

Unit A: Development of Leadership

Lesson 3: Using Your Community as a Laboratory for Learning

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Define servant leadership.
2. List three characteristics of servant leader.
3. Develop a personal servant leadership plan.

Recommended Teaching Time: 1 hour

Recommended Resources: The following resources may be useful in teaching this lesson:

Community Partnerships with Youth. *Youth as Trustees Workbook*
Greenleaf, Robert K. *On Becoming a Servant Leader*. San Francisco, California.
Jossey-Bass. 1996.

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets

Terms: The following terms are presented in this lesson (shown in bold italics):

- **Servant Leadership**

Interest Approach:

Identify a small service project of a local organization that the class could participate in and that could be completed in 15 to 20 minutes. If not, pick one of the following activities:

Plant some flowers or a few trees on the school property. Clean up an area of the school grounds that has been neglected. Complete a few jobs for an elderly couple in the community that cannot do it themselves. Make necessary arrangements to do the chosen activity and explain to class.

Script for Teacher: *You will be given instructions on how to complete an activity. You will have 15 minutes to accomplish this activity.*

Give instructions. Upon completion, solicit answers from the class on the following questions.

Script for Teacher: *What would be some reasons why we would do an activity like this? Some potential answers include helping someone, to make someone feel better or appreciated, to give to others, etc.*

How did this activity make you feel? Some potential answers include good, like I can make a difference, etc.

What other activities have you done that have made you feel this same way? Some potential answers include volunteering, spending time with grandparents, etc.

Once a few people have responded to each question, move to the first objective.

Script for Teacher: *We are going to discuss servant leadership. Continue to think about the experience you just had as we spend time discussing the role of the servant leader in our community.*

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define servant leadership.

Anticipated Problem: What is servant leadership?

Script for Teacher: *Take out your notebook. Use 30 seconds to draw the word servant leader. Go!*

After the time is complete, have the students silently raise their picture and show it to their neighbors for 10 seconds.

Script for Teacher: *Time is up. Please silently lift your picture in the air and show it to your classmates for 10 seconds. Put them down.*

Transition to notes on the definition servant leadership. Use TM: 3-1 (PowerPoint Slide 2).

Script for Teacher: *In your notebook, write the definition of servant leadership.*

- I. Define **servant leadership**.
 - A. The natural feeling to serve first and lead others to join.
 1. A person who does this within a given community is a servant leader.
 2. Everyone has the capacity to be a servant leader.

Using the definition, ask students for examples of servant leaders. Potential answers could be food bank volunteer, my brother that mows our elderly neighbor's yard, clergy person, etc.

Script for Teacher: *Raise your hand if you have an answer to the following questions. From this definition, what would be some examples of servant leaders?*

Encourage students to think broadly about the following question. After some discussion, transition to the next objective.

Script for Teacher: *Why would you want to be a servant leader? Some potential answers include because it feels good; you are able to help people; etc.*

Keep these examples of servant leaders in mind as we identify three characteristics of a servant leader.

Objective 2: List three characteristics of a servant leader.

Anticipated Problem: What are the characteristics of a servant leader?

Pass out WS: 3-1 (PowerPoint Slides 3 and 4) to all students and give them 3 minutes to complete.

Script for Teacher: *Fill out the worksheet being passed to you by circling True or False. You will have 3 minutes and only you will see all your answers. Begin.*

Once complete, inform the students of what the assessment measured.

Script for Teacher: *The assessment you just completed includes attributes that are key to a servant leader. So, the more True's you circled the better. If you had more False's than True's, that is perfectly okay. The plan we will create at the end of the day will help you increase your personal servant leader potential.*

Then move on to notes using TM: 3-2 (PowerPoint Slide 5).

Script for Teacher: *Let's make sure you have the top three characteristics of a servant leader in your notes.*

- II. Three characteristics of a servant leader.
 - A. Has a personal vision.
 - B. Chosen by followers.
 - C. Commits to a problem until effective change has occurred.

Using TM: 3-3, have the students identify which of the top three characteristics go with each attribute from the assessment.

Script for Teacher: *In a moment, we will look at the same list of attributes from the assessment. As a class, we will decide which top three servant leader characteristics goes with each.*

Answers are:

- 1. Chosen by followers
- 2. Chosen by followers
- 3. Commits to a problem until effective change has occurred
- 4. Commits to a problem until effective change has occurred
- 5. Commits to a problem until effective change has occurred
- 6. Chosen by followers
- 7. Commits to a problem until effective change has occurred
- 8. Has a personal passion
- 9. Commits to a problem until effective change has occurred
- 10. Commits to a problem until effective change has occurred
- 11. Has a personal passion
- 12. All three

Transition to next objective.

Script for Teacher: *You have done an awesome job learning the definition of servant leadership and learning about your own servant leadership level. Now, let's figure out a way we can develop a plan to help you set some personal servant leadership goals and attain them!*

Objective 3: Develop a personal servant leadership plan.

Anticipated Problem: What is your personal servant leadership plan?

Give notes using TM: 3-4 (PowerPoint Slide 6).

Script for Teacher: *Before we jump right into planning, there are three steps we need to take. Jot these down in your notes.*

- III. Develop a personal leadership plan steps
 - A. Identify personal interest area
 - B. Identify people within the area that can help you or you can help them (stakeholders)
 - C. Arrange a schedule for service

Script for Teacher: *Let's attach these one-by-one!*

Use TM: 3-5 (PowerPoint Slide 7). Ask each student which of the four categories they have the most interest in. Then break them into groups of four accordingly.

Script for Teacher: *First, let's identify an interest area. Pick from the four categories: Youth, Elderly, Environment, Physically or mentally disabled. Which one most interests you?*

Give students a few seconds. Proceed.

Script for Teacher: *Silently, move to the corner assigned depending on your choice. Once you arrive at your corner, stay silent until you receive directions. Be sure to take your notebook along. Youth are the far, left corner. Elderly are the far, right corner. Environment is the front, left corner. Disabled is the front, right corner. Go!*

Give each group a blank paper and pen. Give each group five minutes to brainstorm every person, organization, and resource they can possibly imagine that could help them on their topic.

Script for Teacher: *Now, that you have an interest area, you will think about your stakeholders. Your group will have five minutes to brainstorm every group, person, website, volunteer activity, resource, etc. that you can think of that could help you with this topic and record the list on your group's paper.*

Examples include:

Youth—local student clubs, NGOs that support youth programs

Elderly—NGOs that have programs for the elderly

Environment—Local officials, Extension personnel, and NGOs concerned with the environment

Disabled—Local hospital or NGOs that have programs for the disabled

Give a one-minute warning.

Script for Teacher: *Be ready to report to the class in one minute.*

Have each group report their top five stakeholders.

Script for Teacher: *Each group will now report their top five stakeholders.*

Upon completion, have the students return to their desk. Have students think about which identified stakeholders they would like to become involved with and in what capacity.

Script for Teacher: *Thank you for your great group work. Using the list of stakeholders your group came up with, identify one stakeholder or activity that interested you and that you would like to pursue. Write the stakeholder/activity down and identify three steps you will take to get involved with this cause. You have 3 minutes. Begin.*

Examples include calling the agency, talking to a friend who already volunteers, etc. After time is up, ask a few students to share.

Script for Teacher: *Raise your hand to volunteer to share your activity and three steps you identified.*

Solicit a few responses, and then move on.

Review/Summary: Ask the students the following questions.

Script for Teacher: *Raise your hand if you know the answer to the following questions:*

What is servant leadership?

Answer: The natural feeling to serve first and lead others to join. A person who does this within a given community is a servant leader. Everyone has the capacity to be a servant leader.

What are the top three characteristics of a servant leader?

Answer: Has a personal passion, chosen by followers, and commits to a problem until effective change has occurred.

What are the three steps to planning successful servant leadership?

Answer: Identify personal interest area, identify people within the area that can help you or you can help them (stakeholders), and arrange a schedule for service.

Congratulations, you understand the concepts of servant leadership!

Summarize the lesson. Use **PowerPoint Slide 8** to review the objectives of this lesson.

Script for Teacher: *Being a servant is not easy. It takes time, hard work, and true passion to help others. It is perfectly okay if this is not something you are totally comfortable with. Speak to any person about why they volunteer and you will hear different reasons. Work to develop your passion as a servant leader and success will follow.*

Application: Plan and execute at least one act of servant leadership with the class. This could be at the school or within the community—as long as it meets a community need.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample written test is included.

Answers to Sample Test:

1. Servant leadership is the natural feeling to serve first and lead others to join. A person who does this within a given community is a servant leader. Everyone has the capacity to be a servant leader.
Characteristics include: has a personal passion, chosen by followers, commits to a problem until effect change has occurred.
2.
 - a. Identify personal interest area.
 - b. Identify people within the area that can help you or you can help them (stakeholder).
 - c. Arrange a schedule for service.

TM: 3-1

DEFINE SERVANT LEADERSHIP

Servant leadership—the natural feeling to serve first and lead others to join.

- ❖ A person who does this within a given community is a servant leader.
- ❖ Everyone has the capacity to be a servant leader.

TM: 3-2

THREE CHARACTERISTICS OF A SERVANT LEADER

- ❖ Has a personal passion.
- ❖ Chosen by followers.
- ❖ Commits to a problem until effective change has occurred.

TM: 3-3

Answer each question below by circling T, if the question is true to you. Or, circle F, if the question is not true for you. Think about yourself the majority of the time.

- T F 1. I am a good listener.
- T F 2. I hear what others are saying without judging them.
- T F 3. I can see more than just one side of an argument.
- T F 4. I keep an open mind.
- T F 5. I am honest when I share critical challenges with others.
- T F 6. I encourage others to solve their own problems.
- T F 7. I set clear goals.
- T F 8. I achieve the goals I set.
- T F 9. I think before I act.
- T F 10. I choose my words carefully before speaking.
- T F 11. I trust my intuition.
- T F 12. I see the “big picture” in relationships and ideas.

Tally the number of Ts and Fs:

_____ T

_____ F

TM: 3-4

DEVELOP A PERSONAL SERVANT LEADERSHIP PLAN

- ❖ Identify personal interest area.
- ❖ Identify people within the area that can help you or you can help them (stakeholders).
- ❖ Arrange a schedule for service.

TM: 3-5

4 CATEGORIES:

- ❖ Youth
- ❖ Elderly
- ❖ Environment
- ❖ Physically or mentally disabled

WS: 3-1

Name: _____

Answer each question below by circling T, if the question is true to you. Or, circle F, if the question is not true for you. Think about yourself the majority of the time.

- T F 1. I am a good listener.
- T F 2. I hear what others are saying without judging them.
- T F 3. I can see more than just one side of an argument.
- T F 4. I keep an open mind.
- T F 5. I am honest when I share critical challenges with others.
- T F 6. I encourage others to solve their own problems.
- T F 7. I set clear goals.
- T F 8. I achieve the goals I set.
- T F 9. I think before I act.
- T F 10. I choose my words carefully before speaking.
- T F 11. I trust my intuition.
- T F 12. I see the “big picture” in relationships and ideas.

Tally the number of Ts and Fs:

_____ T

_____ F