

Leading the Way

Lesson Objective:

- Students will understand that leadership involves sharing responsibilities and supporting team members.
- Students will practice identifying personal strengths and how these can contribute to group projects.
- Students will use positive reinforcement through the “You’re a Star” strategy to recognize each other’s contributions.

Materials Needed:



- Copy of Chapter 4: Leading the Way
- Whiteboard/Markers
- Paper and pencils
- Leadership Strengths Worksheet
- You’re A Star Strategy Poster
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss what it means to be a leader.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- “Good morning, everyone! Today, we're going to talk about leadership ” Wait for the children to settle.

2. Discussion Starter

- “Now, when you think of a leader, what comes to mind?”Wait for a few children to respond and acknowledge their answers.
- “A lot of times, we think leaders are the ones in charge, telling others what to do. But true leadership is much more than that. Leaders help their team work together, and sometimes, the best leaders know when to let others take charge. Today, we’ll read Chapter 4 from *The Star Squad*, where Ollie and his friends

learn about leadership while working on their science fair project. As we read, think about how each character leads in their own way.”

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 4 aloud
- Ask questions during key parts in the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "The fourth chapter in our novel *The Star Squad: Navigating Fifth Grade Adventures* is called “Leading the Way” (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - What is the group’s project idea for the science fair?
 - Why does the group struggle to choose an idea at the beginning?
 - How does Maya suggest they share leadership roles?
 - What leadership role does Ollie take on in the project?
 - How does Harriet contribute to the project as a leader?
 - Why does Buzz feel frustrated when the invention doesn’t work as expected?
 - How does Betty show leadership when they face challenges with the sponge design?
 - How does Sammy help Buzz feel better when things aren’t going as planned?
 - What role does Maya play in keeping the group discussions balanced?
 - How do the friends feel about leadership after completing their project?

Chapter 4: Leading the Way

It was nearing the end of October, and the fifth-grade class was buzzing with anticipation for the upcoming science fair. This year’s theme was “Innovative Solutions,” and each group had to come up with a creative project that solved a real-world problem. Mr. Jenkins had placed

students into groups, and Ollie, Harriet, Benny, Sammy, Buzz, Betty, and Maya found themselves working together.

As they gathered to brainstorm, the group quickly realized they would need to practice leadership skills if they wanted to succeed. Each of them had ideas, but they needed to figure out how to work together, make decisions, and help each other along the way.

“Okay, let’s start by coming up with ideas for our project,” Ollie suggested, pulling out a notebook. “We can write them all down and then choose one.”

Harriet, always full of energy, jumped in. “How about something related to recycling? We could build a machine that helps sort different types of recyclables.”

Buzz, who loved inventing, added, “Or we could design something to help clean up oil spills! Like a special sponge that soaks up the oil but leaves the water behind.”

Benny nodded. “Those are great ideas, but maybe we could combine them somehow. We could focus on making something that cleans up the environment.”

As more ideas were tossed around, the group started to get stuck. There were too many suggestions, and everyone was passionate about their own ideas.

Learning to Share Leadership Roles

Seeing the group struggle, Maya spoke up. “Why don’t we take turns leading different parts of the project?” she suggested. “We can each focus on our strengths and help guide the group when we need it.”

The others considered her idea.

“That’s a good plan,” Ollie said. “Leadership doesn’t have to mean one person telling everyone else what to do. We can all be leaders in different ways.”

Harriet, who often took charge naturally, nodded in agreement. “Yeah, that makes sense. We all have different skills, so we should use them.”

Playing to Their Strengths

The group decided to divide leadership roles based on their personal strengths. Each member took on a part of the project where they could use their skills to guide the group:

- Ollie would keep the team organized and on track. His skill in planning would help ensure they met deadlines and completed each step of the project.
- Harriet would lead the presentation. Her confidence and energy would help make their project exciting and engaging.
- Buzz would focus on designing the invention. His creativity would guide the group in coming up with a unique and effective solution.

