NATIONAL TSA HIGH SCHOOL LEADERSHIP LESSONS

WITH LEADERSHIP SKILLS CORRELATIONS TO THE NATIONAL TSA CONFERENCE HIGH SCHOOL COMPETITIVE EVENTS
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TSA’S LEADERSHIP LESSONS

Some TSA members may be designated leaders in their chapter, school, or community. However being a leader means more than winning an election or receiving a title.

Leadership skills can be learned by all students. Leadership involves thinking creatively and critically, making difficult decisions, communicating ideas clearly, and being an ethical person. It includes demonstrating these skills in everyday personal and school environments. Leadership skills are necessary for success in life whether students want to pursue a career in politics, research, medicine, engineering, finance, or teaching. Not all leaders will become the CEO of a company or president of the United States, but all who learn leadership skills will be successful in choosing personal and professional paths.

TSA’s leadership lessons were developed to enhance the learning of chapter members as they participate in the many competitions offered through TSA’s competitive events program. These lessons provide a better understanding of core leadership skills learned through participating in the competitions.

Students who want to build their future in technology will need to engage and motivate teams, communicate ideas effectively, problem solve, deal with challenges, and demonstrate ethical thinking. Core leadership skills are critical to students as they navigate their way through high school, college, and their careers.

The leadership lessons included on this CD correlate to the leadership skills found in TSA competitions as defined by the ITEA/ITEEA’s *Standards for Technological Literacy* publication. These skills are: communication, creative thinking, critical thinking, decision making, ethics, evaluation, organization, problem solving, self-esteem, and teamwork.

HOW TO USE TSA’S HIGH SCHOOL LEADERSHIP LESSONS

The Lessons

Each leadership lesson is designed to teach a specific leadership skill or, in some instances, more than one skill. Each lesson describes the objective, the time the lesson will take, the materials needed, the activity itself, and processing or follow up to use after the activity of the lesson is complete. The lessons provide a TSA advisor with an opportunity to integrate timely technological curriculum concepts into learning. At the same time, the advisor’s unique teaching style can be maintained. Advisors are encouraged to make these activities fit the specific demographics of the TSA chapter.

All of these lessons have been reviewed and approved for general use. They will help teach students a great deal about core leadership skills and they will spark new ways of thinking.

It is always important to keep safety in mind as students participate in these lessons. Should a student not feel comfortable participating in a lesson, turn to school resources and use good judgment as a teacher.
The Leadership Portfolio

The leadership portfolio consists of reflective pre- and post-assessment tools and a page for note taking. Print out the portfolio pages for each core leadership skill and create a classroom folder for students to access during class.
GLOSSARY OF LEADERSHIP SKILLS

LEADERSHIP SKILLS LEARNED THROUGH PARTICIPATION IN THE TSA COMPETITIVE EVENTS PROGRAM

The following leadership skills are derived from the Technology Content Standards of the International Technology and Engineering Educators Association (ITEA/ITEEA) publication: Standards for Technological Literacy, Content for the Study of Technology, 2000/2002/2007

Creative thinking—The ability or power used to produce original thoughts and ideas based upon reasoning and judgment.

Critical thinking—The ability to acquire information, analyze and evaluate it, and reach a conclusion or answer by using logic and reasoning skills.

Communication—The successful transmission of information through a common system of symbols, signs, behavior, speech, writing, or signals.

Decision making—The act of examining several possible behaviors and selecting from them the one most likely to accomplish the individual’s or group’s intention. Cognitive processes such as reasoning, planning, and judgment are involved.

Ethics—Conforming to an established set of principles or accepted professional standards of conduct.

Evaluation—1. The collection and processing of information and data in order to determine how well a design meets the requirements and to provide direction for improvements. 2. A process used to analyze, evaluate, and appraise, a student’s achievement, growth, and performance through the use of formal and informal techniques.

Organization—The act or process of organizing or being organized. Good organization will not only ensure success of a program, but without it, the success can be limited or fail to materialize at all.

Problem solving—The process of understanding a problem, devising a plan, carrying out the plan, and evaluating the plan in order to solve a problem or meet a need or want.

Self-esteem—A confidence and satisfaction in oneself and trusting one’s ability and instincts.

Teamwork—The process that allows individuals to pool their strengths in order to arrive at better solutions to problems, with all involved subordinating personal prominence to the efficiency of the whole.
COMMUNICATION

FACT OR FICTION
LISTENING SKILLS
PERSONALITY TYPES
PROMOTE IT
PUT IT TOGETHER
COMMUNICATION

This leadership skill has been identified in the following high school competitive events:

- Animatronics
- Architectural Renovation
- Biotechnology Design
- Career Preparation
- Chapter Team
- Computer-Aided Design (CAD) 2D, Architecture
- Computer-Aided Design (CAD) 3D, Engineering
- Debating Technological Issues
- Desktop Publishing
- Digital Video Production
- Engineering Design
- Extemporaneous Speech
- Essays on Technology
- Fashion Design
- Flight Endurance
- Future Technology Teacher
- Manufacturing Prototype
- Music Production
- On Demand Video
- Open Source Software Development
- Photographic Technology
- Prepared Presentation
- Promotional Graphics
- SciVis
- System Control Technology
- Technical Sketching and Application
- Technology Bowl
- Technology Problem Solving
- Transportation Modeling
- Video Game Design
- Webmaster
FACT OR FICTION

OBJECTIVE
Students will learn about each other, as well as learn communication skills, through this ice breaker activity.

TIME
15 minutes (10 minutes for the activity, five minutes for the discussion)

MATERIALS
paper
pen or pencil

ACTIVITY
Divide the class into groups of three students each (preferably people who do not know each other well). Ask students to write on paper two truthful statements and one made up statement about themselves. Have one member of a group read his/her three statements to the other members of the group. The group members must determine which statement is made up. Repeat this activity until all members of a group have had a turn. When the activity is done, ask for a few volunteers to read their statements in front of the class.

DISCUSSION POINTS
• Why did some statements appear to be made up and others sound like the truth?
• Was it harder to write a true statement about yourself or make up a statement? Explain your answer.
LISTENING SKILLS

OBJECTIVE
Students will develop improved listening skills and learn that understanding a speaker’s words and simply hearing them are often different.

TIME
15 minutes (3 minutes of instruction, 3–5 minutes to answer questions, 8–10 minutes to review the questions)

MATERIALS
handout of questions (noted below); one for each participant

ACTIVITY
Before distributing the handout of questions, read the paragraph below out loud. Then distribute the handout and have the students answer the questions on the handout. Review the answers as a class.

A long and extremely busy day for you came to an end with a stop at the 52-flavors ice cream shop where you often hang out with friends. Just as the last of the ice cream bowls was being washed and put away, and just before the “closed” sign was put on the door, a person rushed in and demanded money. The register was quickly opened and the owner removed money from inside the register. After the day’s receipts were gathered, the person drove off. Within minutes, the police arrived.

Questions and answers
Who put the “closed” sign on the door?
The story doesn’t identify this person. The story states that ice cream bowls were being washed and that the owner removed money from the register. The presence of an additional person is not indicated.

Who rushed in and demanded money?
A person—the story does not indicate male or female, or other details.

Who opened the register?
The story states the owner removed money from the register, but it doesn’t indicate who opened the register.

Who gathered the day’s receipts?
It is unclear who gathered the receipts. It could have been the owner, the “person,” or someone else.

Was all the money removed from the register?
The story states that the owner removed money from inside the register. No amount of money is indicated.

Who arrived within minutes after the person drove away?
The police arrived within minutes, however, it isn’t clear if the police “responded” to a 911 call or just happened to be patrolling the neighborhood.

Was this event a robbery?
Neither a robbery nor a robber is established. Even though a person demanded money, a register was opened, receipts were gathered, someone drove off, and the police arrived, the same information could apply if the owner simply came into the shop at the end of the day, collected the day’s earnings and departed.
DISCUSSION POINTS

• What were some preconceived notions about the story?

• In an interaction/conversation, how does what we “hear” often differ from what was said? Give some examples.

• Discuss listening techniques that ensure an accurate understanding of someone’s words.
OBJECTIVE
Students will learn how to communicate with different personality types.

TIME
40 minutes (30 minutes for the activity, 10 minutes for the discussion)

MATERIALS
three copies of the handout, which outlines three different personality types

ACTIVITY
Prior to the activity, secure a table and chairs to be used for role playing. Begin the activity by asking for six volunteers. Have three of the volunteers leave the room temporarily while you discuss with the class the handout and the roles of the remaining volunteers. The handout should be read aloud.

The challenger—You are the person who is skeptical of most new ideas and anything that brings about change. You do not operate from a sense of trust. You think of worst case scenarios. You have a demanding leadership style and prefer to meet in a traditional setting, with you behind a desk or table and the other individual(s) sitting opposite you.

The disengaged—Your leadership style is neutral. As long as programs operate as they should, you see no need to add or change efforts. You enjoy discussions of past successes and don’t want to “muddy the waters” by encouraging new options.

The distracted—You take on an abundance of events and activities as part of your leadership style. You are overcommitted and distracted by phone calls or instant messages when you meet with your staff or students. A “crisis” that needs your attention often causes you to interrupt, postpone, or cancel meetings. You can be distracted by unimportant external stimuli when you are supposed to be “on task.”

Gather all six volunteers in the classroom. Those returning to the room will be asked to take on the role of the current president of the TSA chapter. Their job, separately, is to convince the principal to allow a celebratory overnight TSA chapter trip at the end of the school year. Indicate the table and chairs, pre-arranged for the volunteers to use in their role playing. The “challenger” principal should go first and be paired with one of the TSA president volunteers; the other two pairings should follow. At no time should an announcement be made about the personality-type of the different principals. Each role-playing session should last four to five minutes. Tell students not participating in the role playing to serve as “reporters,” recording notes about what works and does not seem to work in the sessions.

DISCUSSION POINTS
Before a meeting that requires you to make a request, you need to be prepared. Envision your request from the points of view of those in the meeting.

Review each role playing session:
1. Ask for specific feedback from the “reporters” about each session, as well as their suggestions for better communication.
2. Define each of the personality types and determine two effective communication techniques based on these types.

Wrap up the activity by encouraging students to discuss past personal interactions with the three personality types. Have students describe how they might approach each interaction now. Discuss techniques to be used in upcoming meetings.
PROMOTE IT

OBJECTIVE
Students will use critical thinking skills and teamwork strategies to create a commercial about a product.

TIME
35 minutes (20 minutes for the activity, 5 minutes for the presentations, 10 minutes for the discussion)

MATERIALS
sneaker
dark red shirt
toothbrush
soda can

ACTIVITY
Divide the class into groups of four or five students each and provide the groups with a product. Have each group choose a leader. Explain the following:

You (thanks to the help of your team) have just been promoted to vice-president of advertising in your company. Your CEO has asked you to create a commercial for an item that the company has had difficulty selling. You and your group have 15 minutes to create a 30-second commercial about the product.

After the time allowed, have the students present their commercial. Then tell the students that they have one minute to cut the 30-second commercial to a 15-second commercial.

DISCUSSION POINTS
Discuss the challenges involved in:
1) developing a commercial that conveys a clear message and
2) cutting back the time allowed for a commercial.

• What was the most significant aspect of creating the commercial?

• What kinds of strategies worked well when the group had to cut down the commercial time? Explain how these strategies might be used in TSA activities.
PUT IT TOGETHER

OBJECTIVE
Students will understand the value of good communication. Students will learn how to be articulate when they communicate ideas, words, and phrases.

TIME
30 minutes (5 minutes of instruction, 15 minutes for the activity, 10 minutes for the discussion)

MATERIALS
index cards (30–50)
markers (enough for the whole class)

ACTIVITY
Provide each student with three or four note cards and a marker. Have students write ideas/words/phrases on the note cards. Collect the cards and shuffle them.

Distribute the cards randomly (students should not share the words written on the cards) and separate the class into groups of three students each. One person from each group should select a card and convey what is written on the card (using descriptive language and gestures, but not the exact ideas/words/phrases) to the members of the group.

Once the group is successful in determining what is written on the card, another group member selects a new card and the activity repeats.

