:]* **How hard was this game to do? What leadership skills were used to accomplish the goal?** *[You should hear answers like communication, cooperation and persistence.]*

#### Activity 2: Communication Game

*[Each team of two sits back to back. Each person should have a piece of paper and a pencil. Have one team member draw a picture. You may want to give some directions as to how detailed the picture should be. The picture drawer then has to describe to their partner how to draw a similar picture. He cannot name the item to be drawn. For example, if it is a tree, he would need to say, "On the right side of your paper, about halfway down, draw a fluffy circle. Then draw two parallel lines down from the fluffy circle." At the end, have the partners compare their pictures. If time, swap roles and do it again. This is good for learning to develop communication skills.]*

*[Say to the students:]* **What would have happened if you couldn't talk to each other while you are trying to play this game? You couldn't have played it, could you? Communication is such an important tool in accomplishing a task. This game reminded us good verbal communication is important in order to lead.**

#### **APPLY** (30 minutes)

*[Say to the students:]* **Earlier, we did some games to help us think about how important it is to use leadership skills to accomplish a goal. Let's**

**review some of the leadership qualities you learned about while participating in those activities.** *[You may hear comments about how important it was to communicate well, to work together to accomplish a goal, to persevere even when things got hard, to encourage each other, to have vision for what they could accomplish together, to make decisions about the next step, etc.]* **With the next activity we are going to do, I want you to keep those leadership traits in mind and see if you can use them together to play this game.**

### **For Younger Elementary Students**

*[Divide your class into teams. You can determine how many people are on each team. Have each team stand in a straight line. Say to the students:]* **I am going to give each one of you a paper plate. I want you to stand on your paper plate. The first person in line has an extra plate. That person has to put the plate on the ground and step on it. After he or she moves off of their original plate and steps on the new plate, the next person steps on the empty plate. The following person then steps on the new empty plate and each person on the team keeps following that plan. You cannot step on the floor. You can only step on the empty plates. After the last person moves to the empty plate, he or she picks up the plate where he or she was standing and passes the plate down the line to the person in front. Then the front person puts the plate down and steps onto it and the process of moving from plate to plate continues. The goal is to use the leadership skills of cooperation, communication and encouragement to reach the other side of the room first.**

### **For Older Elementary Students: Caterpillar Game**

*[Either make circles out of rope or use large pieces of paper. The circles should be approximately 15 inches (38 centimeters) in width. You will need five rope or paper circles for each team. Divide your class into even teams. Each team needs to stand shoulder to shoulder facing the same side. Each team member has to tie or tape their legs together with the person on either side of them. They will resemble a "caterpillar" with many legs. Lay the five rope or paper circles to the right side of the first person in the "caterpillar." They should be a step apart going across the room. The first team member has to step onto the first circle and then move to the next circle without stepping on the floor outside of the circle. The rest of the*



*team “caterpillar” slowly follows the first member. The “caterpillar” will be moving to the right across the room on their five circles. The goal is to get the last part of the “caterpillar” through all five circles. This game takes a lot of cooperation, coordination and use of leadership skills to get the team “caterpillars” from one side of the room to the other.]*

**SHARE** (5 minutes)

*[Say to the students:]* **Think/Pair/Share with your neighbor about one leadership quality you think he or she has shown in our classroom.**

### **ENDING THE LESSON**

*[Say to the students:]* **The name of this lesson is “Secrets of Leadership.” After all the activities we have done, what do you think is the secret of being a good leader? [Wait for your students to answer. Hopefully, you will hear them list a lot of the character traits you have taught them this year.] This lesson has been a good reflection of all of the *DreamMakers* character traits we have learned. You can use those traits to become a strong leader today and in the future. Continue to work hard to develop good leadership traits in your life.**

**GOING DEEPER** (optional)

*[Say to the students:]* **You may have recognized the story Dugan was reading about David and his three mighty warriors. David was a real man, who lived about 3,000 years ago, and this is a true story from the Bible. Eventually, he became a great king. Dugan reminded us David was a strong leader. His men followed him into battle and willingly risked their lives to do anything for him. But David was not born a leader. He became a leader. As he grew up, he learned important qualities of leadership, as we’ve been talking about.**

**When David was a boy, he took care of the sheep in the fields for his father. David had to protect the sheep by killing nearby wild animals with a club, a slingshot and his bare hands. What kind of leadership qualities do you think David developed doing that? [You should hear *bravery, determination, decision making, etc.*]**