- Benny would help test the project. His steady approach would ensure everything worked as it should.
- Betty would solve any problems they encountered along the way. Her practical thinking would help them overcome obstacles.
- Sammy would manage the team's emotions. His empathetic nature would help keep everyone motivated and calm.
- Maya would lead group discussions. Her ability to see different perspectives would make sure everyone's voice was heard.

Facing Challenges as a Team

As the project progressed, the group ran into a few bumps along the way. There were times when leadership wasn't easy, and they had to adjust their roles to fit the situation.

One afternoon, while they were testing their invention—a sponge designed to soak up oil from water—things didn't go as planned. The sponge wasn't absorbing the oil as well as they had hoped, and frustration started to build.

"I thought this would work!" Buzz said, feeling deflated. "We've been testing it all week."

Betty, ever the problem-solver, jumped in. "Let's try adjusting the materials. We can experiment with different types of sponges and see if one works better."

Sammy noticed that Buzz was still feeling frustrated. "You're doing a great job coming up with ideas, Buzz," he said, using the "You're a Star" strategy to show appreciation. "We just need to keep trying different things until we find the right solution."

Buzz took a deep breath, feeling more encouraged. "You're right. We can figure this out together."

Harriet, seeing the team's determination, took charge of boosting morale. "We're not giving up! Let's work together and make this the best project ever."

Reflecting on Leadership

As they worked through their challenges, the group discovered that being a leader didn't always mean having all the answers. It also meant knowing when to step back and let someone else take charge, encouraging each other, and finding ways to keep moving forward. Ollie reflected on how the team had come together. "We're learning that leadership is about more than just being in charge. It's about helping each other stay focused and solving problems as a team."

Maya nodded. "And it means recognizing when someone else has the skills needed for a situation. We're all leaders in different ways."

Buzz grinned. "And we're better leaders because we're working together."

Preparing for the Presentation

With just a few days left before the science fair, the team was ready to put the final touches on their project. Harriet led the practice presentations, making sure everyone felt comfortable speaking in front of an audience. They each had a part in explaining the project, and Harriet's energy kept everyone excited.

During the presentation, they used the "You're a Star" strategy to recognize each other's contributions. As they talked about the challenges they faced, they made sure to highlight the different ways each person had led the group.

"Benny made sure our tests were consistent," Harriet said during the presentation. "He helped us see where we could improve."

"And Betty kept coming up with solutions when things didn't work," Buzz added. "We didn't give up because of her."

By the time they finished presenting, the group felt proud—not just of their project, but of how they had managed to practice leadership in a new way.

Moving Forward

The day after the science fair, Mr. Jenkins asked the class to reflect on what they had learned about leadership during the project.

Ollie spoke for the group. "We learned that being a leader isn't just about telling others what to do. It's about helping each other, sharing responsibility, and recognizing when someone else's skills can guide the team."

Harriet added, "And sometimes, the best leaders are the ones who know how to step back and let someone else take the lead."

Maya, who had suggested sharing leadership roles, smiled. "We found that when everyone leads in different ways, we end up stronger as a group."

Buzz nodded. "It's not about being the 'main leader.' It's about how we can all help each other succeed."

As they left the classroom, the friends felt more prepared for the challenges that fifth grade would bring. They had learned to practice leadership in a way that brought out the best in everyone, and they knew that working together made them stronger than they could be alone. And with that, they walked off as a united team, ready to face the rest of the year, confident in their ability to lead and support one another.

3. Post-Chapter Teacher Script

- **Teacher:** “Well, understanding what leadership and their strengths really are seemed to really help Ollie and his friends. Maybe they’ll be helpful for us too.”

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- What does it mean to be a leader in a group project?
- Why is it important to share leadership roles instead of having just one person in charge?
- Can you think of a time when you worked on a project with a group? How did leadership play a role?
- How did Buzz show leadership even when he felt frustrated?
Why is it important to recognize each other’s strengths in a team?
- How can showing appreciation, like using the “You’re a Star” strategy, help during challenging times?
- How did Betty’s problem-solving skills make her a leader in the project?
- What is something you’re really good at that could help a group project?
- How can empathy help someone be a better leader?
- What do you think is the most important quality of a good leader?