DISCUSSION POINTS
• How did this activity illustrate the importance of good communication?
• Why is it important to be able to articulate your thoughts?
• What were some problems you encountered in this exercise?
• Why is communication often difficult?
HIGH SCHOOL LEADERSHIP LESSONS

CREATIVE THINKING

COLOR HUNT
CREATIVE TECHNIQUES
HAT TO BE CREATIVE
INVENTION MISHAP
THE LEADERSHIP CHRONICLES

▶ RESOURCE: CREATIVE THINKING TECHNIQUES
CREATIVE THINKING

This leadership skill has been identified in the following high school competitive events:

Animatronics
Architectural Renovation
Computer-Aided Design (CAD) 2D, Architecture
Computer-Aided Design (CAD) 3D, Engineering
Desktop Publishing
Digital Video Production
Dragster Design
Engineering Design
Extemporaneous Speech
Fashion Design
Flight Endurance
Future Technology Teacher
Manufacturing Prototype
Music Production
On Demand Video
Photographic Technology
Prepared Presentation
SciVis
Structural Engineering
System Control Technology
Technology Problem Solving
Transportation Modeling
Video Game Design
Webmaster
COLOR HUNT

OBJECTIVE
Students will understand what it means to think “outside of the box.” They will overcome the restrictions of habit and allow themselves to look at a familiar presentation with a new eye.

TIME
20 minutes (10 minutes for the activity, 10 minutes for discussion points)

MATERIALS
none

ACTIVITY
Students will be asked to find the hidden color in each of the statements below.

Before the activity begins, post the following statements (without the bold lettering) in the room for all to see.

Color Hunt
When walking down the street, we spotted a big, old cat.
Elle’s favorite ice cream flavor is vanilla; strawberry is the flavor Ed likes best.
Mario lives in the next town over, a short distance from here.
Long rays of the sun shown brightly through the window.
Jacob, lacking nothing in terms of talent, scored the winning run.
What they saw hit everyone as a surprise—and quite a happy one at that!

Just in time to catch a cab, Londa sighed in relief.

When students enter the room, divide them into small teams (two to three individuals per team). Tell them that they are to find the hidden color(s) in each sentence.

DISCUSSION POINTS
After 10 minutes, ask the following questions:

• Why was this activity challenging?
• For those of you who found all seven colors, what helped you do so? (Point out that to find the names of colors in the words of the sentences, signs that indicate “pause or stop” (such as word spacing, periods, and commas) must be ignored.
• Familiarity with words and expectations increase the difficulty of this exercise. Have students share examples of other situations or expectations that may have prohibited them from envisioning a solution.
• Highlight that leadership often involves thinking “outside of the box” to discover a solution to a problem or to try a new idea. Apply this type of thinking to a competitive event.
OBJECTIVE
Students will use various creative thinking techniques to help generate fresh ideas.

TIME
30 minutes (5 minutes to discuss four techniques and directions for the activity, 20 minutes for the activity and discussion, 5 minutes for discussion)

MATERIALS
blank or scrap paper, approximately 30 sheets pens or pencils
Creative Thinking Techniques handout

ACTIVITY
Provide the handout to the students and discuss the concepts listed. Encourage students to take notes.

Overview:
Creativity is a much needed leadership skill. It helps us improve our lives, our environment, our economy, and the communities we live in. Creativity (in some form) in people is universal. But, how often have you heard someone say, “I’m not creative”? In this exercise students will learn to dispel this thought by focusing on four techniques that help encourage the generation of new ideas.

After reviewing the four creative thinking techniques, divide the students into four teams. Provide paper and pens or pencils to each team. Tell the students they will work on using and practicing the techniques as they relate to this scenario:

A local ice cream store accepted its order of 2,000 ice cream cones in boxes when the order arrived by truck. Unfortunately, when the shipment was being unloaded from the truck, the boxes tipped over, opened, and most of the 2,000 ice cream cones fell to the ground. You have five minutes to use the first creative thinking technique to come up with new uses for the ice cream cones. You will have five minutes each to complete the same exercise for the other three techniques.

DISCUSSION POINTS
• What ideas did each creative thinking technique produce?
• Which technique produced the best results? Why?
• Have teams share their top five to 10 favorite ideas.
Hat to Be Creative

Objective
Students will think creatively to complete a task, with a specific restraint applied to the process.

Time
40 minutes (30 minutes for the activity, 10 minutes for the discussion points)

Materials
a hat
assignment options (index cards with the words “skit,” “drawing,” “creative writing,” “other”)
materials needed for drawing, writing, or making a collage

Activity
Divide the class into groups of four or five students each. Choose a theme or situation that will apply for the entire class (the importance of daily exercise, how to make cookies, etc.). Place assignment option cards in the hat and have one student from each team randomly select a card from the hat. Allow teams 15 minutes of design time, using their selected format, to express the theme. Then allow each team a two-minute time frame to make a presentation related to the theme.

Discussion Points
After the presentations, ask the following:

• Why did your group choose to make its presentation as it did?
• What grade would you give yourself, and your group, for creativity (provide an explanation)?
• Did having a designated assignment option restrict your group’s ability to be creative? Explain your answer.
• Which team do you think was the most creative? Why?
• Was it difficult to think of something that doesn’t already exist? Explain your answer.
OBJECTIVE
Students will create original, imaginative stories that explain how a familiar product was accidentally “invented.” Students will learn that a mistake can sometimes be turned into success. They also will learn about the power of persuasion.

TIME
30 minutes

MATERIALS
paper
pens or pencils
story of the Slinky (included), hand-written on a sheet of paper.

ACTIVITY
Divide the class into groups of two students each and explain that they will have 15 minutes to write a fictional but believable story—of no more than three paragraphs—about how the Slinky was invented. Those who know the true story should serve as observers. Read all the submitted stories aloud to the class, including the actual story of the Slinky’s creation.

The Slinky
In 1943, during World War II, an engineer in the United States Navy named Richard James was assigned to the initial run of a new ship. During this run, James witnessed the unexpected release of a torsion spring onto the floor of the area where he was working. The spring flip-flopped as James watched. When James returned home, he remembered the spring and the interesting way it had behaved. James and his wife perfected a long steel ribbon tightly coiled into a spiral. Eventually the couple arranged for the production of a new toy, based on the spiral, that was named “Slinky.”

DISCUSSION POINTS
• Was there more than one story that provided a plausible explanation for the invention of the Slinky? If yes, what were the characteristics of the story (or stories)?
• Explain the notion that “an accident or a mistake may inspire an invention.” Do you agree or disagree with this idea? Explain your answer.
• Sometimes using a familiar object in a new way produces unexpected results. If this has ever happened for you, what were the circumstances?
THE LEADERSHIP CHRONICLES

OBJECTIVE

Students will create a story or poem based on a few sentences provided to them.

TIME

40 minutes

MATERIALS

paper
pens or pencils

ACTIVITY

Divide students into small groups and present each group with one of the story ideas below. (Be sure to use all three story ideas.) Each group must craft a story or poem from the prompt provided.

1. Mark was astounded when he was chosen to lead the team. He did not feel that he possessed the appropriate skill level for the task, even after years of practice.

2. The election was down to the wire for Julie, a new candidate. The incumbent was so experienced. Would the election work out in Julie’s favor?

3. Kyle never imagined that friendship and leadership could be so intertwined. What path should he take as a leader? As a friend?

Once the story ideas have been assigned, have students imagine a context in which the scenario of the prompt might apply. Next, allow 15 minutes of free-writing time for students to construct a story or poem based on the prompt. After 15 minutes, have one member of each group read the provided prompt out loud, explain the group’s interpretation of the prompt, and then present (or summarize) the group’s story or poem.

DISCUSSION POINTS

Ask the following:

• Why did you choose to express yourself in a story (or poem, as the case may be)?
• What challenges did your group face because of limited information?
• Give other examples of a task or tasks that you have had to complete that involved limited resources (time, people, and materials).
DISCUSS AS A GROUP THE FOLLOWING TIPS THAT ENCOURAGE CREATIVE THINKING.

1. **Be patient and persevere.** Sometimes good ideas surface quickly and unexpectedly, but frequently good ideas develop slowly. Patience and perseverance go hand in hand in the process by which a fledgling concept becomes a great idea.

2. **Try a change of scenery** to encourage creative thinking. Take a break from your typical work setting and allow yourself to be rejuvenated.

3. **Think like an artist.** Let people and your environment inspire you.

4. **Branch out socially.** Be willing to meet and get to know people outside of your circle of friends; your horizons will broaden.

5. **Think opposites.** Whatever the challenge is, think of the opposite of that challenge to come up with new ideas.

6. **Ask a lot of questions.** Creative people are inquisitive and learn and develop new thoughts from their curiosity.

7. **Look around yourself.** Creative individuals and leaders look to their surroundings for new ideas.

8. **Drown out negativity.** Creative leaders think positively about finding new ideas and ways to do things.
CRITICAL THINKING

AND THE ANSWER IS

CRITICAL THINKING TIPS

FIGURE IT OUT

PUT YOURSELF IN THEIR SHOES

THE HIDDEN MESSAGE

► RESOURCE: CRITICAL THINKING TECHNIQUES
CRITICAL THINKING

This leadership skill has been identified in the following high school competitive events:

- Animatronics
- Architectural Renovation
- Biotechnology Design
- CNC Production
- Debating Technological Issues
- Engineering Design
- Essays on Technology
- Flight Endurance
- Manufacturing Prototype
- Open Source Software Development
- Prepared Presentation
- SciVis
- Structural Engineering
- System Control Technology
- Technical Sketching and Application
- Technology Bowl
- Technology Problem Solving
- Transportation Modeling
- Video Game Design
- Webmaster
**OBJECTIVE**
Students will use critical thinking skills to solve real life problems. They will understand the value of working with others to solve those problems.

**TIME**
35 minutes (25 minutes for the activity, 10 minutes for the discussion)

**MATERIALS**
chalkboard or white board
*And the Answer Is* reference questions
*Critical Thinking Techniques* handout

**ACTIVITY**
Divide the class into groups of two students each. Write the first question on the chalkboard and ask each pair of students to brainstorm for five minutes about the answer. Students should use the list of critical thinking techniques for assistance.

At the end of five minutes ask one member of each pair to move in a clockwise direction to connect with a new partner. Continue this process until all four questions have been discussed.

**DISCUSSION POINTS**
At the end of four questions and four rotations, discuss the following:

- What did you find difficult about the questions?
- Which critical thinking techniques did you find effective?
- What are your thoughts about working with different individuals? (Was it beneficial to pair with different individuals or did you find it distracting?)
- What, in general, are your thoughts about working with a partner to solve a problem or answer a question?
Questions

1. You are sitting poolside at a hotel when a man at the pool is visited by his male relative. The relative indicates his relationship to the man at the pool with the following: "Brothers and sisters I have none, but that man’s father is my father’s son." Who is the male relative?

2. You and seven friends are sharing a round ice cream cake. Each of you wants an equal-sized piece of the cake. One of your friends says he can make the pieces equal with only three cuts to the cake. How is this possible?

3. A group of bags is numbered one to 10 and each is filled with a random number of coins. One of the bags contains counterfeit coins; the other nine all contain real coins. Each real coin weighs one gram and each counterfeit coin weighs two grams. You have a scale, but it can only be used once. How do you determine the bag that contains the counterfeits?

4. You are driving a bus. At the first stop, five people get on the bus. At the next stop, four people get on and one gets off. At the third stop, six people get on and three get off. At the fourth stop, two people get on and four get off. Who is the bus driver when you arrive at the fifth stop?

Answers

1. The male relative is the father of the man at the pool.

2. Make two vertical cuts through the center of the cake, perpendicular to each other. The third cut is horizontal, through the side of the cake.

3. Take one coin from the first bag, two coins from the second bag, three from the third, and so on. This selection will total 55 coins. Weigh these coins on the scale. If all of these coins are real, the weight of them together should equal 55 grams. Each gram over 55 grams indicates the number of counterfeit coins on the scale. The number of counterfeit coins, in turn, indicates the bag with the counterfeits. Example: If the scale reads 59 grams, which is 4 grams over 55 grams, then bag four contains the counterfeits.

4. You are the driver and have been since the route began.
CRITICAL THINKING TIPS

OBJECTIVE
Students will understand the key components of critical thinking, as well as how to use critical thinking in TSA competitive events and in their daily lives. These components can be reviewed and used for any of the exercises in the critical thinking leadership lessons.

TIME
30 minutes (25 minutes for the activity, 5 minutes for the discussion)

MATERIALS NEEDED
chalk board or white board
Critical Thinking Techniques handout

ACTIVITY
Before students arrive in the classroom, write the critical thinking techniques (as found on the handout) on the chalkboard or white board.

