

LEADERSHIP

1) SETTING THE STAGE (20 MINUTES)

- Play a creative version of *SIMON SAYS*. Try to trick your audience with diversions (ex. “Simon says, Touch your chin.”, but you touch your cheek.) This takes practice to be quick and eliminate most of the class. This simple game establishes that the students are not good followers; therefore, they must all have the potential to be great leaders!
- Role-play “**Leader or Follower**”: **Have a student volunteer face you or the teacher (it is fun if you can get the teacher to volunteer to be the ‘leader’). Both participants need to be the same sex. The ‘leader’ is to pretend to be looking into a mirror. The student will project a ‘mirror image’ of the ‘leader’. The ‘leader’ looks into the ‘mirror image’ as if he/she has just awakened, and pretends to do things people do in front of a mirror (comb hair, stretch and yawn, pick at teeth, floss, brush teeth, blow nose, smell armpits before putting on deodorant, shave, etc.) The mirror image is to copy simultaneously what the ‘leader is doing, remembering that the mirror image is reversed (ex. If the ‘leader’ raises his right arm to smell his armpit, the ‘mirror image’ raises his left arm). Save the shaving (or makeup if female students are the volunteers) for last and use the real stuff. The messier the activity gets the more fun it becomes. Use a covered disposable razor for shaving, making it look like the real thing.**

Ask the participants whether it was easier being the ‘leader’ or the ‘follower’ in this activity. The “*Simon says*” game established that the students are not good followers, and this activity illustrates that followers have a much harder job; so obviously being a leader is the way to go!

2) THE ISSUE (10 MINUTES)

- Have the students stand and begin making a circle with their right hand (keep the right arm straight as you circle), explaining that this represents their circle of influence. At the same time, begin to make a square with their left hand. It is very confusing and most students give up. Then you explain that they can slowly bring their left hand (index finger pointed) towards their circle, then down toward the floor, then away from the circle, and back up toward the ceiling, completing their box. This exercise demonstrates that with focus, they will be able to be leaders in their circle of influence!

The key to being a leader is INFLUENCE! The persons in this room that have influence are the ones everyone wants to follow. Everyone in this room knows who that is. It doesn’t take long to walk into a room or on a soccer field or basketball court and figure out who has the most influence. Prior to middle school for most of you your parents have been the major influencers in your life. Now that has changed! Who has the greatest influence on you?

Probably your friends now have more influence over you than your parents. It's important that you learn how to have an influence on them instead of vice versa. We are coming to teach you how to be a leader that has character. We will be coming in every week this year to teach you the qualities of being the kind of leader who will stand the test of time.

4 False Paradigms (beliefs) Affecting Leadership in Teens (use a 'pair of dimes' to illustrate the pronunciation of the word)

1. "YOU ARE BORN A LEADER"

- Leaders are made, not born!
- There is so much potential in this room—but you have to develop these character qualities from the INSIDE OUT.
- **Lesson 2: CHARACTER** goes into more detail about this.

2. "I'M TOO YOUNG TO THINK ABOUT THIS STUFF."

- So here you are. You are young. You are free. You have your whole life before you. You are standing at the crossroads of life and you have to choose which path to take.
 - Do you want to go to college?
 - What will your attitude toward life be?
 - Should you try out for the team?
 - What type of friends do you have?
 - Will you join a gang?
 - Will you have sex before marriage?
 - Will you drink, smoke, or do drugs?
 - What values will you choose?
 - What kind of relationships do you want with your family?
 - What will you take a stand for?
 - How will you contribute to your community?
- The paths you choose today can shape you forever! Choices that you make over the next 7 years (your teenage years) will affect the remaining years of your life.
- You must begin well to end well! Illustrate this idea by buttoning a shirt beginning with the 1st button in the second buttonhole. Ask the students, "What did I do wrong?"

3. "I AM A VICTIM!"

- It is easy to blame all of your problems on someone else; parents, unfair teachers, lousy neighborhood, or boyfriend/girlfriend. You have to take responsibility for who you are.
- Ask if anyone knows who Truett Cathy is? Give them the hint that he is the founder and CEO of one of the biggest fast food chains. Truett Cathy started Chick-fil-A. Tell the students about his childhood, family, and good choices. (Review "A Conversation with Truett Cathy" article¹, emphasizing the fact that he did not give up, claiming the "I am a Victim" paradigm.)

4. "MY BUDDIES ARE THE MOST IMPORTANT INFLUENCE ON ME."

