

INSPIRE A SHARED VISION

INSPIRE A SHARED VISION is one of the five practices for exemplary leaders from the book, *The Student Leadership Challenge – The Five Practices for Exemplary Leaders*.

Grade Level: 6-12

Lesson Plan Timeframe: 1 to 3 45 minute class periods

Program Topic: Inspire a Shared vision

<p>Overview & Purpose Inspiring a shared vision can be difficult for any leader, especially a teenager. Teens are still developing the ability to set long term goals, envision what the end result might look like and communicate that vision to empower others.</p>	<p>Relevance to STEM Careers All</p>
<p>Lesson Plan Goals & Objectives</p>	<p>Clarify the meaning of “inspire a shared vision.” Identify characteristics of leaders who inspire action. Create a visual representation of the process for achieving a project goal.</p>

Materials Needed	Supplies for each student Pen or pencil Plain paper Construction paper Glue Scissors Colored Markers
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Magazines for the class to share

CD player/projector/computer

CD or YouTube of “Dream Big” by Ryan Shupe and the RubberBand

Handouts

[Mapping Your Path](#) – one per student

[Dream Big Lyrics](#) **Inspire a Shared Vision**

Extra! Extra! Read All About It!

Objectives

- To assist the leadership team to develop a shared vision of the future.
- To surface different views of the future within the leadership team.

Audience

The leadership team of the organization

Time Required

60 to 90 minutes.

Materials and Equipment

- Writing paper and a pen or pencil for each member of the leadership team.
- Flip chart, paper, and felt-tipped markers.
- Masking tape to post chart paper.

Area Setup

A room with a chair and a writing surface for each member of the leadership team. Team members should be seated so that they can see each other, the facilitator, and the flip chart.

Process

1. Before beginning the activity, meet with the team leader to identify a trade paper, local newspaper, or some other print outlet that would be likely to print a newsworthy article about the organization.
2. When the leadership group is assembled, announce that the purpose of this activity is to surface different views of how the organization will grow and change over the next ten years. Tell the leadership group to imagine that they are now ten years in the future. Write that date on the flip chart.
3. Ask each member of the leadership team to write the headline and the first few paragraphs of an article that has appeared in the print media outlet chosen in Step 1 above. Write the name of this paper on the flip chart, emphasizing that this is an article that has appeared in the _____ paper on this date, ten years in the future. The article describes the several accomplishments that the organization has achieved during the past ten years and where it seems to be currently headed. Allow 15 to 20 minutes for this part of the activity. Remain available to answer any questions and to urge early completers to flesh out their story.
4. Once it appears that all the participants have completed their stories ask for a volunteer to read aloud his or her story, followed by another volunteer until everyone has had an opportunity to read his or her story. No questions or comments should be allowed during the serial reading of the stories.

5. Record the major theme(s) of each story on the flip chart, checking with the participant whether the essence of his or her story has been captured in writing.
6. Ask the leadership group to review the flip charts to determine the common views of the future that have been captured and which ones are disparate. Capture the common themes on a fresh sheet of chart paper and help the team reach consensus about how to rank order these common themes. The group needs to decide what to do with the disparate themes, to include them or not.
7. Ask a volunteer subgroup of the leadership team to be responsible for drafting a single, coherent statement about what has emerged from this activity about the desired future state of the organization and the policies and actions necessary to achieve that future state.
8. After the subgroup has had sufficient time to complete its work, it should share its product with the entire leadership team via email, and this product should serve as the focus of the next meeting of the leadership team as it strives to develop a shared view of the desired future of the organization—one to which they are willing to commit the necessary time and energy to achieve.

Source: The Leadership Challenge Activities Book, Wiley Publishing
-- one per student