Inform students that critical thinking is an important skill for leaders to acquire. It allows them to examine challenges or problems in order to develop solutions or new ideas.

Review the seven critical thinking techniques with students and then divide the group into two equal teams. Tell the students that they will be playing leadership charades, in which they must guess a leader’s name, role, or a location associated with the leader.* In a whisper, provide a volunteer from the first team with one of the leadership examples below. The volunteer’s team members will have four minutes to guess the item and win a point. Then it is the second team’s turn to go through the same scenario. Have someone keep track of the time for the rounds and for any points earned.

Leadership examples are:
- George Washington
- The White House
- a king
- Amelia Earhart
- CEO
- US Capitol building
- a globe
- a coach
- a principal
- a gavel

When the teams have had five turns each, assess the points earned and determine the winner.

DISCUSSION POINTS
Students discussed techniques of critical thinking at the beginning of the activity. Ask if and how they used any of the techniques to solve the charade challenge.
OBJECTIVE
Students will work to solve a problem using critical thinking skills.

TIME
25 minutes (20 minutes for the activity, 5 minutes for the discussion)

MATERIALS NEEDED
copies of the Sudoku puzzle

ACTIVITY
Divide the class into teams of three individuals each and provide one copy of the puzzle to each team. Many will be familiar with Sudoku puzzles, but review the objective: Fill a 9×9 grid so that the columns, rows, and each of the nine 3×3 boxes (also called blocks or regions) contain the digits from 1 to 9, only once each. Select a student observer from each team to record any comments and conversation from the team regarding critical thinking.

DISCUSSION POINTS
When the activity is completed provide the answer key (below) to the puzzle.

• Did any of you become frustrated when working on this puzzle as a group, OR did any of you want to work on the project separately and then come together to wrap up the solution to the puzzle? Explain your answer. [Sometimes people are “set up” to work in teams but may find it best to work individually for a while (using critical thinking skills) and then come together as a group to reach a final solution.]

• Have students relate this discussion to their participation in TSA competitions.

ANSWER KEY

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PUT YOURSELF IN THEIR SHOES

OBJECTIVE
Using critical thinking techniques, students will solve challenges for a current leader by placing themselves in the shoes of the leader.

TIME
25 minutes (15 minutes for the activity, 10 minutes for the discussion)

MATERIALS
Two scenarios (below); write one scenario on two cards and the other scenario on two different cards (for will be a total of four index cards)

Critical Thinking Techniques handout, as reference

ACTIVITY
Have four volunteers pass out one scenario index card to each student. Give students two to three minutes to assess the situation described on the index card and plan what they would do in assuming the leadership role described.

Have students read their scenario out loud to the rest of the group and provide an explanation of their plan of action.

Scenarios
#1 As the CEO of a growing web design firm you have just signed a large contract with a known company to design its website. The contract is favorable to your firm and the job will involve a lot of great exposure. The only challenge is that the work needs to begin right away and your team/staff is already working 60 hours a week to complete current assignments. To hire more designers and staff will take at least 60 days. As the CEO, what options do you have to fulfill the contract and get the work done?

#2 You are the head of the design team for a leading architectural firm. Your team has been assigned the job of designing a new eco-friendly community of approximately 200 homes outside of Washington, D.C. You need to choose a manager/job leader to serve as the head of the project. You have identified three very qualified individuals. The first specializes in eco-friendly homes. The second knows the D.C. area well, including the common preferences of D.C. area customers. The third has worked for you for quite some time and is a natural choice. However, this person does not have expansive experience in eco-friendly designs and does not live near D.C. Who should you choose?

DISCUSSION POINTS
• Which scenario was the most difficult to resolve? Why?
• What issues may have influenced students to handle the scenarios differently?
• How did exposure to the critical thinking techniques noted on the handout affect each student’s resolution of the scenarios?
THE HIDDEN MESSAGE

OBJECTIVE
Students will have the opportunity to practice critical thinking skills by evaluating political cartoons. They will understand the importance of writing effective questions to analyze situations.

TIME
40 minutes (20 minutes for the activity, 20 minutes for the discussion, including presentations)

MATERIALS
a variety of different political cartoons—one for each student

ACTIVITY
Show the class a political cartoon that presents an interesting, controversial, or timely issue that will be appealing to the students. While the content of the cartoon should be familiar to students, the cartoon should also present a perspective that will stimulate critical inquiry. Ask students to write down some questions they have about the general topic of the cartoon, the specific message of the cartoon, and the author's use of images. Remind students to look at the topic in terms of the artistic techniques (i.e., symbolism, irony, exaggeration, labeling, and analogy) that helped them identify the author’s message. Allow 10 minutes for this evaluation. Have students pair up with a partner and repeat the exercise with a different cartoon.

Have students (either individually or as part of a pair) share their findings in a two to three minute presentation. The presentation should include displaying the cartoon, identifying persuasive techniques used by the cartoonist to convey a message, explaining the author's message or point of view, and sharing (student view) agreement or disagreement with the author's message. Students should be prepared to support their opinions with evidence from the cartoon.

DISCUSSION POINTS
Ask students what they learned about the use of critical thinking when they tried to understand a cartoon's message.

- When, in TSA, have you needed to think critically to clarify a broad message or point of view?
- How can you relate TSA competitions to the kinds of questions written for this leadership activity?
CRITICAL THINKING TECHNIQUES

The critical thinking skills below should be reviewed with students and used, as appropriate, with the relevant Critical Thinking Leadership Lessons.

Critical thinking requires the following:

1. Asking questions, admitting things you do not know or understand, asking for clarification
2. Being curious
3. Seeking facts
4. Knowing the difference between fact and opinion
5. Seeking evidence to support the facts
6. Paying attention to details, looking at problems closely
7. Not getting involved in personal opinions and personal judgments
8. Listening carefully
HIGH SCHOOL LEADERSHIP LESSONS

DECISION MAKING

- DECISIONS, DECISIONS, DECISIONS
- DECISION-MAKING TACTICS
- HISTORY IN THE MAKING
- INFORMED DECISIONS
- LADDER OF SUCCESS

► RESOURCE: DECISION-MAKING STEPS
DECISION MAKING

This leadership skill has been identified in the following high school competitive events:

- Biotechnology Design
- Chapter Team
- Desktop Publishing
- Dragster Design
- Engineering Design
- Essays on Technology
- Future Technology Teacher
- Photographic Technology
- Promotional Graphics
- Technical Sketching and Application
- Technology Bowl
- Webmaster
DECISIONS, DECISIONS, DECISIONS

OBJECTIVE
Students will learn about four types of group decision-making processes and determine when to use each process appropriately.

TIME
45 minutes (10 minutes to discuss the four group decision-making processes and provide instruction for the activity, 20 minutes for the activity, 15 minutes to review/discuss results)

MATERIALS
16 sheets of large easel paper
4 markers for each station
masking tape or scotch tape

ACTIVITY
Before students enter the room, prepare the easel paper with the decision-making processes (i.e., write “Autocratic” at the top of four sheets of paper, “Democratic” at the top of four sheets, and so forth for a total of 16 sheets). Hang one of the respective topic sheets in each corner of the room, with the three other same-titled sheets at a nearby table/desk.

When students enter the room, tell them that the purpose of this activity is to align each of the four decision-making processes with various situations. Discuss each decision-making process (below). Have students take notes in their leadership portfolios.

1. **Autocratic**—one person makes the decision on behalf of the group

2. **Democratic**—the group participates in the decision-making process by voting on the process to use in a given situation

3. **Consensual**—after thorough discussion, the group arrives at a resolution that each member can endorse

4. **Laissez-faire**—decision making is left to the initiative of the group; if the group chooses to make a decision, it will; if not, a decision will not be made

Divide the students into four teams of equal size and have each team stand and move to a decision-making process corner. Provide instructions to the group:

At the word “go,” students are to think of example situations and/or occupations for which a given decision-making process is best suited. (For example, a doctor may need to make an autocratic decision during surgery.)

Students will have five minutes to record brief notes on the easel paper.

After five minutes, students will remove their completed sheet of easel paper and replace it with a new sheet from the remaining pile of three topics. Students will move clockwise to the next station. Once the teams are in place, a new round will begin.

This process will be repeated at each station.

DISCUSSION POINTS
When the activity is complete, each team will be responsible for presenting the notes (from all four sheets) for one of the group decision-making processes. Encourage students to offer thoughts and examples related to their daily lives as students...
and leaders, and as participants in TSA’s competitive events.

- How did the process used in a given situation gain or not gain the desired result?
- Did the process cause friction among the group members? Explain your answer.
- Was the process used the obvious choice, or was there a better choice? Elaborate.
- Would the use of a different group decision-making process have resulted in a better competition outcome? Explain your answer.
- Knowing what you now know about group decision making, which process would you have chosen in a given circumstance?
- How did working in groups help you reach a specific course of action?
- Have students share and record their thoughts and examples in their leadership portfolios.
OBJECTIVE

Students will 1) recognize the importance of good decision making and 2) understand different tactics used in decision making.

TIME

30 minutes (20 minutes for the activity, 10 minutes for the discussion points)

MATERIALS

a bowl or hat

paper strips (several for each scenario)

Decision-Making Steps handout, for reference

ACTIVITY

Prior to class, print out the scenarios on paper strips and place them in a bowl or hat. Begin the activity by asking, “What makes a good leader?” Have students provide answers. Emphasize that decision-making is an important leadership skill.

Divide the class into four groups and circulate the bowl/hat of scenarios. Each group should select one strip from the container. Have each group discuss the scenario among its members and find ways to deal with it. Have each group act out its scenario for the class, indicating the decision made to solve the scenario.

Scenarios

1. You are the president of your class and you and the other class officers are preparing for a school dance. Two of the officers want a DJ and two of the officers want a band made up of students from your grade. What do you do?

2. You are the captain of your basketball team. It is three weeks before the “official” start of the season, and the coach is not yet allowed to schedule practice. You feel that your team has a real shot to win at the district level this year and you want to set-up “captain’s” practice to get the team ready for the season. You approach the team with your idea, but there is criticism from three players who say they want to enjoy their time off before the rigor of the season begins. What do you do?

3. You are in enrolled in Spanish class with a person who struggles to get passing grades. The teacher offers after-school assistance for anyone interested, but the person noted does not take advantage of it because of embarrassment about needing extra help. In addition, this person likes to use after school hours to play Playstation with friends. Do you say something to the person and recommend the extra help in Spanish? Do you offer to accompany the person to the help sessions, even though your grades are good? How should you proceed?

4. Three people in your American writer’s class are very disruptive. The teacher constantly disciplines them and, on occasion, has to send them out of the classroom. You know these students but you are not friendly with them. After class one day, the teacher asks you to say something to the students to encourage them to behave better. She thinks confrontation from a peer will help. You are not sure you should do this because you...
are fearful you’ll be labeled as a teacher’s pet. What do you do?

DISCUSSION POINTS

• Why is decision making difficult?
• Is it easier to make decisions on your own, or as part of a group? Explain your answer.
• How can group decision making be made easier?
• What are examples of group decisions you’ve made in TSA?
• Write about this experience in your leadership portfolio.
OBJECTIVE
Students will discuss lessons learned by former U.S. presidents about leadership and decision making.

TIME
20 minutes (3 minutes of instruction, 10 minutes to answer questions, 7 minutes to review the questions)

MATERIALS
paper
pencil
available chalk or white board

ACTIVITY
List the leadership qualities (below) on a chalkboard, or make a handout for each student. Have students break into small equal-sized groups. Have groups list for each quality an American president who has possessed the quality. (Students must be able to substantiate their selections.)

After the groups have completed this task, review each quality as a class and have individual groups present their selections.

List of leadership qualities:
• Honesty
• Good communication/public speaking skills
• Integrity
• Effective decision-making skills
• Confidence
• Recognition of the value of teamwork

DISCUSSION POINTS
• What process did the group use to make selections/decisions (dominant person, consensus, vote, etc.)?
• Was there a leader in each group? If yes, did that help or hinder the group decision-making process?
• Did groups discuss prior to the activity how decisions would be made?
• How can you use the experience of this activity when you next work in a group on a TSA competitive event?
• Record your comments in your leadership portfolio.
OBJECTIVE
Students will work in a group to come up with a solution to a hypothetical civic issue.

TIME
25 minutes

MATERIALS
none

ACTIVITY
Divide the class into groups of four or five students each. Tell them:

You and the other members of your group are new officials of a small town. You were elected by the town’s residents to help solve local issues. You are sitting in your first public meeting, at which several residents are scheduled to present current town problems.

