



9: The Power of Leadership

*A 7–12 Lesson on Inspiring Others, Owning Responsibility,
and Making a Positive Impact*



Introduction for the Facilitator

This lesson empowers students to understand and embody **leadership**, not as a title or popularity contest, but as a mindset of responsibility, service, and vision. Leadership is a skill that can be practiced daily through how we treat others.

In a world that values collaboration and purpose-driven action, students who lead with integrity and empathy stand out. Whether speaking up in class, supporting a teammate, or guiding others through challenges, leadership becomes a key part of a student's **personal competitive advantage**.

Strong leaders don't just chase achievement. They use their voice to shape the **lifestyle** they want while helping others grow along the way.

This lesson includes:

- **A Real-World Scenario** that makes leadership relatable
- **8 Group Discussion Questions** with follow-ups
- **8 Journal Prompts** (draw or write)
- **10 action-driven Activities** to explore leadership
- **A printable Worksheet** to reflect on leadership values and actions



Real-Life Scenario

Your group project is falling apart. No one's doing their part. People are frustrated, and nothing is getting done.

You're not the "leader" but you speak up.

"Let's make a plan. I'll take this part. Who wants to take the next step?"

People start responding. The mood shifts. The work gets done.

You didn't wait for permission. You saw a need and stepped up.

That's leadership. It's not about being the loudest or the boss. It's about guiding people toward something better, for an outcome that is good for everyone.



Group Discussion Questions

1. What does leadership mean to you?

Follow-up: What does a "strong leader" look or sound like in everyday life?

2. What's the difference between leading and controlling?

Follow-up: How do leaders build trust instead of fear?

3. Can someone be a leader without having a title or role?

Follow-up: When have you seen leadership from someone unexpected?

4. What makes it hard to step up as a leader sometimes?

Follow-up: What helps us overcome fear or doubt in those moments?

5. How can leaders make others feel included, not left out?

Follow-up: What actions show people that their voice matters?

6. How do great leaders handle mistakes, whether their own or others'?

Follow-up: Why is that important?

7. How does leadership build your personal competitive advantage?

Follow-up: How might it affect your future opportunities?

8. What kind of lifestyle do you want to live?

Follow-up: How can strong leadership help you build that life for yourself and others?



Journal Prompts

(Students can write or draw their responses depending on learning style or preference.)

1. **Write or draw about a time you stepped up as a leader. What did you learn?**
2. **Describe a leader you admire. What makes them inspiring?**
3. **What qualities do you think a good leader must have? Which ones do you already show?**
4. **Sketch or label your “Leadership Style.” How do you lead best: in actions, words, support, or ideas?**
5. **What’s a moment when you stayed quiet but now wish you had spoken up?**
6. **What’s one fear that holds you back from leading more often? How can you face it?**
7. **If you were leading a team tomorrow, what would you do to build trust and motivation?**
8. **How does leadership help grow your personal competitive advantage?**



Activities

1. **Leadership Role Models Gallery**
Students create a collage or slide featuring people they see as great leaders (famous or not) and explain what makes each one stand out.
2. **Lead a Mini-Team Challenge**
Small groups take on a classroom challenge (design something, solve a puzzle). Each student takes turns being the leader for their group.
3. **Situational Leadership Scenarios**
Students read brief scenarios and discuss or act out how a leader might respond. Focus on empathy, courage, and decision-making.
4. **Leadership Journaling Wall**
Create a space where students anonymously post leadership wins: “I helped someone today by...” or “I spoke up when...”
5. **Compliment and Credit Circle**
Students practice giving credit and encouragement—two major traits of strong leaders—in a group reflection activity.
6. **The Quiet Leader Challenge**
Students complete a task using leadership that doesn’t rely on being the loudest or most visible. Reflect on how it felt to lead with action or kindness.
7. **Leadership Values Card Sort**
Provide leadership values (respect, courage, honesty, etc.). Students sort them into “most important,” “hardest to practice,” and “want to grow in.”
8. **Redesign the Rules**
In small groups, students pretend they’re leading a club, school, or team. They rewrite “community guidelines” based on inclusion and empathy.
9. **Public Speaking Practice**
Give students sentence starters to help them practice speaking with clarity and purpose in front of a small group or class.
10. **The Ripple Effect Map**
Students map out how one leadership action (like standing up for someone) can positively affect others around them.



My Leadership Blueprint

Name: _____

Helpful Words:

- **Leadership** = guiding others with responsibility, respect, and purpose
- **Lifestyle Goal** = the kind of life I want to live
- **Personal Competitive Advantage** = the strengths that help me lead with courage and connection

Directions:

Use **writing or drawing** to reflect on how you lead and how you want to grow.

Use the back of this sheet if you need more space.

1. One leadership moment I'm proud of is:

2. A leadership quality I admire in others is:

3. A challenge I face when leading is:

4. My Leadership Superpower helps me do these things:

5. To become a stronger leader, I can start by:

6. Leadership helps me grow my personal competitive advantage by:

7. This is how leadership supports the lifestyle I want to live: