

LESSON TITLE: Leaders in our lives: Who are they?

T:3 SUBJ: HIST

GR:4

LESSON 1 of 8

Lesson Objectives:

- Reading for comprehension
- Curate information on leaders
- Evaluating and selecting qualities

Resources:

- RES1: SAHO: What makes good or great leaders?
- DWS/WS1: Thinking maps: Tree & Bubble
- RES2: Examples of 8 different Thinking Maps

Equipment:

- Printed reading material
- Optional mind maps

LESSON OUTLINE

Question hook: Who is the most important 'boss' in your life?

1. This whole unit of work on leaders will have a language and reading emphasis, where children are encouraged to read for comprehension.
2. Begin the lesson with the question hook to engage learners. Remind learners that different environments may have different people that are the "boss" but they should focus on the most important "boss" in their life and why.
3. **RES1**: Divide the class into groups of 5. Each member reads one paragraph aloud to the group. Group members are encouraged to generate a thought-provoking question after each paragraph.
4. Teachers need to draw the whole class's attention to the main points:
 1. Although leaders make great achievements, they also make mistakes.
 2. There are different levels of leadership from offering guidance to taking total control.
 3. With leadership come great responsibility and the need to lead by example.
5. Information will be captured and consolidated with thinking maps. Thinking Maps provide a common, visual language to capture information. They are especially useful to create graphic notes, which some believe are easier to remember. *Tree Maps* and *Bubble Maps* will be used in this lesson.
6. **DWS/WS1**: *Tree Maps* are used to classify or sort ideas into categories. **(ZedTech)** Print the worksheet or draw a tree map with a ruler in notebooks. **(TechLoaded)** Use DWS, inserting text boxes as required. Learners complete the tree map to

summarise leadership at the school. The main heading would be SCHOOL LEADERSHIP, and the four sub-headings are: SCHOOL PRINCIPAL; GOVERNING BODY; TEACHERS and PREFECTS/MONITORS/SCHOOL COUNCIL. Learners then list as many of the main roles under each heading.

7. Alternatively: Learners make a tree map for QUALITIES OF LEADERS THAT INFLUENCE ME: PARENTS, COACHES, SPIRITUAL LEADER, MENTOR (an older person whom you admire). Learners could decide who their four leaders would be.
8. **DWS/WS1:** *Bubble Maps* are used to describe a topic or concept using words (often adjectives) or phrases. Learners will use **RES1** and their own ideas, to create a bubble map describing the qualities of a good leader/ what makes someone a good leader. Learners are welcome to use drawings or symbols instead of text/words.
9. **RES2:** Eight examples of Thinking Maps for your own reference.

ZED TECH	TECH LIGHT	TECH LOADED
<ul style="list-style-type: none"> ● Reading for comprehension: RES1: What makes a good leader? ● WS1: Tree Map: School Leaders ● Bubble Map: Qualities of good leaders ● Use colour and pictures 	<ul style="list-style-type: none"> ● Reading for comprehension: RES1: What makes a good leader? ● WS1: Tree Map: School Leaders ● Bubble Map: Qualities of good leaders ● Use colour and pictures 	<ul style="list-style-type: none"> ● Reading for comprehension: RES1: What makes a good leader? ● DWS1: Tree Map: School Leaders ● Bubble Map: Qualities of good leaders ● Use colour and insert pictures

Assessment opportunities: n/a

REFERENCES UTILISED

- South African History Online: SAHO, 2020, <https://www.sahistory.org.za/article/what-makes-good-or-great-leader>
- Knilt, Thinking Maps Mini Course, 2017, https://knilt.arcc.albany.edu/Thinking_Maps_Mini_Course