

# Lesson Plan: Leaders Under the Influence



Suggested Age/Grade Levels: Grades 4 – 12  
 Recommended Time Allotment: 1 classroom period

**Action Area** → **Sustaining Projects & Communities:** Providing funds for organizations that ensure resources are used wisely with long-term sustainability.

**Focus** → **Developing Leadership:** Fostering youth leadership skills within the community ensures that the next generation has the skills to "carry the torch".

**Overview** → **Identifying Leadership Qualities; Optional Writing Assignments**  
 Exercising critical thinking and writing, students will learn about leaders from around the world and how their environments influenced their roles as leaders.

Learning Objectives	Aligns with the following Curriculum Standard of the National Council for Teachers
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Define leadership and identify leaders in their own community and the world</li> <li>Empower themselves and others to become leaders and get involved in service taking action to help others</li> </ul>	<p><b>Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Observation and drawing conclusions</li> <li>Supports thinking outside the box</li> <li>Realizing there is more than one answer to a problem</li> <li>Supports reading, writing and thinking</li> </ul>

Materials Needed	Classroom Extension
<p><b>Informational Materials</b></p> <ul style="list-style-type: none"> <li>Biographies and autobiographies found at the end of each project write-up in the "<a href="#">Our Projects</a>" section of website</li> </ul>	<p><b>Activity Considerations:</b></p> <ul style="list-style-type: none"> <li>Students can "shadow" a leader for a day and write about their experiences.</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">GO Introduction Guide</a> - tips and suggestions on how to introduce GO to your students and gauge their existing knowledge on humanitarian aid institutions.</li> <li><a href="#">Get Up and GO Kit</a> – loaded with educational presentations, tips, event materials, and more to boost awareness and organize activities.</li> <li><a href="#">Personal Fundraising Pages</a> –an easy and excellent way for a student or group to raise money...choose a project, set a fundraising goal, send the link to friends and family and watch the funds come in!</li> <li><a href="#">eNewsletter</a> – keep updated on GO news and events, and don't be surprised if we ask to feature you and your class in one of our issues!</li> </ul>

**STEP 1:** Ask your students to make a list of leaders (in the school, community, nation, world.) Define leadership. Collectively make a list of characteristics leaders possess.

For older students, discuss if the definition of "leader" implies that one leads with good intentions to help others.

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**STEP 2:** Introduce GO Campaign. If you need guidance, refer to the [GO Introduction Guide](#).

Explore the GO website and concentrate on the biographies and autobiographies of the leaders GO is helping to support (in the "[Our Projects](#)" section.) Discuss the leadership characteristics of 15-year old Cesarea Jayt'ara living in Peru; community organizer Teddy Karuletwa from Rwanda; world-class athlete Jonathan Ndambuki from Kenya; Amos Aalano who lives in the Kawangware slum in Kenya. Decide if they should be added to the student's list of leaders.

**STEP 3:** Discuss if leadership qualities are inherited or acquired? Where and how did the leaders on their lists grow-up and how do/did they live? How does/did their various environments influence their ability to lead others?

**STEP 4:** Discuss how these leaders changed their communities, and the world if applicable.

For older students, discuss if a leader in one community can be considered a threat to another?

**STEP 5:** Discuss what students can learn from these leaders. Ask students to identify and write about the leadership qualities they themselves possess. How has their environment contributed to those qualities?

A possible homework assignment is for students to write about a leader and how the leader's environment influenced their aptitude and ability to become a leader.

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## Tips and Ideas:

We encourage educators to foster student's creativity and empower them to exercise their voice. *No idea is too small or too great!*

Students can organize an awareness campaign and/or a fundraising event. For example students can:

- Organize an assembly or talk to another classroom about a GO leader
- Write an article for a local newspaper about leadership and/or about one of the GO leaders
- Organize a dance, bake sale, talent show or car wash to raise money for one of the leader's projects....be creative and have fun!
- Create a GO Fundraising pledge-page to help raise awareness and funds to support a GO leader's project
- Start a GO Club at school

GO connects youth and adults from all parts of the world in one common cause: *giving opportunity to children*. By teaching with GO Learning Tools, you and your students become part of the global GO Community—a network of students, educators, parents, concerned adults and GO project partners and the children they care for.

We value your input! Please contact Sharon Feder at [sharon@gocampaign.org](mailto:sharon@gocampaign.org) or (310) 396-6343 with any feedback on how this Lesson Plan or Unit went for you, any modifications you might have made, your students' thoughts or any questions.

GO empowers youth to participate in our mission of providing basic human needs to orphans and vulnerable children throughout the developing world by raising awareness and funds for small grassroots organizations that enable them to survive and thrive.

*Lesson Plan prepared by:  
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