Each student group must tackle one of the issues identified by the residents. All options to solve the issue must be considered in order to make a thoughtful recommendation to the full board on a proposed solution. Each group will have 10 minutes to decide on a solution and then must present its solution to the class.

Examples of possible town issues include:

- There is an intersection in town where three near-miss car accidents have occurred. A resident has proposed that a traffic light be installed at this location. Residents opposing this suggestion believe a traffic light in this spot will create traffic back-ups, and they point out the high cost of installing a traffic light.
- Members of different sports teams have been littering the town’s playing field. What should be done to alleviate the problem?
- Use an actual issue in the town where your school is located.

DISCUSSION POINTS
Begin the discussion by asking students members if there is anything they would change or add to the solution of each group.

- Why is important to gather all information available prior to making a decision?
- What is the impact of making a wrong decision?
- What steps should be followed in making decisions?
- Have you ever made a bad decision when participating in a TSA event? Why was it bad?
LADDER OF SUCCESS

OBJECTIVE
At the end of this lesson students will have a general idea of their future endeavors, as well as a plan for how they might achieve them.

TIME
40 minutes (30 minutes for the activity, 10 minutes for the discussion points)

MATERIALS
paper
pencils

ACTIVITY
Invite a school guidance counselor to make a presentation to the class about the different paths students can take after graduating from high school (college, work, etc.). After the presentation, ask students to write down at least five goals they would like to achieve in the next five years and an additional five goals they would like to achieve within the next 10 years.

Next, have the students write two skills—next to each goal—that they feel are necessary to achieve the goal. For example, if a student indicates the wish to be a college graduate in five years, s/he might list dedicated and consistent academic work as a skill needed.

Finally, ask students to record five areas of opportunity for themselves, indicating the impact of these areas on their goals.

Ask for volunteers to share their goals (and reasons for them) with the class. Spend the remainder of the lesson helping students plan a path to reach their goals.

DISCUSSION POINTS
• Why does it help to set goals when you are making decisions?
• If you know your final goals, how is your decision-making process affected?
• How do the decisions you make today have an impact on your five and 10 year goals?
• How does recognizing areas of opportunity have an impact on your decision making and goal setting?
• Use this exercise to determine a ladder of success for TSA goals. Record your comments about the activity in your TSA portfolio.
DECISION-MAKING STEPS

1. Understand the issue.

2. Think of possible choices for decisions related to the issue.

3. Evaluate each choice separately. Who will “benefit” or “lose” in each of the decision choices?

4. Think through the decision choices. Take time to envision the consequences a week after a given decision is made, or a month after it is made. Who would be affected?
ETHICS

ETHICS ARTICLES
ETHICS IN EVERYDAY LIFE
ETHICS SCENARIO
IT’S NOTHING, EVERYONE DOES IT...
TAKE ME BACK
ETHICS

This leadership skill has been identified in the following competitive events:

- Biotechnology Design
- Career Preparation
- Engineering Design
- Future Technology Teacher
- Music Production
- Photographic Technology
- Promotional Graphics
- System Control Technology
- Transportation Modeling
OBJECTIVE
Students will work on decision making with their peers. They will make ethical decisions as part of a team.

TIME
30 minutes (25 minutes for activity, 5 minutes for discussion)

MATERIALS
paper
pencils

ACTIVITY
Divide the class into groups of three students each. Inform the groups that they are to imagine they are the editors of a new magazine entitled Build and Lead It. The feature of the upcoming issue is “Ethics in Technology.”

Give students 15 minutes to develop titles for five to seven articles they will write for the magazine (based on the ethics theme). They must be pertinent to the topic and the whole group must agree on the titles. Have the groups present their titles with a brief description of the articles.

DISCUSSION POINTS
• What are your thoughts about working and making decisions with other people?
• How did the group develop consensus about the titles and gist of the magazine articles?
• How were any conflicts resolved?
ETHICS IN EVERYDAY LIFE

OBJECTIVE
Students will make ethically appropriate decisions for hypothetical situations.

TIME
25 minutes (5 minutes for the opening activity, 10 minutes for group decisions, 5 minutes for group presentations, 5 minutes for discussion)

MATERIALS
poster
markers
scenarios (below) — one per page

ACTIVITY
Ask students to define and briefly discuss ethics. (Ethics is a system of moral standards or values of a particular person, religion, group, profession, etc.). After the discussion, divide the class into groups of three to five students each. Have the groups develop three ethical principles and explain the reason for their choice of these principles. Then, distribute to each group a piece of paper with one of the three scenarios (below) that they must respond to using the ethical principles they have developed.

Scenarios:
- Your busy schedule has kept you from working on a final paper that is due in two days. You only have a rough outline done and you will be pressed to finish the paper. However, you need this paper to be thorough and well-structured in order to pass the class. Since you need more support information, you go online to do research. While online you find a website that has ready-to-use research papers. You know that your professor is quite busy and does not always check student papers against online resources. Do you use the online resource, adapting it to fit your own paper, or do you find time to write a paper on your own?
- A fellow employee tells you that he plans to quit the company you both work for in about two months and start a new job that has been guaranteed to him. Meanwhile, your boss tells you that an upcoming opportunity in the company is going to be awarded to the fellow employee instead of to you. What should you do?
- A friend in your office asks to use your computer for a few minutes because hers isn’t working. You say “yes” but, unfortunately, forget to close the items you are working on. When you return to your computer you find your co-worker reading an exchange of negative emails you are having with someone about the company. How do you proceed?

Have each group present its scenario response to the class.

DISCUSSION POINTS
Elaborate on any struggles (with making the “right” decision) for your group’s scenario.

- What questions arose when your group was developing its response to the scenario?
- Describe any opposing positions within the group. How was conflict resolved?
- Is it possible for two people to evaluate the same scenario and believe different options are ethical? Why might this be the case?
OBJECTIVE
Students will apply their understanding of ethics to an everyday situation.

TIME
25 minutes (10 minutes for introduction, 5 minutes discussing the scenario, 10 minutes of final discussion)

MATERIALS
pen
paper
blackboard/chalk

ACTIVITY
Read the following scenario out loud to the class:

You love your after-school job at a nearby frozen yogurt store. The store is a staple of the neighborhood, frequented by the young and the old. It gained immense popularity last year when it added a new line of fat-free, no-calorie frozen yogurt desserts. Many of the nearby health clubs have now agreed to advertise the new “health-conscious” desserts in their centers. This has caused a significant increase in the number of customers in the store lately. In addition, there recently have been articles in the local newspaper complimenting the yogurt store for offering the “real” taste of fat-free, no-calorie desserts.

On most days, you simply scoop up the yogurt as it is ordered. Occasionally you act as a cashier. Today, the employee who makes the frozen yogurt is out with a cold. The manager tells you that because you have shown great responsibility in your tasks, he feels you could cover this employee’s job until his return. You are incredibly excited because making the frozen yogurt is a coveted position!

You go to the kitchen in the store and begin to assist the other kitchen employees, who have already begun making the next supply of fat-free, no-calorie banana yogurt. You see one of the employees use whole milk in the recipe. Confused, you ask the head kitchen employee about this. He replies, “We always use whole milk. Do you think anyone could possibly make fat-free, no-calorie frozen yogurt that tastes as good as ours? People are naïve if they believe our claim! I’ll let you in on a secret. These fat-free, no-calorie desserts…well…they actually contain 200 calories and 5 grams of fat.”

Have students put themselves in the shoes of the young after-school employee and ask themselves, “What should I do now?”

DISCUSSION POINTS
Discuss ethical approaches to the dilemma, including possible repercussions (the student loses his/her job, the store loses its reputation).

Change the scenario to read, “You plan to ask the store manager to write a college recommendation for you, since you have worked at the store for two years with excellent performance.” Does this change your decision about how to react to the dilemma?
OBJECTIVE
Students will evaluate a real-life scenario and make an ethics-based decision about it.

TIME
20–25 minutes (3 minutes of instruction, 5 minutes to read and think about the scenarios individually, 5–7 minutes to discuss the activity in a small group, 7–10 minutes to discuss the activity as a class). The time needed for this activity depends on the number of scenarios used.

MATERIALS
hat or box
2 pre-printed slips of papers, each with a scenario written on it

ACTIVITY
Have a volunteer select a scenario from the hat/box and read it aloud to the class. On an individual basis, ask students to develop a solution to the scenario and be prepared to explain why they made their choice.

Next, have the students form small groups and discuss the various solutions to the scenarios. Ask groups to discuss why people choose certain actions in general and the related ethical responsibilities of decision-making. Bring the groups together as a class and have each class provide a summary of the exercise.

Scenarios
• Scenario 1—Your new friend, Alex, is “liked by all.” He invites a few friends to his house after school one day to show them updates to his MySpace site, listen to some music and just hang out. Since you have recently joined Alex’s circle of friends, you couldn’t be happier. (For a long time you hoped to be “let in” to Alex’s small close knit group because it is well thought of at your school and is the source of a lot of fun.) Once everyone gets to Alex’s house, he turns on his computer and points out his updates on Facebook. He starts laughing (so does everyone else) about the comments and pictures he’s posted about fellow students. You know these students and also know that the comments posted about them aren’t true. From Alex’s perspective the postings are just a joke and he is simply kidding around. Based on your values, what do you think? What do you do in this situation?

• Scenario 2—You are the starting mid-fielder on your school’s lacrosse team. Your school has always had a “good” lacrosse team, but two other teams in your district have dominated in the past several years, winning the district championship. You are proud that now, in your senior year, your fellow classmates and you have developed a team that has a chance to win districts and be a powerful force in the state championship. This would be quite a legacy for you to leave behind when you graduate. What makes the situation even better is that your good friend, Dan, plays for one of the rival schools. If your team advances as hoped this year, you no longer will have to hear comments from Dan about his school’s superior lacrosse team. Your team will prove that it is better on the field than Dan’s team.

A week before the big rivalry game, Dan stays over at your house. There is a lot of good-natured back and forth talk about which team will be victorious. When Dan leaves for home the next day, you see that he has left his backpack at your house. You give him a
call and he says he’ll drop by in a few hours to pick it up. When you put it by the front door, you notice his team’s lacrosse playbook in a side pocket.

Do you look at it? If you do, you may have a clear advantage in the game and a real shot at district championships. (Your team will know all the plays of the opposing team and can learn how to defend them.) You can justify a decision to look at the playbook by noting that Dan should have been more cautious. Plus, no one will ever know you looked at the playbook.

Or, do you leave the playbook untouched? It is not your backpack, and you shouldn’t look through his personal items. Your team is strong this year and has a good chance to beat Dan’s team without you looking at the playbook. What do you do?

DISCUSSION POINTS

Review the outcomes of the individual and group responses. Talk about the values students used when making their decisions. What are some technological ethical challenges you have faced recently or could face in the future?
OBJECTIVE
Students will reflect on their past behaviors and decide if their ethical behavior has changed over time.

TIME
20 minutes (5 minutes for instructions, 15 minutes for discussions and evaluation)

MATERIALS
paper
pen

ACTIVITY
Read the scenario below to the class. (The scenario is meant to reflect an injustice that a student might experience.)

Scenario:
You are in seventh grade. You are walking home from school with your mother on a late afternoon. You see some of your brother's popular ninth grade friends. After you pass them, you glance back and witness them throwing rocks at a group of kids. (You recognize these kids as fifth graders in the local elementary school.) Your brother's friends look at you in a knowing way to ensure that you don't say anything to your mother. You nod slightly at them and continue walking home.

Have students evaluate the story and record how they would behave in this situation. Discuss with them how age might make a difference in a person's reaction to this scenario. How might they handle the situation if they were in elementary school or high school?

DISCUSSION POINTS
• Why might our sense of right and wrong change over time?
• What are a few reasons that some people are more confident than others in their sense of right and wrong?
• Describe a scenario in which you “stood up” for someone else? How did it make you feel? How do you think it made the other person feel?
• Has anyone ever “stood up” for you? Describe the situation.
HIGH SCHOOL LEADERSHIP LESSONS

EVALUATION

- EVALUATION IMAGINATION
- EVALUATION METHODS
- SEVEN COMPONENTS OF EFFECTIVE EVALUATIONS
- SILENCE IS GOLDEN
- YOUR DREAM CAR
This leadership skill has been identified in the following high school competitive events:

Architectural Renovation
Biotechnology Design
Career Preparation
Computer-Aided Design (CAD) 2D, Architecture
Computer-Aided Design (CAD) 3D, Engineering
CNC Production
Debating Technological Issues
Desktop Publishing
Digital Video Production
Dragster Design
Engineering Design
Essays on Technology
Extemporaneous Speech
Flight Endurance
Music Production
On Demand Video
Photographic Technology
Prepared Presentation
Promotional Graphics
SciVis
Structural Engineering
System Control Technology
Technical Sketching and Application
Technology Bowl
Technology Problem Solving
Transportation Modeling
Video Game Design
Webmaster
OBJECTIVE

Students will effectively evaluate projects/events.

TIME

30 minutes (5 minutes of instruction, 15 minutes for the activity, 10 minutes for discussion)

MATERIALS

large Post-it Note sheets or multiple chalkboards/whiteboards

four different colored markers/chalk

ACTIVITY

Prior to the activity, set up four stations around the room with paper or a chalk/whiteboard each, and one colored marker/piece of chalk. Divide the students into four groups (groups will be identified by the color of their marker/chalk, i.e. Blue team, Red team, etc.) and read the prepared scenario.

Ask each group to move to a station. Have groups record creative ways to get fellow students to evaluate or provide feedback about an event. After three minutes, have groups move left to the next station. (Groups should continue to use their specific colored marker.) Building on the suggestions already recorded, groups should continue to brainstorm (and record) at this station and the remaining two stations.

Allow three minutes for each stop at a station. Have each group present two or three of the top ideas that are on the sheet at their final stop.

Scenario

You are actively involved in event planning in your high school. This year alone, you have helped plan a school dance, a community service day, a volleyball tournament, and a science fair. You like organizing events, but you find it is the same people who always work on the events and it is difficult to get other students involved. Recently, attendance at many events has been down. After every event, you give attendees a survey with two questions: What did you like about the event? What can we do to make the event better? Unfortunately, most people don’t take the time to answer the questions or provide helpful feedback. You have decided to gather a group of people together to brainstorm about new, fun, and creative ways to get event attendees to provide thorough feedback—which ultimately should make all events stronger.

DISCUSSION POINTS

• What were some of the most creative ideas generated for evaluating a program?
• What is an example of how evaluations might be different for different events?
• Which evaluations could you use for TSA events or chapter activities? Record these in your leadership portfolio.

Possible examples of ideas generated:

1. Questionnaires
2. Interviews
3. Response checklists
4. Progress reports
5. Group discussions
6. School newspaper surveys
7. Suggestion boxes
8. Interviews
9. “Report Card” for event
10. Graffiti board
11. Surveys
EVALUATION METHODS

OBJECTIVE
Students will evaluate a recent TSA project using the SWOP method (below).

TIME
20 minutes (3 minutes of instruction, 12 minutes for the activity, 5 minutes for discussion)

MATERIALS
notebook paper
pencils

ACTIVITY
On a piece of paper, have students write down a recent project or team activity they have worked on within TSA. Explain the SWOP analysis method, using the summary below. Have them divide a sheet of paper into four quadrants and put one letter of the acronym SWOP into each quadrant. Next, give students a few minutes to complete each quadrant, based on the indicated TSA activity. After everyone is done, review as a class.

SWOP Analysis Summary

Strengths—Record what went well in the activity. Note what was good about the project, with a focus on how to replicate given items in future projects.

Weaknesses—Record what didn’t go well in the project. How might mistakes have been avoided? What could have been done better? Why are mistakes considered weaknesses in this TSA activity?

Opportunities—Have new opportunities occurred as a result of the TSA project? Did you learn something in the TSA project that you didn’t know previously? What did you learn that may improve future projects?

Preparation—What other topics might be considered for a project? Ask yourself “what-if” questions to pre-determine possible outcomes.

DISCUSSION POINTS
• Was the SWOP analysis effective? Explain your answer.
• Which quadrant was the most difficult to complete? Why?
• How can you use this evaluation technique in your TSA activities?
SEVEN COMPONENTS OF EFFECTIVE EVALUATIONS

OBJECTIVE
Students will discover there are many methods of evaluation.

TIME
45 minutes (10 minutes for the introduction, 20 minutes for the activity, 15 minutes for discussion)

MATERIALS
paper
handout, Seven Components of Effective Evaluation
pencils

ACTIVITY
Evaluation is a critical step in measuring progress. Organizations, schools, and companies constantly evaluate themselves to put needed improvements into place. The same applies with TSA events, the TSA chapter, and TSA activities. Review the seven components of effective evaluations noted on the handout.

Inform students that they have been hired to be the “Evaluation Team” for a recently opened hotel that is part of a five star hotel chain. Divide students into teams of 4–5 individuals each. The focus of the teams will be lobby customer service, i.e. how well customers are taken care of in the lobby (including check-in and check-out, valet service, baggage transportation, etc.) Teams will need to develop an evaluation form that measures lobby service. Encourage students to be creative in designing a variety of evaluation methods to be used for service measurement. Allow 20 minutes to create their evaluation form. After 20 minutes, groups should come together and present their evaluation form.

DISCUSSION POINTS
Student teams will present their evaluation form and the class should provide feedback and ask questions. When the presentations are complete, relate this exercise to an evaluation of participation in competitive events and in TSA chapter meetings. Using their leadership portfolio, students can begin to design evaluations for their TSA chapter.
SEVEN COMPONENTS OF EFFECTIVE EVALUATION

1. Evaluation should be used to make improvements to an event, project, or task.

2. Evaluation should be ongoing. It should take place at the end of a project, as well as during a project, even if the process is more informal in nature.

3. Evaluations should be kept simple.

4. Evaluations should serve as records of strengths and weaknesses of what is being evaluated.

5. Evaluations should be reliable. (For example, if a restaurant wants to evaluate its new menu options and only surveys two of its five hundred customers in a given week, the reliability of the survey will be in question.)

6. Evaluations should focus on what is being scrutinized. (While sometimes it is tempting to want to know other information, only information regarding the specific event, project, or task being evaluated should be surveyed.)

7. Evaluations should be comprehensive. A good evaluation can involve more than one method to collect data, facts, or testimonials from individuals.
OBJECTIVE

Students will get involved in an evaluation method that utilizes written communication as a means to assess the success of a competitive event or project.

TIME

20 minutes (10 minutes for the activity, 10 minutes for discussion)

MATERIALS

blackboard or whiteboard
large index cards for everyone
pens and papers for everyone

ACTIVITY

Have a discussion with students that focuses on their exposure to written evaluations. (Examples could include a hotel guest services survey, a restaurant survey, or a competitive event evaluation.) Discuss the benefits and disadvantages of a written evaluation.

Ask students to record five positive characteristics about their school and four aspects they wish to improve. Ask one volunteer to collect and read the comments and another to record the comments on the board.

DISCUSSION POINTS

Discuss the results of the evaluation and the kind of information that was gained from it. Have students brainstorm about when a written TSA evaluation would be most effective and when it would not be effective.
**OBJECTIVE**

Students will understand the importance of establishing specific goals and evaluation criteria for buying a car. They will develop appropriate criteria to assess a car model that will be the best buy for select individuals.

**TIME**

30 minutes (20 minutes for the activity, 10 minutes for discussion)

**MATERIALS**

- automobile advertisements from magazines, newspapers, or the Internet
- paper for each student
- pens and pencils

**ACTIVITY**

Divide the class into small groups and provide each group with the profile of a car buyer. (Examples might include a mother of three teenagers, a recent college graduate, a 16-year old with a job and a lot of activities, a retired couple planning to travel by automobile to various states across the country).

Ask students to use the resources provided to evaluate which car would be the best choice for their assigned buyer. They should first create evaluation criteria (based on their buyer) to assist in narrowing the car options.

Allow students 10–15 minutes to review the available automobiles.

**DISCUSSION POINTS**

- Ask students what was challenging about shopping for a car for their buyer. (Many may say that didn’t have enough information to make an informed decision. (This is a good point to stress, i.e., the importance of having specific goals from the onset in order to effectively evaluate the project or event.)
- Ask students to share their evaluation criteria and results and provide feedback about the results.
HIGH SCHOOL
LEADERSHIP LESSONS

ORGANIZATION

EFFICIENCY GAINS
IMPROMPTU
NEW CLUB IN TOWN
PARLIAMENTARY PROCEDURE
WHOSE BIRTHDAY IS IT?

► RESOURCE: ORGANIZATION CONSIDERATIONS FOR SPEECHES
► RESOURCE: ORGANIZATIONAL STEPS
► RESOURCE: PARLIAMENTARY PROCEDURE
This leadership skill has been identified in the following high school competitive events:

- Animatronics
- Architectural Renovation
- Biotechnology Design
- Career Preparation
- Chapter Team
- Computer-Aided Design (CAD) 2D, Architecture
- Computer-Aided Design (CAD) 3D, Engineering
- Debating Technological Issues
- Desktop Publishing
- Digital Video Production
- Dragster Design
- Engineering Design
- Essays on Technology
- Extemporaneous Speech
- Fashion Design
- Flight Endurance
- Future Technology Teacher
- Manufacturing Prototype
- Music Production
- On Demand Video
- Photographic Technology
- Prepared Presentation
- Promotional Graphics
- SciVis
- Technology Problem Solving
- Video Game Design
EFFICIENCY GAINS

OBJECTIVE
Students will learn a method for organizing notes and plans in order to execute an activity or event.

TIME
30 minutes (20 minutes for the activity, 10 minutes for the discussion points)

MATERIALS
pens
paper
a book or magazine that includes a “how to” activity, such as how to eat healthy, how to grow a garden, etc.
chalkboard
TSA competition guidelines (choose one)

ACTIVITY
Tell students that you will provide a demonstration for an organizational method that can be used to plan for competitions. Select a volunteer to read aloud the directions to a competition from the TSA competitive events guide.

Student will then take a sheet of paper and fold it in half lengthwise to form two columns. At the top of the paper, students will write the title of the event. (The same can be done on a chalkboard or writing board.)

The student volunteer will then reread the competition and everyone will take notes as follows:

Listen for key words and important points in the reading and write them on the paper to the left of the fold.

In the right side column, prioritize in writing (from most important to least important) the notes written in the left side column.

DISCUSSION POINTS
Have students share their results with each other and note the differences and similarities of the note taking and prioritizing columns. Discuss the option of completing an activity like this when embarking on a group planning process, so that everyone understands what actions need to be taken and all agree to them. Often the inclination is to jump into events and activities before taking the proper time to plan. Refer to the Organizational Steps handout.
OBJECTIVE
Students will interpret and analyze a randomly assigned leadership-based topic and demonstrate understanding of the need for organization through an interactive activity. In addition, students will learn that an effective performance is the result of good organization.

TIME
30 minutes (20 minutes for the activity, 10 minutes for discussion points)

MATERIALS
hat (to be used for drawing names)
Organization Considerations for Speeches handout
small pieces of paper with topics written on them; topics might include communication, ethics, teamwork, decision making, creativity, a favorite leader and why, and how to be an effective role model
a stopwatch
a large sheet of paper (to serve as a thought sheet) placed in the hallway outside the classroom for students to use when they rewrite their speeches

ACTIVITY
Ask for five volunteers to select a topic from the hat. Each volunteer will have to deliver a two-minute impromptu speech on the topic chosen. Once a student has delivered his/her impromptu speech, the student will have 10 minutes to organize the speech (in the hallway) and deliver it again in the classroom.

Those not giving impromptu speeches should serve as “recorders” and write down what the presenters did well, as well as share thoughts for improvement. Presenters should see marked improvement in their second speech, because of being able to think, practice, and organize their thoughts.

DISCUSSION POINTS
Following the speeches, have the class suggest hints for organizing impromptu speeches. Students can record notes in their leadership portfolios.
NEW CLUB IN TOWN

OBJECTIVE
Students will use organization skills in a leadership role.

TIME
30 minutes (20 minutes for the activity, 10 minutes for the discussion points)

MATERIALS
paper
pens

ACTIVITY
Discuss with the class the importance of school clubs and how their success often depends on the strength of their leadership. Divide the class into groups of four students each. In these groups, students will create a sub-club that could be a part of TSA. (An example might be a new member mentoring club.) They will work together to record the goals and organization (who has what job) in the sub-club. Allow approximately 15 minutes for this portion of the activity.

DISCUSSION POINTS
Once groups have completed the sub-club tasks, bring all the students together. Have each group share the details of their sub-club. Question the students about how they will ensure the success of their sub-club. Create one inclusive list of these ideas on the board. Students should record this information in their leadership portfolios.
PARLIAMENTARY PROCEDURE

OBJECTIVE
Students will use parliamentary procedure to effectively run a TSA chapter meeting.

TIME
35 minutes (25 for the activity, 10 minutes to review/discuss results)

MATERIALS
Parliamentary Procedure handout for each student

ACTIVITY
Students will run a meeting using parliamentary procedure. As the advisor, you should review the key concepts/steps of the handout. After the review, students should create a mock agenda and run a meeting (using the scenario below).

Scenario:
The school cafeteria is being redesigned. Three local food sources (including chain restaurants) will be allowed to rent space and offer food in the cafeteria. The sources have not yet been determined; those applying will be voted on by a group of school individuals. The group must select three choices and a back-up list of an additional three choices. Each of the individuals will serve as a point of contact with a paired food source. A majority vote of the group will assign individuals to food sources.

DISCUSSION POINTS
• Describe some circumstances—other than the Chapter Team competitive event—in which you can utilize parliamentary procedure.
• Why is parliamentary procedure helpful in these situations?
• Before today, had you ever used parliamentary procedure and, if so, how did it help you/the group stay organized?
WHOSE BIRTHDAY IS IT?

OBJECTIVE
Students will organize themselves according to certain criteria.

TIME
20 minutes (15 minutes for the activity, five minutes for the discussion)

MATERIALS
none

ACTIVITY
Ask students to organize themselves in a line according to their birth month (beginning with January). This portion of the activity must be done in silence. When the line is formed, ask each student to divulge his/her birthday in sequence. Was the line up done correctly?

DISCUSSION POINTS
• Was this an easy or difficult task? Why?
• Since you were not allowed to talk, how did you get organized?
• Did someone take charge and lead the rest of the group? How was this accomplished?
• How does this activity promote organization skills?
• Record impressions in your leadership portfolio.
Use these questions to help organize your thoughts before making a presentation.

1. What are the most important points you want to convey?
2. Who is your audience? (Age, size, gender?)
3. When will you be giving your speech? Structure your delivery based on what people may have been doing before—or will do after—your speech. Is your speech scheduled for early morning, when people may be hungry or tired? Is it after lunch when people may tire easily or be distracted? Consider the time of day in order to keep the audience focused.
4. What is the length of your presentation? Do you have too many—or too few thoughts—for the time that is allotted?
5. Where will you be delivering your speech? Is it a large auditorium or small classroom?
6. What is the size of the audience? (Large, small? Create and organize your presentation accordingly.)
7. What do you want your audience to do as a result of your speech? Are you trying to inspire people, inform them, persuade them, promote an event, or meet a deadline? Make sure the audience understands its call to action.
ORGANIZATIONAL STEPS

A. Proposal and Research
   What is your goal? (What is it you plan to do?)
   Clearly describe the final “product” or vision.
   What need is being met or fulfilled? and/ or Why does this need exist?
   What method(s) will be used to make decisions?

B. Early Action
   List resources (materials, etc.) that will be needed and how they will be obtained.
   How will you recruit help (volunteers) and what roles will they have?
   How will you motivate volunteers?
   How will you monitor the work of volunteers?
   Establish a framework (guidelines) for the project.
   Describe parameters or restrictions that have been imposed.
   Is approval or permission needed to proceed from one stage to the next?

C. The Plan
   Make a master plan/chart: What needs to be done? Who is responsible? What is the deadline? What are the expectations?
   What types of data would be useful? How could data be obtained?
   How will you measure progress towards the goal?
   Is publicity important?
   Develop some “To Do” lists.

D. In Progress
   Use checkpoints for assessment.
   Monitor and make adjustments, as necessary.
   Determine the person who is responsible onsite at the activity/event/project.
   How will you handle contingencies? (“What if….?”)

E. Follow Up
   How will you review the activity/event/project once it is completed?
   Determine the lessons that were learned.
   How will you thank those who worked with and for you?
PARLIAMENTARY PROCEDURE

AGENDA

The agenda is a crucial part of any meeting. There are several ways to structure an agenda; however the structure is not as important as the adherence to the structure.

Sample structure

- Call to Order (usually done by the President or Chair)
- Reading of the Minutes (minutes of the previous meeting)
- Open Forum (a chance for any attendee of the meeting to bring up an issue)
- Unfinished Business (items from a previous meeting that still need discussion)
- New Business (items brought up and discussed for the first time)
- Old Business (items that were previously discussed and for which new issues have arisen)
- Reports of the Members/Committees (updates on projects of committees)
- Future Agenda Items (New Business suggestion for the next meeting)
- Agenda should be published and available to the public prior to the meeting in order to inform all interested parties of the issues to be addressed. The agenda is often set by the executive board (highest ranking members of the organization), however, all members should have input.

THE MEETING

The meeting should be held in a place that is easily accessible and that can accommodate the members of the organization. The meeting should run according to a set of rules. Often organizations use Robert's Rules of Order, or a variation of them, to conduct the meeting.

Example of parliamentary rules

There should be a designated member whose job it is to enforce the rules and keep the flow of the meeting; often times this person is known as the Parliamentarian.

The agenda should be followed with discipline, with no movement to the next item until the previous one is finished.

A designated gesture (such as raising a hand) should be made when a member desires to speak. Only one member should speak at a time. The parliamentarian designates who speaks.

All opinions on an issue that is to be voted upon should be heard.

Once all opinions are heard, a member makes a motion to vote on the issue. This is done by stating, “I motion to ______.” This would be followed by a “Second.” A “Second” is a formal way of agreeing to bring the issue to a vote.

The members would then vote on the issue by stating either “Yea” (in favor), “Nay” (opposed), or “Abstain” (those who choose not to vote).

If it is difficult to determine the number of “yeas” or “nays,” then a roll call vote should take place.

In a roll call vote each member states his or her vote one by one.

After an issue has been voted on, the next agenda item should be presented.
HIGH SCHOOL LEADERSHIP LESSONS

PROBLEM SOLVING

- DEBATE IT
- EFFECTIVE BRAINSTORMING
- FINDING THE RIGHT WAY
- LEND A HAND
- PROBLEM-SOLVING STEPS

► RESOURCE: PROBLEM SOLVING
This leadership skill has been identified in the following high school competitive events:

Animatronics
Architectural Renovation
Biotechnology Design
Chapter Team
Computer-Aided Design (CAD) 2D, Architecture
Computer-Aided Design (CAD) 3D, Engineering
CNC Production
Desktop Publishing
Dragster Design
Engineering Design
Flight Endurance
Manufacturing Prototype
Open Source Software Development
Photographic Technology
Prepared Presentation
Promotional Graphics
SciVis
Structural Engineering
System Control Technology
Technical Sketching and Application
Technology Bowl
Technology Problem Solving
Transportation Modeling
Video Game Design
Webmaster
DEBATE IT

OBJECTIVE
Students will analyze and identify the issues related to a chosen topic or problem and then present both pro and con viewpoints about the topic/problem in debate format.

TIME
35 minutes (5 minutes instructions, 15 minutes for brainstorming, 10 minutes for debate, 5 minutes for discussion)

MATERIALS
paper
pencils

ACTIVITY
Have the class propose a topic or problem that would be interesting to debate. Divide the class into two teams, with one team arguing “pro” and the other “con.” Each team should brainstorm about the topic/problem, developing ideas for a cohesive position.

After the brainstorming session, the two teams will debate: the first team will have two minutes for opening remarks, followed by a one minute rebuttal from the opposing team; the second team will then present its opening remarks, followed by a rebuttal; finally, each team will be allowed one minute for closing remarks.

DISCUSSION POINTS
• Which team was more persuasive? Why?
• What is your opinion of using the debate format to resolve a problem? When might it be effective?
• What are some aspects of a debate that can be used in other problem resolution processes?
**EFFECTIVE BRAINSTORMING**

**OBJECTIVE**
Students will learn to identify the specific issue of a problem.

**TIME**
20 minutes (5 minutes for brainstorming, 10 minutes to present ideas, 5 minutes for discussion)

**MATERIALS**
none

**ACTIVITY**
Divide the class into two groups/committees and read the following scenario:

There is a budget conflict involving the football team and the dance club at your school. The football team has asked for more funding to purchase new uniforms, believing the new uniforms will increase school spirit. The dance club wants to hire a renowned dance coach in preparation for a state-wide dance contest. The budget is fixed, and the school district cannot afford to fund both requests. Your committee has been asked to make suggestions to the school board regarding what to do about this problem.

As a committee, brainstorm possible resolutions to this issue. Who would benefit from each option? Who would be negatively affected? After the brainstorming is complete, have each group/committee present its recommendations.

**DISCUSSION POINTS**

- What is the main problem in this scenario?
- Which recommendation might create a “win-win” situation for both the football team and the dance club? Why?
- Describe a real life situation in which you once found yourself and knew your decision would cause one side to “lose” and the other to “win?” How could you have handled that situation better?
FINDING THE RIGHT WAY

OBJECTIVE
Students will present both effective and ineffective ways of handling problems.

TIME
40 minutes (10 minutes to think about the topic, 15 minutes to prepare skits, 10 minutes for presentations, 5 minutes for discussion)

MATERIALS
paper
pencil or pen

ACTIVITY
Divide the class into teams of four to five students each. Assign each team a different scenario from those listed below, or have teams develop their own scenario. Instruct the teams to discuss appropriate ways to address the problems featured in their scenario.

Scenarios
• You want your parents to allow you to have a later curfew.
• Your friend borrowed your car and then hit a telephone pole.
• You want to try out for the school play, but your parents want you to play a sport.
• Your friends are upset because you didn’t hang out with them on Friday night.

After discussing its assigned scenario, each team should develop two problem-solving skits (one effective and one ineffective) for the scenario. Teams will present both of their skits to the class.

DISCUSSION POINTS
Review aspects of the skits that featured particularly effective techniques for handling the scenarios.

• What made a skit a “standout”?
• Were all members of your team in agreement regarding the “effective” method of addressing the given scenario? If not, how did your team resolve its conflicts?
LEND A HAND

OBJECTIVE
Students will work together and communicate effectively to solve a dilemma.

TIME
20 minutes (5 minutes for introduction, 10 minutes for the activity, 5 minutes for discussion)

MATERIALS
blindfolds for all students in the class

ACTIVITY
Divide the class into groups of 8–12 students each. In their groups, have students form a tight circle and put on the blindfolds.

Next, have each group form a circle, with students placing their hands in the middle of the circle. Each person should grasp the hand of another person, however, not the hand of the person directly to his/her right or left. This process should create a “knot.” Tell students they must untangle themselves (so that they form an open circle) without letting go of each other’s hands. One person will be selected by each group to have his/her blindfold removed by the instructor to facilitate communication during the activity.

DISCUSSION POINTS
• What was the first step your leader/group took to begin to untangle the knot?
• Did your group use the leader exclusively to solve this problem, or were others involved? Explain your answer.
• What were some shortcuts the groups learned to untangle the knot?
• If this activity were to be repeated, do you believe your group would be faster in untangling the knot? Why?
PROBLEM-SOLVING STEPS

OBJECTIVE
Students will discuss, analyze, and evaluate problem solving in general, and then specifically as related to problems students have had to solve in the past.

TIME
30 minutes (all discussion)

MATERIALS
none

ACTIVITY
Before students arrive, arrange the classroom chairs in a circle, creating a friendly environment. When students are gathered and settled, present the following questions for group discussion:

1. Describe a problem you had to solve in the past. How did you arrive at an acceptable solution? What, if anything, would you do differently if you were faced with a similar problem now?
2. In general, how do you handle conflict?
3. Describe several creative problem-solving methods you have developed to solve problems.
4. Which method proved to be the most effective?
5. What challenges did you face in implementing your method?
6. What kinds of problems might you experience in any given day?
7. As appropriate, relate a problem that you found especially challenging. How did you handle it?
8. How do you approach the task of making important decisions?
9. Discuss a good decision you made recently (describe the problem, the decision, and the results of the decision).
10. If you have a job, discuss an important decision or judgment call you’ve had to make related to the job.
11. As appropriate, describe one of the worst decisions you’ve made and how you corrected it.

