Lesson 5 - Post-Visit
Becoming a Leader

Objective: Students will be able to:
• Assume the role of event planners for a school event.
• Keep track of expenses and fund raise as needed.
• Produce advertising materials to publicize the event.

Time Required: This lesson involves a long term activity.

Materials Needed:
- Printed copies of the "Planning a Community Service Project" worksheet for each student (included)
- Computers with Internet access
- Word processing software such as Word
- Spreadsheet software, such as Excel
Leadership: Leading Off

Applicable Common Core State Standards:

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-Literacy.W.9-10.7, W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Applicable Common Core State Standards *(Continued)*:

**CCSS.ELA-Literacy.L.9-10.1, L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.WHST.9-10.5, WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.Math.Practice.MP4** Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. A student might apply proportional reasoning to plan a school event or analyze a problem in the community.

**CCSS.Math.Practice.MP5** Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
Leadership: Leading Off

Lesson & Activity

1. To begin this lesson, review some of the things you have learned through your experience with the Baseball Hall of Fame.

2. Discuss that leadership skills can be learned and developed by anyone. Leaders use their knowledge, skills and influence to establish relationships with people and help others meet their goals.

3. Review that leaders need to understand varieties of leadership styles, skills and qualities and know in which situations to use them. Ideal leaders are able to share their talents with group members so that everyone benefits.

4. Leadership is something you believe in, but also something you put into action. Explain that students will be given the opportunity to organize and manage a community service event on their own.

5. If possible, have someone who is in charge of the volunteer services in your community (or who is familiar with the voluntary services in your community) come to your classroom and speak to students about the service needs in your area.

6. Engage students in a discussion about service opportunities in your community. What are some of the things in the school/community that need improving? What could the class do to help out?

7. As students offer ideas, list them on the board under the heading: Community Service Projects. After all ideas have been given, review the list and let students choose which project they want undertake as a class.

8. Hand out the "Planning an Activity" worksheet. In the days ahead, have students prepare an action plan for how they will carry out their service project. Help students gather materials as necessary.
9. The time frame for this activity depends on the type of event the students choose, and your school schedule. Assist students in the planning process as necessary, but let students work things out on their own as much as possible.

10. Once the project is completed, hold a recognition event for students.

**Conclusion:**

Once the event is over, have students write a brief report assessing their own personal involvement in the planning process and in the implementation of the event. They may use the following questions as a guide.

- What were your responsibilities for this activity?
- What was most fun?
- How did you feel about the planning process?
- What did you notice about how the group worked?
- What surprised you?
- What would you do differently next time?
Planning a Community Service Project

1. **Project Description** - What are you planning to do?

2. **Reasoning** - Why do you want to do this project? Who will benefit?

3. **Details Please!** Where and when will the project take place?
   
   Date: ___________ Time: ___________ Location: ___________

4. **Make it Official** - Who needs to approve the project?

5. **Fun with Fundraising** - How much money will we need to do this project? Where will we get it?

6. **Advertise** - What kind of publicity is needed? When?

7. **Group Leaders** - Who will do the work?

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<th>Task</th>
<th>Group Leader/Person Responsible</th>
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