<p>Introduction of Subject</p>	<p>Ask students to think about people, past and present, who have inspired others to work towards a common goal. These might be coaches, political figures, or people in their own lives such as family members, TSA advisors peers, religious figures or coaches.</p> <p>Ask the students to brainstorm a list of nationally recognized individuals who have inspired others to work towards a common goal. Possible subjects include: Martin Luther King , Jr. Winston Churchill, President Barack Obama, Susan B. Anthony, Maya Angelou, Princess Diana, or others.</p> <p>Now ask students to generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Think about people who have a vision of where they want to go or take people and how they have inspired others toward that vision, These could be peers, TSA advisors, school/organization leaders, family members, religious figures, community members, etc.</p> <p>After the lists have been brainstormed, discuss qualities and traits that these charismatic leaders had/have in common.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What is/was their cause/purpose? • How do/did they get others to believe in their cause? • How do /did these leaders make an impact? • How do/did they communicate their aspirations? • What were people’s reactions to these leaders? <p><i>Variation: Break students into groups and ask each group to take a person from the lists. Students discuss in small groups and report back to the class. Record common themes and ideas on the board. Or break the class in half and ask one group to generate common themes and ideas for the first list and the other group to generate common themes and ideas from the second list.</i></p>
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	<p>Share with students that the second practice of the five leadership practices is Inspire a Shared Vision. According to <i>The Student Leadership Challenge – Five Practices for Exemplary Leaders</i>, leaders believe in the future and the possibilities it brings. They also inspire others to believe in a common goal and work towards accomplishing great things. Each of the leaders we discussed today has done just that. They are/were passionate about a vision they had for the future and inspired others to take action.</p>
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<p>Activity 1</p>	<p>Before they can inspire others, leaders need to have a clear, purposeful vision. We often consider our goals and think about our dreams, but we don't spend time really thinking about what they look and feel like. In order to bring clarity to one's vision, it's not only important to consider the end result but also what it's going to take to get there. Professional athletes do this all the time. Before a game or a match, they often visualize what that competition is going to look like from beginning to end, focusing on how to get to the victory. They play the mental "what if" game, imagining all possibilities of what it's going to take in order to reach their victory. The same exercise can be equally as effective in working toward accomplishing our own personal victories.</p> <p>Ask the students to close their eyes and lead them through a visual imagery exercise. Use the following prompts to guide students to not only think about but also to visualize their goals, futures, and dreams. Be careful to pause between prompts in order to give time for students to create visual pictures and really imagine the possibilities.</p> <ul style="list-style-type: none"> • Think of a goal or dream you want to accomplish. This might be something you are currently working on such as a TSA competition or a goal/dream for the future – perhaps your career path. Maybe something you've considered but haven't had the time to really focus on it lately. • Imagine the day you accomplished your goal. Picture yourself in that environment. What do you look like? What are you saying and doing? Who else is there? Imagine the environment; what does it look like? Smell like? Sound like? How do you feel? • Now think back to what it took for you to get to this point in your life. How long did it take you? What sacrifices did you have to make? What were the little victories you were able to celebrate along the way? What were the victories that you knew were bringing you that much closer to where you are today? • What was that road like? Was it smooth and uneventful or bumpy and turbulent? What obstacles did you encounter? How did you work through these obstacles? Consider the time it took to get through each one. • Now picture yourself today and think about the route you are going to take to get to your next goals. <p>Ask students to open their eyes and take five minutes to journal what they envisioned (this could be writing, pictures or a combination of both). Provide an opportunity for the students to share with the class.</p>
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Activity 2	<p>Now that they have taken some time to visualize their goal/dream, let's take some time to bring even more clarity to this vision.</p> <p>Ask the students to consider the dream or goal they want to accomplish. Remember, this can be something personal like graduate from high school or college, a dream job or career they are working towards, or something that involves a group or organization they are working with such as competing in a TSA competition or winning at the national level.</p> <p>Now take a minute to identify a concrete object or activity that could serve as a metaphor for your goal. Some examples to help students generate ideas could include: accomplishing _____ is like running a marathon, climbing a mountain, or sailing a ship (Kouzes and Posner, 2008, p. 70).</p> <p>Pass out the "Mapping Your Path" handout and review the guidelines and expectations of the activity. <i>Note:</i> Teachers/advisers may need to adapt the collage activity in "Mapping Your Path" in order to meet the needs of students. If layering is too complicated or there are too many components, adjust so that it is meaningful to the level of learner you are working with.</p> <p>Connect the students back to the introductory activity of this lesson about charismatic leaders who inspired others through their passion and commitment to their cause. How might students inspire others to work toward a common goal? (If their collage represented a personal goal, how might they apply this process to a group setting/aspiration?)</p> <p>Possible discussion questions after the students have presented their collages to the class:</p> <ul style="list-style-type: none">• What observations can be made about people's goals, dreams?• Which goals were personal/individual goals and what goals were related to a group?• As a TSA competitor, what happens if others do not see your vision or agree with your vision?• Now that we've created a vision, how can we take this one step further to inspire others?• Explain that part of the process of inspiring a shared vision is listening. What did you learn about each other as you listened to students' presentations?
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	<ul style="list-style-type: none"> • What themes/common ideas were shared among each other? • If you we were to complete a class project, what are some ideas you could take from listening to each other?
Activity 3	<p>Play the song, “Dream Big” by Ryan Shupe and the RubberBand and distribute the lyrics so students can follow along. If YouTube is accessible, there are also several versions of videos that could be shown. Repeat the song a second time for students to think about what the lyrics mean.</p> <p>Ask students to pick a line or phrase in the song that they can connect to their collage/goal and its relationship to inspiring others. Allow time for each student to share his/her connection.</p>
Summary /Evaluation	<p>Explain that is important for leaders to be clear in their vision before they can expect others to follow. Whether it’s working on a TSA competition or leading the chapter as an officer or committee chair , a shared vision needs to exist to give purpose and direction to the experience. As an organization/school do we have a shared vision? If not, should we? What should that vision look like? How can we make that vision more apparent and inspire others?</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Metaphor collage • Participation
Additional Resources For Teaching Inspire A Shared Vision	<p><i>The Student Leadership Challenge – Five Practices for Exemplary Leaders</i> Chapter 4</p> <p>Extra! Extra! Read All About It activity</p> <p>What Does Success Look Like? activity</p> <p>Martin Luther King, Jr. “I have a Dream Speech” – available on YouTube and it can be downloaded locally via www.Vdownload.com</p> <p>There are several websites that have copies and/or clips of speeches for reading, viewing, and listening. Some suggested sites are:</p> <ul style="list-style-type: none"> • Famous Speeches and Speech Topics: www.famous-speeches-and-speech-topics.info/ • Time magazine, The Top 10 Speeches of all time: www.time.com/time/specials/packages/article/0,28804,1841228_1841749,00.html

	<ul style="list-style-type: none"> • American Rhetoric: www.americanrhetoric.com/top100speechesall.html • Famous Quotes & Speeches: www.famousquotes.me.uk/speeches/
Additional Notes	<p>The lesson could be expanded and deepened through further analysis of historical leaders and their impact on others through the power of speech. Students could be assigned a leader/speech, research the speech, and present an analysis of the leader and his/her impacts. Students could also role play and present the analysis as if they were that leader. Students could also use the collage process to create a plan of action to practice inspiring a shared vision – or implement steps toward reaching that vision. Teachers/advisers could set a time table for completing the plan – several weeks, a grade period, a semester, or other, and provide class time for students to work. This would be a great place to select and implement a TSA chapter project. As part of the follow-up component of the project, have students connect back to how they inspired others with their vision.</p>
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