DISCUSSION POINTS
The activity covers both a general and specific discussion of problem solving. It encourages students to analyze problems they have faced in the past and the decisions they made related to the problems—with the benefit of thoughtful input and perspective from their peers.
PROBLEM SOLVING

1. DEFINE THE PROBLEM
Determine and record the challenge or problem.

2. GATHER INFORMATION AND EXPLORE ALL OPTIONS
Brainstorm about challenges involved in solving the problem and how you can overcome them.

3. DETERMINE POSSIBLE SOLUTIONS
Be creative and think beyond obvious solutions. Strive for a number of possible solutions.

4. EVALUATE EACH SOLUTION
Listen to the opinions of group members.

5. REACH CONSENSUS WITHIN THE GROUP
All members must be willing to live with the group’s decision.

6. IMPLEMENT YOUR DECISION
After arriving at a group decision, put the decision in motion.

7. EVALUATE
Is the decision yielding the desired results?
HIGH SCHOOL
LEADERSHIP LESSONS

SELF-ESTEEM

DEFINE U!
LIFE MAP
PAPER PLATE AWARDS
PICTURE ME
THE LITTLE ENGINE THAT COULD
SELF-ESTEEM

This leadership skill has been identified in the following high school competitive events:

- Animatronics
- Architectural Renovation
- Career Preparation
- Chapter Team
- Computer-Aided Design (CAD) 2D, Architecture
- Computer-Aided Design (CAD) 3D, Engineering
- Debating Technological Issues
- Dragster Design
- Engineering Design
- Essays on Technology
- Extemporaneous Speech
- Flight Endurance
- Future Technology Teacher
- Prepared Presentation
- SciVis
- Technology Bowl
DEFINE U!

OBJECTIVE
Students will gain self-awareness by identifying specific skills they possess and those they hope to develop.

TIME
25 minutes (10 minutes for the activity, 15 minutes for the discussion)

MATERIALS
Define U! handout
pens or pencils
an object that can be passed around, such as a tennis ball or other small ball

ACTIVITY
Discuss the statements below with the students.

1. Effective leaders recognize and understand their personal strengths and weaknesses.
2. Effective leaders accept their weaknesses and work to improve them.
3. Effective leaders possess a sense of self and understand both their potential and their limitations.

Next, distribute the Define U! handout and have students complete it by putting a check mark next to traits they now possess and a “star” next to those they wish to further develop.

Have students identify their top three best traits, then have them rank order the “starred” traits and consider a path to achieve them.

DISCUSSION POINTS
As an advisor, helping to create a strong and lasting dialogue among students is a key ingredient in this lesson. Supporting students as they “voice” what they like about themselves helps to build self-awareness and self-confidence. Encourage students to share the results from their Define U! handout. Put a ball in the hands of the first person who volunteers to share the results of his/her handout and when that person is finished, s/he should pass on the ball to someone else. The new recipient can decline the offer to share, but full participation (even if it is just one comment) is the goal. Make the process light-hearted and fun.
Being a successful leader requires many skills and traits. Below is a list of some of the skills and traits that successful leaders possess. On your path to understanding yourself as a leader, it helps to focus on the skills/traits you believe you possess and those you hope to develop. Put a check mark next to the skills you believe you currently possess and a “star” next to those you wish to develop.

Bold
Excellent debater
Spontaneous
Team player
Good public speaker
Persuasive
Confident
Good listener
Moral, with high values
Compassionate
Hard worker
Organized
Helpful to others
Positive
Won’t give up easily
Tries to include everyone
Sensitive to the feelings of others
Can set a goal
Determined
Can make good decisions quickly
Tries to improve things
Most often can manage stress
Enthusiastic
OBJECTIVE
Students will identify their past accomplishments and current achievements and consider both of these as they set goals for a positive future. Students will share these points with other members as they wish.

TIME
30 minutes (20 minutes to create a life map, 10 minutes to share the map)

MATERIALS
8 ½" by 11" paper
crayons or markers

ACTIVITY
Students will create a life map to illustrate past accomplishments, current achievements, and goals they have for the future. Each student will receive a blank sheet of paper and have access to crayons and markers. Similar to a road map used for a trip, students will create a life map to highlight their skills and talents, as well as their personal goals and dreams. In developing their maps, students may use color, symbols, letters, etc.

Have students draw or symbolize on their maps the items below. (There is no right or wrong way to draw a life map; students should be creative!)

From the past
1. Two favorite memories
2. A personal accomplishment that is enjoyable to relate to others
3. An example of being a “team player” or helping another person

In the present
1. Two current achievements
2. Two areas in which the student excels (a subject at school, an aspect of TSA, etc.)
3. Two individuals who provide a positive influence

In the future
1. A famous leader it would be fun to meet
2. Three goals for the coming years
3. One dream for the future

DISCUSSION POINTS
Have students simultaneously display their life maps for everyone to see. Discuss the differences and similarities in the maps (everyone has accomplishments, as well as goals and dreams for the future). Point out that effective leaders frequently know “who they are and where they want to go in life.” Relate this to creating a life map that students can reference and adapt to in the future, including in their leadership experiences. Encourage students to present their life maps to the entire group.
OBJECTIVE
This lesson helps students gain a sense of positive self-awareness and realize their strengths through the support and encouragement of others.

TIME
35 minutes (25 minutes for the activity, 10 minutes for discussion points)

MATERIALS
standard size plain white paper plates (one for each member)
roll of ribbon
scissors
markers

ACTIVITY
Divide students into four or six small groups and provide them with materials. Each group will be paired with another group to make “Paper Plate Awards” for its members. (For example, the members of Group A will work together as a team to make individualized awards for each member of Group B.)

The paper plate will serve as the surface of the award, on which the award title will be written with markers. Two holes will be made in the top of the plate, and ribbon will be inserted through the holes so that the award can be worn like a necklace. The award should highlight something positive or admirable about the person who will receive it. (A person who has a great singing voice might get an award entitled “Opera Star” or “Grammy Award Winner.”) Adjectives or illustrations to embellish the main title of the award may be added to the rim of the plate. (The point is to boost self-esteem and show appreciation by letting the recipient see that his/her talents and/or good qualities are noticed by others.)

Making the awards should take approximately 15 minutes. Bring the groups together so that individual awards can be distributed in a “ceremony” for all to see. The ceremony should take about 10 minutes.

DISCUSSION POINTS
Pose the following:
• Do you feel that your paper plate award accurately portrays you? Why or why not?
• How does it make you feel for others to recognize positive qualities or talents in you?
• How does it make you feel to help boost another person’s self-esteem?
PICTURE ME

OBJECTIVE
This activity allows high school students to evaluate themselves. It will give each student an opportunity to let the class “see” who s/he really is.

TIME
Give students a week to create a collage and then five minutes to present their collage to the class.

MATERIALS
old magazines and newspapers
poster board or easel paper for each student
glue
markers, crayons

ACTIVITY
Have students cut out (from old magazines and newspapers) photos, phrases, icons, etc. that have meaning to them. Students may also draw pictures of family, friends, and where they live.

Next, have the students gather cut-outs from magazines and newspapers again, but this time with a focus on what they envision in their future (such as college, or a job they wish to have when they are older).

Students will use both types of items to make a collage. Encourage students to only put items on their collage that involve personal meaning.

When all the collages are complete, have each student present his/her collage to the class. Students should explain the significance of the items on their collage.

DISCUSSION POINTS
• What kind of effect does presenting your memories, interests, goals, dreams, and accomplishments to an audience have on your perception of yourself?
THE LITTLE ENGINE THAT COULD

OBJECTIVE

Students will learn how positive self-esteem can affect the outcome of a challenge.

TIME

30 minutes (20 minutes for group discussion, 10 minutes for presentations and discussion)

MATERIALS


ACTIVITY

Begin the lesson by stating that children’s stories often embrace universal themes. In this activity students will have some fun exploring the important leadership topics in The Little Engine That Could.

Have a volunteer read the story. Then divide the class into small groups. Have each group identify the leadership themes evident in the book, noting how the themes relate not just to the little engine and children but also to people in general. Have students share with the class the ideas that were developed in their group discussion.

DISCUSSION POINTS

• Have there been circumstances in which you, like the little engine, had to rely on your own self-esteem in order to succeed? Explain your answer.

• Although the story is intended for children, what are some positive themes that can be taken from it and applied to your life?

• Can you think of a time when you were like the little engine and had to make yourself overcome odds?

• Think of or remember other children’s books that have leadership themes and messages that you still relate to today and talk about them with the class.
HIGH SCHOOL LEADERSHIP LESSONS

TEAMWORK

EFFECTIVE MEETINGS
TEAMS
RESTAURANT BUSINESS PLAN
STEPPING STONES
THE GIFT

► RESOURCE: PROBLEM SOLVING (HANDOUT IN PROBLEM SOLVING LEADERSHIP LESSONS SECTION)
This leadership skill has been identified in the following high school competitive events:

Animatronics
Architectural Renovation
Biotechnology Design
Chapter Team
Computer-Aided Design (CAD) 2D, Architecture
Computer-Aided Design (CAD) 3D, Engineering
Debating Technological Issues
Digital Video Production
Engineering Design
Fashion Design
Manufacturing Prototype
Music Production
On Demand Video
Promotional Graphics
SciVis
Structural Engineering
System Control Technology
Technology Bowl
Technology Problem Solving
Video Game Design
Webmaster
EFFECTIVE MEETINGS

OBJECTIVE
Students will learn facilitation techniques for running effective meetings.

TIME
40 minutes (10 minutes for the introduction, 20 minutes for the activity, 10 minutes for discussion)

MATERIALS NEEDED
none

ACTIVITY
Review with students the tips (below) for facilitating an effective meeting. Have students record the tips in their leadership portfolios.

1. Set a tone of trust for the meeting; believe in your team and in the group you are leading. This will provide a basis for respect, as well as motivation for the group.
2. Know the goals and objectives of the meeting ahead of time. Write them down on paper for reference.
3. Share an agenda at the beginning of the meeting, noting what will be covered. Make sure everyone understands the goals to be achieved.
4. Assign someone to take notes or minutes during the meeting.
5. Keep your points short and simple. Avoid long or tedious explanations.
6. Keep the meeting engaging and as interactive as possible. Ask questions that relate to the goals of the meeting; get people talking and involved. Take breaks, as necessary.
7. When topics are controversial or unresolved, come back to them at a later point in the meeting. Allow discussion among the group members in order to come to consensus.

After reviewing the tips for facilitating effective meetings, ask for three volunteer leaders. These individuals will each lead a mini-meeting utilizing the tips. They will have five minutes to hold a meeting, using a pre-determined topic (see list of topics below). Those who don’t lead a meeting should serve as observers or participants. Observers will be responsible for recording notes about plusses and minuses of the meetings. Participants will be actively involved in the meeting.

Meeting topics
• Your community is planning to install a rock climbing park. The purpose of this meeting is to discuss who might be interested in helping to build the park.
• You are responsible for facilitating your next TSA meeting. You need to confirm the events that students will participate in at the national conference, and review the work that still needs to be accomplished.
• Representatives from national TSA are coming to your school to meet with your chapter members and advisor. You are responsible for facilitating a membership meeting during their visit.

DISCUSSION POINTS
After the three five-minute meetings have been completed, have the class review each meeting. What did each volunteer leader do well? What did the observers do well? What did the participants do well? How could the meetings be improved upon in the future?
OBJECTIVE
Students will recognize that there are many types of “teams” in our society (sports, work-related, etc.).

TIME
25 minutes (15 minutes for the activity, 10 minutes for discussion)

MATERIALS
paper
pens
chalkboard

ACTIVITY
Divide the class into groups of three to four students each. Assign each group a “team” from the list below:

Dallas Cowboys
Space shuttle crew
Supreme Court
Fire department
Airline flight crew
Local TV news team
U.S. Senate

Have groups identify characteristics and qualities that should be demonstrated in general when students are part of a team, and when they act on an individual basis.

Next, have the groups list qualities that relate specifically to their “team” assignment. Then, have them rank these qualities (the top five only). Repeat the process for goals, as they relate to the “team” assignment. After the groups have completed their task, record the dual lists of all groups on the board.

DISCUSSION POINTS
Using the lists on the board, start the discussion by asking for common qualities demonstrated by a team. Then ask for any common goals for the teams. (Although the teams are different, many of the team qualities and goals should be similar.)

• What does it mean to work together as a team?
• What did you learn about the members of your group as you collaborated on this activity?
• How successful was your group in defining teamwork? Explain your answer.
• How does your TSA chapter exhibit teamwork?
RESTAURANT BUSINESS PLAN

OBJECTIVE
Students will use specific skills of each member in a team in order to open a successful restaurant.