Do an Activity (20 minutes)

- Students will practice identifying personal strengths and leadership roles in a fun, group activity.

Activity: Team Leadership Challenge (20 minutes)

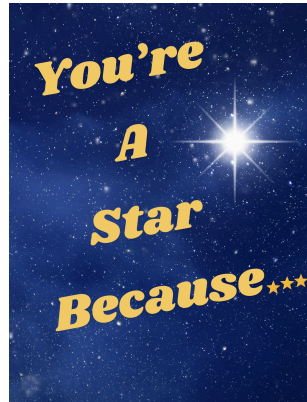
1. Introduce Activity

- “Now that we’ve talked about the importance of understanding the our strengths and how that connects to our leadership skills,, we’re going to practice by doing a fun group activity.”

● Activity Instructions

1. Divide students into small groups (4-5 per group).
2. Give each group a simple building challenge (e.g., create the tallest tower possible using only 10 index cards, tape, and paper).

3. Before starting, ask each group member to choose a leadership role based on their strengths by using the Lesson 3 handout (1 per group). Review the 8 strengths and ask each student to reflect on their strengths and put their name in one of the boxes.
4. Allow the groups 10 minutes to complete the challenge.
5. Encourage the students to use the You're A Star strategy



6. After the activity, have the groups discuss how each person's leadership role helped the team.

- **Reflection**



"Great job, everyone! Let's talk about how your group worked together. What leadership roles did each of you take on? How did your roles help the group succeed? Did you notice anyone using their leadership to help the team stay focused or solve problems? Remember, leadership is about supporting each other and making sure everyone's strengths are used!"

- **Wrapping it Up**

- "Today, we learned that leadership isn't just about being in charge—it's about helping each other and using our strengths to support the group. We also saw how the 'You're a Star' strategy can make a big difference when things get tough by showing appreciation for each other's hard work. When we share leadership roles and work together, we can accomplish anything!"
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Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Review what they learned about the importance of seeing things from a different perspective.
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- “Let’s all come back together in a circle.”
- “ I’d like a few of us in the class to share how you decided what



strengths you have? Did you ask anyone in your group for help? How did your strength help the group? .” Listen to a few responses and provide positive reinforcement.

2. Closing

- “Great job using the You’re A Star strategy for something new - working together as a team and showing leadership!”

Home Connection Letter

1. Sending Information Home:

- “Before you go, I have a letter for you to take home. It explains that we talked about leadership and the importance of sharing responsibility, supporting each other and using everyone’s strengths to succeed.
- Hand out the letters as the children prepare to leave. “Great job, everyone! I’m so proud of how well you learned this new strategy.”