**David was a young teenager when he was called on to fight a giant.**

**We are going to act out this story and see how God made David a great leader. I need nine volunteers. [As you assign parts (David, Goliath the giant, three brothers, two shepherds, King Saul and David's father), give them a nametag that tells their role.]**

**This story is in I Samuel 17 in the Bible. It begins with David's three oldest brothers, who were sent to fight in a war against a giant. [Send the brothers to one corner of the room with cardboard or paper swords. Tell them to pretend getting ready to fight.] David's father will be in their 'home.' [Hand him a bag of 'food.' Whisper to him 'when David comes, he is to tell David to take the food to his brothers who have gone to war.'] David, I need you and the other two shepherds to be out 'in the field' taking care of the sheep. [Whisper to him 'when the play begins, leave the sheep and shepherds and go home. Your father will tell him what to do. Agree with him, and go back to the field to make sure the other shepherds will care for the sheep while you are gone.' Then, he wanders around the room to 'find' his brothers and gives them the bag.]**

**Brothers, when David gets to you, tell him more about the giant no one wants to fight.**

*[Now, whisper to David: 'Then go see King Saul. Tell him you will fight Goliath. Saul will offer you his armor, but don't take it. You (David) will take only your sword and a slingshot with five paper stones to meet Goliath.']*

**King Saul, sit on your 'throne' here. [Whisper to King Saul, 'When David comes and tells him he will fight the giant, offer David your armor.']**

**Goliath, you are over 9 feet tall (2.75 meters), you are wearing armor weighing 125 pounds (57 kilograms) and carrying a sword weighing 15 pounds (7 kilograms)! [If it is safe, have the giant stand in a chair and tell him to pretend he's wearing heavy armor holding a huge, heavy sword.] Then, we will see what happens. [Give David and Goliath their words to read. At the appropriate point in the story, they will read them and act out David throwing a 'stone' with his (imaginary or real) slingshot and hitting Goliath in the forehead. Tell Goliath to 'fall down' and pretend to be dead.]**

**Okay, let's begin our play.** *[Have the volunteers act out the story and help as needed with their parts.]*

**The Bible tells us David, though small, used a slingshot and five rocks to bravely face a giant. He killed him and changed the course of the battle. What leadership qualities did those actions develop in David?** *[You should hear obedience (to his father), bravery (in facing the giant), taking a stand for what was right, being responsible, having vision, remembering past victories and building on success (recalling his success in fighting off the wild animals), being persistent, surrendering his talents and abilities to God to do good (as a young boy, his abilities were defending the sheep and learning to protect them), etc.]*

**So, how do we become good leaders?** *[Allow time for answers.]* **As you grow up and respond to everyday situations, you will have many opportunities to develop good leadership qualities. David was a young boy when he started learning how to become a good leader. He grew up to lead an army and become a king. Do you want to become a leader like David? Then, work on developing character qualities to inspire others to follow you and become like you. Keep your focus on becoming the best leader you can be and never stop trying to do better.**

### **PARENT-TEACHER CONNECTION**

This lesson focused on developing leadership in your child and his/her classmates. There are all kinds of leaders in the world. Some are upfront leaders with a loud personality; some lead by example; some are quiet but strong. We realize not all people naturally have leadership qualities, yet research has suggested children can be taught leadership skills. As teachers, we want to help your child develop the qualities to become a good leader. Good leaders always want to do their best.

Your child has been learning many of the qualities needed to develop leadership skills. Some important traits of a good leader are:

- the ability to make decisions.
- the ability to stand up to peer pressure.
- the ability to have a positive attitude.
- the ability to communicate well.
- the willingness to take risks.
- the ability to encourage others to work together.
- the ability to look at problems as challenges to be overcome.
- the ability to be visionary.

### **Questions you might ask your child:**

1. Would you please tell me the story Dugan told his friends? (It was a story about a man named David who was the leader of a group of men. Some of them risked their lives because they wanted to please him. He was a strong leader who fought right alongside his men.)
2. How were David and his friends leaders? (They stood up for what was right even when it was hard.)
3. You played some games about leadership in class. Tell me about the games and what you learned about leadership from the games.
4. What leadership strengths do you think you have?

Parents, share about a time when you helped a group accomplish a task. What leadership skills did you use?