- "How many of you would say that your friends have a bigger influence on you than your parents?" As you go through the teenage years your friends will have a powerful influence on your attitude, reputation, and direction. The need to be part of a group is powerful. Sometimes we choose our friends based on who will accept us- that is not always good. It would be better to have no friends for a time than to do drugs, drink alcohol, or have sex in order to be accepted.
- Ask if the students have ever heard of the JUDAS GOAT? In order to process sheep at slaughter house, a goat is used to **lead** the sheep to slaughter. Explain how the sheep, who by the way are among the dumbest animals ever created, will follow a goat up the ramp to the slaughter house where a side door opens to allow the goat to escape while the sheep continues to go straight to slaughter. Emphasize the similarities of sheep following the goat to teenagers following a friend of questionable character down a path of destruction.

3. **LIVING THE LESSON (20 MINUTES)**

- Read "There's a Hole in my Sidewalk" poem². Have the kids finish the last line.
- Play **BASKETBALL TRIVIA** with a "Nerf basketball and net" taped to the board. **Divide the class into even teams. Give each player a chance to make 2 points for his/her team by sinking the basket and 2 points for answering a "Would you rather ..." question. A few examples would:**

"Would you rather ...

... be the target for the knife thrower at the circus, or the guy who put his head in the lion's mouth?"

...live without music or without t.v. (no music videos)?"

...be a street sweeper at Disney or a manager at McDonald's?"

...walk on the moon or be President of the U.S. for a week?"

...be lost in a jungle or a desert?"

...be in jail and have visitors or all alone on an island?"

...be in a room full of snakes or a room full of rats?"

You may encourage the students to make up similar questions for their classmates.

This is a good way to get to know the students better.

A CONVERSATION WITH TRUETT CATHY

In the October 2002 issue of Focus on the Family's DECISION magazine, Chick-fil-A, Inc. founder, Truett Cathy, was interviewed on how he had built his very successful food restaurant chain on strong "character-based" principles. In a world where corporate integrity, dishonesty of CEOs, and scandals have rocked corporate America, it is refreshing to see that integrity and honesty can exist with successful business. Review the following highlights from the article to incorporate in discussions with the students on being a leader with integrity. Emphasize the challenges of his childhood- he did not claim the "I am a victim" paradigm. Instead he took responsibility for his future and built a financial empire.

- Truett Cathy was a kid during the Great Depression. His father lost a family farm and basically abandoned his family. His mother worked extremely hard to support the family- working a lot of Sundays. Even so, she made sure her kids were cleaned up on Sundays to attend church. For a time his family lived in government-supported housing. When he was 8 years old, he earned enough money selling sodas to buy a bicycle for \$4.00.
- A verse out of the bible that he has claimed as his "Life Verse" is "A good name is rather to be chosen than great riches." He says, "A reputation is something you have to earn every day. It's not something you just have and keep automatically. You have to do things right every time, not just sometimes." He says that when teaching Sunday school, he will ask his class, "How many of you would like to have a million dollars?" All hands go up! Then he says, "Let me tell you something better than that- to protect your reputation- your good name."
- In 2002, Truett Cathy appeared before a Congressional hearing in Washington, D.C. He believes members of Congress are curious as to how one can be honest and successful at the same time. He stood strong on the belief that there is no conflict between biblical principles and good business practices. He feels they work hand-in-hand.
- He tells his employees that they must make business decisions based on ethical principles. He believes that being in the restaurant business is an opportunity to serve people's physical and emotional needs. He stresses to his employees that they must have a positive influence on all who come in contact with Chick-fil-A.
- An unusual policy for fast-food chains is Chick-fil-A's policy of being closed on Sunday. Cathy claims that the decision made over 56 years ago is probably the best business decision he has ever made. People appreciate the fact that a corporate enterprise such as theirs sticks to their convictions. When asked about the loss of revenue by being closed on Sunday, Cathy answers, "We generate more sales in six days than our competition does in seven. (Point out that millions of dollars are sacrificed by Chick-fil-A each Sunday to maintain this principle.)"

Read the following short story, having a student guess what “chapter V” will say. Read this before or after playing “THE POWER OF ONE” game.

Autobiography in
FIVE SHORT CHAPTERS

From *There's a Hole in My Sidewalk*
By Portia Nelson

1

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost... I am helpless.
It isn't my fault.
It takes forever to find a way out.

2

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But, it isn't my fault.
It still takes a long time to get out.

3

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in. It's a habit.
My eyes are open.
I know where I am.
It is my fault. I get out immediately.

4

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

5

I walk down another street.