TIME
25 minutes (15 minutes for the activity, 10 minutes for discussion)

MATERIALS
none

ACTIVITY
Divide the class into groups of four or five students each. Brainstorm together about what makes a good restaurant. Then, as a team, develop an idea for a new restaurant. Each member of a team will take on a concentration in the development of the restaurant (interior design, finances, menu, promotion/advertising, personnel/staff attire), but the team will work collectively to make the plan come together.

Each team must write a one-page business plan that includes a strategy for starting the restaurant, as well as keeping the customers coming back. Make sure the following topics are addressed:

- What is the location of the restaurant?
- Will this location get foot traffic?
- Is there space for parking?
- What is the capacity of the restaurant?
- What are the decorating plans?
- What is the menu? Will a certain style of food be served?
- How will your team market the restaurant?

- How will staff be interviewed and hired?
- Will the staff wear uniform attire?

Have each team present its business plan to the class. Ask class members to comment (constructively) about each team’s proposed restaurant.

DISCUSSION POINTS

- How were responsibilities assigned within your team?
- Why do you feel your restaurant would be a success?
- Why would someone want to eat at your restaurant instead of another one?
- Did your team have any difficulties coming to agreement about aspects of the restaurant? If so, how were they resolved?
- Did anyone challenge your ideas (within your area of responsibility)? If yes, what was your reaction?
- Did a leader emerge within your team? How this did happen and how was it perceived by the other team members?
STEPPING STONES

OBJECTIVE
Students will work together to achieve a common goal.

TIME
45 minutes (5 minutes for the explanation, 30 minutes for the activity, 10 minutes for discussion)

MATERIALS
“stepping stones” for each team (objects can include mats, bases used for baseball, garbage can lids, planks of wood, food trays, pieces of paper, string/tape, etc.)

ACTIVITY
Activity set-up: Before students arrive, use the hallway to set up start and finish lines approximately 30 feet apart (use string or tape to mark off the lines). Place the “stepping stones” at the start line. When students arrive, divide the class into two groups. Read the following scenario:

You and your teammates are stranded in the jungle. You have searched for civilization, but to no avail. However, you have discovered a river, and signs of a community appear on the other side of the river. Walking around the river is not an option, so the team must cross it using other means. Nearby, you discover objects (that you can use for assistance to cross to the other side). Each team must cross the “river” by placing the objects any way they wish on the floor. Any object left unused for longer than one minute, will be “washed away” by the current of the river and the team will lose that object. If anyone touches the river at any point, the person will be swept away by the current and the ENTIRE team will have to start again from the beginning. The first team to cross to the other side of the river “wins.”

DISCUSSION POINTS
• How did each group decide where to place the stepping stones?
• What was the most difficult part of the activity?
• How did leadership roles emerge?
• How and when did communication about a solution develop?
• Were all opinions considered, or did one person or a small group dominate the activity? Explain your answer.
• What does this activity teach about leadership and communication?
THE GIFT

OBJECTIVE
Students will solve problems effectively using seven specific steps.

TIME
40 minutes (15 minutes for the first exercise, 15 minutes for the second exercise, 10 minutes for processing questions and discussion)

MATERIALS
a solid “hidden treasure” box approximately 2” by 2” in size
an item selected by the advisor that can fit inside the solid box—pen, pencil, eraser, etc.

Problem Solving handout (see Problem Solving Leadership Lessons section)

ACTIVITY
Before students arrive, place a “hidden treasure” (a pen, pencil, eraser, etc.) inside the box. When students arrive, have them form a circle on the floor, with the box in the center of the circle. Students will be given 10 minutes to create a list of 10 questions they could ask to help determine what is inside the box. If their questions lead to a correct guess, they “win!” There are three rules related to the activity:

1. The questions must be in a “yes” or “no” format.
2. No one can move from his/her position on the floor and no one may touch, lift, or shake the box.
3. All 10 questions must be written on a sheet of paper. No questions may be inserted or substituted in the original list, based on the answer to a previous question. (Example: If a question on the list is “Is it edible?” and the answer is “no,” then the next question asked must be the next on the list, regardless of the previous answer.)

In the 10 minutes allotted for determining questions, the advisor should observe the following: (1) How is the group making decisions? (2) Is a leader evolving? (3) Has the group identified a process by which to formulate ask their questions?

After 10 minutes, distribute the handout and review the steps. Allow students another 10 minutes to revise their questions, this time utilizing the seven step process noted on the Problem Solving handout.

Observe the group again. Next, allow students to ask their questions to see if they can determine the “hidden treasure.”

DISCUSSION POINTS
Discuss observations you made during both the first and second phases of question development. Ask students how problem-solving steps might be useful to them when they participate in TSA’s competitive events.
The leadership skills portfolio consists of pre- and post-assessment pages, as well as a page for notes, for each of the core leadership skills listed below. Print out the portfolio pages and create a folder for students to access during class.

COMMUNICATION
CREATIVE THINKING
CRITICAL THINKING
DECISION MAKING
ETHICS
EVALUATION
ORGANIZATION
PROBLEM SOLVING
SELF-ESTEEM
TEAMWORK
COMMUNICATION

Answer each of the following questions to the best of your ability.

Define communication as a leadership skill. What does it mean to you?

What is one example of a leader using effective communication skills?

Why are effective communication skills important as a leader?

Give an example of a leader who uses effective communication skills.
TSA LEADERSHIP SKILLS POST ASSESSMENT

COMMUNICATION

Answer each of the following questions to the best of your ability.

Define communication as a leadership skill. Having participated in one of TSA’s leadership lessons, what does communication mean to you now?

What is something new you learned about communication?

Why are effective communication skills important leadership skills?

Give an example of when a leader did or did not demonstrate effective communication skills.

Describe two ways you can be a more effective communicator.
CREATIVE THINKING

Answer each of the following questions to the best of your ability.

Define creative thinking as a leadership skill. What does it mean to you?

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Provide one example of your use of creative thinking in the past.

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Why is creative thinking an important leadership skill?

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Give an example of how leaders use creative thinking.

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CREATIVE THINKING

Answer each of the following questions to the best of your ability.

Define creative thinking. Having participated in one of TSA's leadership lessons, what does it mean to you now?

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What have you learned new about creative thinking?

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Why is creative thinking an important leadership skill? Be specific.

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Give an example of when a leader did or did not demonstrate creative thinking.

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Describe two ways you can demonstrate creative thinking.

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CRITICAL THINKING

Answer each of the following questions to the best of your ability.

Define critical thinking as a leadership skill. What does it mean to you?

Provide one example of your use of critical thinking in the past.

Why is critical thinking an important leadership skill?

Give an example of how leaders use critical thinking.
TSA LEADERSHIP SKILLS
POST ASSESSMENT

CRITICAL THINKING

Answer each of the following questions to the best of your ability.

Define critical thinking. Having participated in one of TSA's leadership lessons, what does it mean to you now?

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What is something new that you learned about critical thinking?

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Why is critical thinking an important leadership skill?

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Give an example of when a leader did or did not demonstrate critical thinking.

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What are two specific ways you will demonstrate critical thinking in TSA?

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________________________________________________________________________
DECISION MAKING

Answer each of the following questions to the best of your ability.

Define decision making. What does it mean to you?
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Provide one example of when you had to make a difficult decision in the past.
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_________________________________________________________________________
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Why is effective decision making important as a leadership skill?
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Give an example of how leaders use effective decision making skills.
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DECISION MAKING

NOTES
TSA LEADERSHIP SKILLS
POST ASSESSMENT

DECISION MAKING

Answer each of the following questions to the best of your ability.

Define decision making. Having participated in one of TSA’s leadership lessons, what does decision making mean to you now?

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________________________________________________________________________________________

What is something new that you learned about decision making?

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________________________________________________________________________________________

Why are strong decision making skills important to have as a leader? Be specific.

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Give an example of when a leader did or did not demonstrate strong decision making skills.

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What are two specific ways you can use effective decision making skills in TSA?

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TSA LEADERSHIP SKILLS
PRE ASSESSMENT

ETHICS

Answer each of the following questions to the best of your ability.

Define ethics. What is the meaning of ethics?

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When, in your past, have ethics played a role in your decision making?

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Why is ethics an important topic for leadership?

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Give an example of how leaders use ethics in their leadership roles?

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ETHICS

Answer each of the following questions to the best of your ability.

Define ethics. Having participated in one of TSA’s leadership lessons, what is the meaning of ethics to you now?

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What is something new that you learned about ethics?

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Why is ethical behavior an important leadership skill?

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________________________________________________________________________________________________________________________________________________________

Give an example of a time when a leader did or did not act ethically.

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What are two ways you will demonstrate ethical behavior in TSA?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________
EVALUATION

Answer each of the following questions to the best of your ability.

Define evaluation. What does it mean to you?

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Provide one example when you used evaluation in making a decision in the past.

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Why is evaluation an important topic for leadership?

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Give an example of how leaders use evaluation in decision making.

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TSA LEADERSHIP SKILLS
POST ASSESSMENT

EVALUATION

Answer each of the following questions to the best of your ability.

Define evaluation. Having participated in one of TSA’s leadership lessons, what does it mean to you now?

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What is something new that you learned about evaluation?

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Why is evaluation an important leadership skill?

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Give an example of when a leader did or did not use evaluation effectively.

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What are two ways you will use evaluation in TSA?

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TSA LEADERSHIP SKILLS
PRE ASSESSMENT

ORGANIZATION

Answer each of the following questions to the best of your ability.

Define organization as a leadership skill. What does it mean to you?

Provide one example of when you used organizational skills.

Why is effective organization an important leadership skill?

Give an example of a leader who effectively organized an event or who has strong organizational skills.
TSA LEADERSHIP SKILLS
POST ASSESSMENT

ORGANIZATION

Answer each of the following questions to the best of your ability.

Define organization as a leadership skill. Having participated in one of TSA’s leadership lessons, what does organization mean to you now?

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What is something new that you learned about organization?

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Why is organization an important leadership skill?

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Give an example of when a leader did or did not effectively organize an event.

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What are two specific ways that you can use organizational skills?

__________________________________________________________________________

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TSA LEADERSHIP SKILLS
PRE ASSESSMENT

PROBLEM SOLVING

Answer each of the following questions to the best of your ability.

Define problem solving. What does it mean to you?

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Provide one example of when you have used problem-solving skills.

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Why are effective problem-solving skills important to a leader?

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Give a specific example of a leader who used problem-solving skills to work through a challenge.

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__________________________________________________________________________
PROBLEM SOLVING

NOTES

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TSA LEADERSHIP SKILLS
POST ASSESSMENT

PROBLEM SOLVING

Answer each of the following questions to the best of your ability.

Define problem solving as a leadership skill. Having participated in one of TSA's leadership lessons, what does it mean to you now?

What is something new that you have learned about how to effectively solve problems?

Why is problem solving an important leadership skill? Be specific.

Give an example of when a leader did or did not effectively solve problems.

What are two specific ways you now will use problem-solving skills?
Answer each of the following questions to the best of your ability.

Define self-esteem. What does it mean to you?

Give one example of something of which you are proud.

Why is good self-esteem an important aspect of being a leader?

Give an example of a leader who has positive self-esteem.
TSA LEADERSHIP SKILLS
POST ASSESSMENT

SELF-ESTEEM

Answer each of the following questions to the best of your ability.

Define self-esteem. Having participated in one of TSA’s leadership lessons, what does it mean to you now?

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What is something new that you have learned about self-esteem?

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____________________________________________________________________________________________________________________________________________________

Why is having good self-esteem important for a leader? Be specific.

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List the positive self-esteem characteristics of a leader you know.

____________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________

What are two ways you can improve your self-esteem?

____________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________
TEAMWORK

Answer each of the following questions to the best of your ability.

Define teamwork. What does it mean to you?

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Provide one example of when you used teamwork.

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Why is teamwork an important skill for leaders?

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Give an example of a leader who used teamwork successfully.

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TEAMWORK

NOTES

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Teamwork

Answer each of the following questions to the best of your ability.

Define teamwork. Having participated in one of TSA’s leadership lessons, what does teamwork mean to you now?

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What is something new that you learned about teamwork?

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Why is teamwork an important skill to have as a leader? Be specific.

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Give an example of when a leader did or did not effectively use teamwork.

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What are two specific ways you can encourage better teamwork in your TSA chapter?

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