



# REVISITING LEADERSHIP

*Look back on previous ideas of leadership*

## OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

## MATERIALS

- Student generated a list of leadership qualities from a previous lesson. *You may have done this activity with students during the [Introducing Leadership](#) lesson.*

## TIME

20 min

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## LESSON INTRO

This serves as a follow up to the pre-expedition lessons on leadership. Students compare their views on leadership after their time on expedition. If your group did not previously do the aforementioned lesson on leadership qualities, please refer to the VARIATIONS section of the lesson.

Use the leadership characteristics list that students created during pre-expedition lessons.

## LESSON STEP BY STEP

1. Explain to the group that you're going to look back on some of the ideas they came up with during the pre-work lessons on leadership.
2. Say: Think about leadership characteristics that you see as important based on your experience during your expedition. You had to step into leadership roles, and you've seen leadership in action--so you have some context to draw your ideas from.
3. Allow a few moments for students to think, and then invite them to share their idea.
4. List out the leadership characteristic that each student shares.
5. Notice if there are any trends or groupings. Briefly discuss why these might be.

6. Now show the class the student-created leadership characteristics list from the pre-expedition lesson "Introducing Leadership"
7. Notice differences or similarities between the two lists.

## VARIATIONS

1. In the instance that your group did not have a pre-created list of leadership traits, you can run this lesson by asking students to "think back about what they thought before their expedition and compare it to what they think now". It may be helpful to use a pre-set list of character traits as a reference point.  
You can ask students to choose 3 leadership traits that they thought were important before, but have changed their mind about, and 3 that they still think are important for good leadership. Then continue the lesson as written beginning at Step 5.

## REFLECTION & WRAP UP

1. Invite students into a discussion comparing the two lists:
  - How do you notice the lists have changed?
  - What experiences or perspective shifts led to any changes?
  - How have the rankings stayed the same?
  - What experiences have confirmed your original ideas?

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## NOTES

**Educational Standards:** CASEL: Self-Awareness, CASEL: Social-Awareness, CCRS:SL3 Evaluate Perspective and Evidence, P21: Social and Cross-Cultural Skills

# LEADERSHIP QUALITIES

able	dark	honest	reliable
active	decisive	hopeful	religious
adventurous	demanding	hopeless	respectful
affectionate	dependable	humorous	responsible
afraid	depressed	ignorant	rough
alert	determined	imaginative	rude
ambitious	discouraged	impatient	sad
angry	dishonest	impolite	safe
annoyed	disrespectful	inconsiderate	satisfied
anxious	doubtful	independent	secretive
apologetic	dutiful	industrious	selfish
arrogant	eager	initiative	serious
artistic	easygoing	innocent	shy
assertive	efficient	integrity	skillful
athletic	encouraging	intelligent	smart
attentive	endurance	jealous	sneaky
bad	energetic	judgment	sorry
beautiful	enthusiasm	justice	spoiled
bold	exciting	kind	stingy
bored	expert	knowledge	strange
bossy	fair	lazy	strict
brainy	faithful	lively	stubborn
brave	fearful	lonely	sweet
bright	fearless	loving	tact
brilliant	fierce	loyal	talented
busy	foolish	lucky	terrified
calm	friendly	mature	thankful
careful	frustrated	mean	thoughtful
careless	fun	messy	thoughtless
cautious	generous	miserable	tired
charming	gentle	nervous	tolerant
cheerful	giving	nice	trusting
clever	gloomy	obedient	trustworthy
coarse	good	obnoxious	unfriendly
concerned	graceful	peaceful	unhappy
confident	grateful	picky	unselfish
confused	greedy	pleasant	useful
considerate	grouchy	polite	warm
cooperative	grumpy	popular	weak
courageous	guilty	positive	wild
cowardly	happy	precise	wise
cruel	harsh	pretty	worried
curious	hateful	proud	young
dangerous	healthy	quiet	
daring	helpful	rational	





# QUARTER PAGE REFLECTION

*Writing or drawing as a way to reflect on personal qualities*

## OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

## MATERIALS

- Drawing Supplies (i.e. Markers, colored pencils)
- Paper

## TIME

20 min

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## LESSON INTRO

Use this reflection activity to help students identify leadership strengths they have discovered within themselves.

## LESSON STEP BY STEP

1. Students should fold the paper in quarters.
2. Instruct students to use each 'square' for a leadership trait that they know about themselves—and that they exhibited it on the expedition.
3. Students should sketch/draw their ideas and examples in each square.
4. Choose to share with small groups or as a whole class.

## VARIATIONS

This activity can be adapted to focus on various themes other than leadership strengths such as:

- moments of accomplishment
- personal goals
- times students felt supported/supported others

## FACILITATOR TIPS AND NOTES

1. Post these in the class or hallway. Refer to these student traits when you see them in action in class!
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## NOTES

**Educational Standards:** CASEL: Self Awareness, P21: Leadership and Responsibility