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

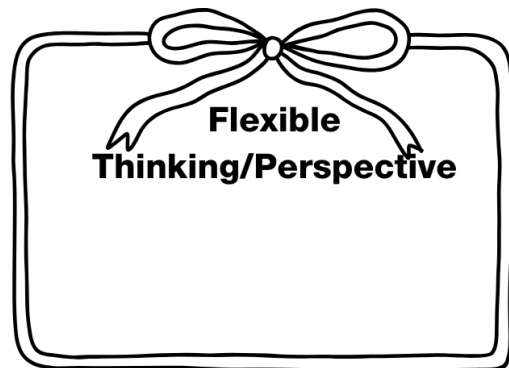
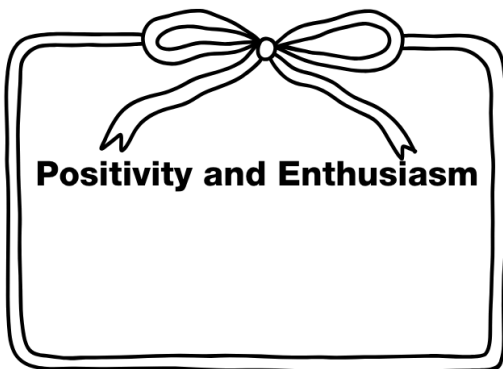
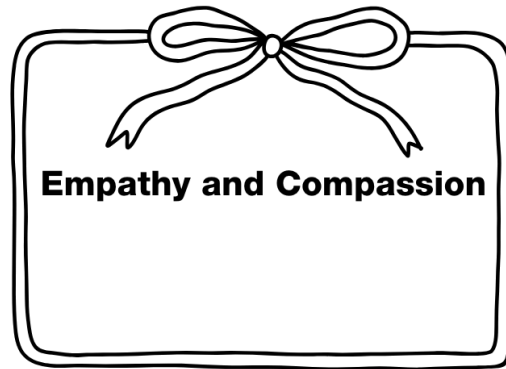
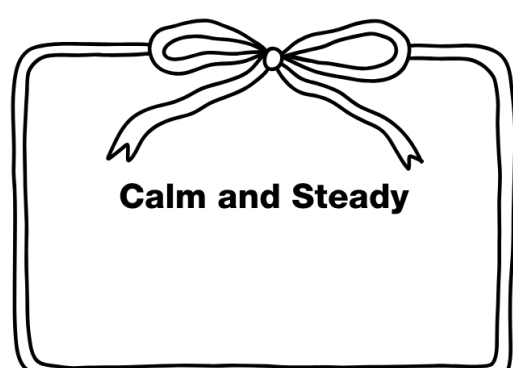
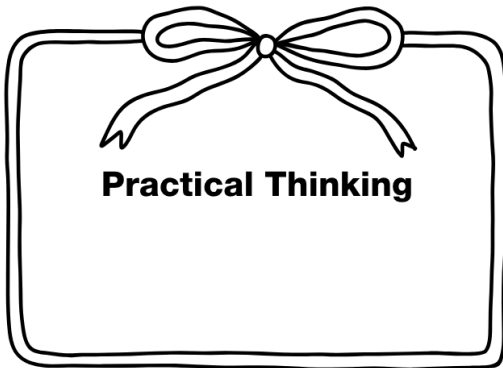
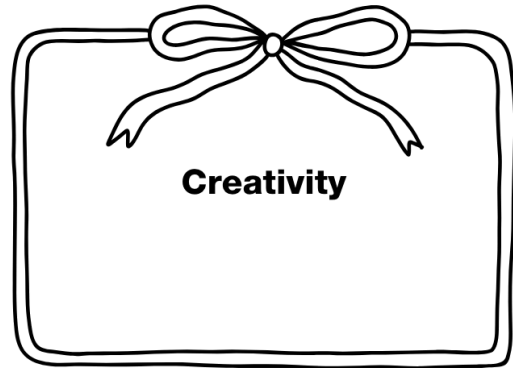
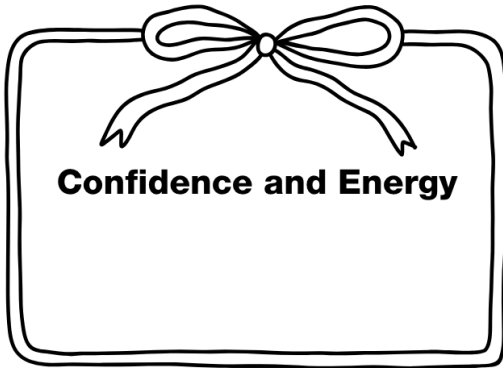
Dear Parents/Guardians,

Today, we explored the concept of leadership in our reading of **The Star Squad: Navigating Fifth Grade Adventures**. In this chapter, the characters learned that leadership is about more than being in charge—it's about sharing responsibility, supporting each other, and using everyone's strengths to succeed.

Your child participated in a team activity where they practiced identifying their personal strengths and took on leadership roles in a group challenge. They also learned how to show appreciation for their classmates' contributions using the "You're a Star" strategy.

Ask your child about their leadership role in today's activity and how they supported their team!

Sincerely,



You're

A

Star

Because***