



High School

National FFA Organization

## Lesson HS.103

### DEVELOPING A SERVICE-LEADERSHIP ATTITUDE

**Unit.** Stage Four of Development—SERVE

**Problem Area.** How Do I Serve Others.

**Precepts. D6:** Value service to others.

**National Standards.** NL-ENG.K-12.9 — Multicultural Understanding — Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Define service-leadership.
- 2 Illustrate the relationship between serving and leading.
- 3 Identify behaviors in a person with a service-leadership attitude.



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**Time.** Instruction time for this lesson: 100 minutes.

## Resources

Greenleaf Center for Servant Leadership. [www.greenleaf.org](http://www.greenleaf.org)

The Net Homepage, EDGE TV. Servant Leadership—A Love of a Different Kind.  
[http://www.wcastudentministries.com/edge\\_2.asp](http://www.wcastudentministries.com/edge_2.asp)

## ✓ Tools, Equipment, and Supplies

- ✓ Copies of transparency masters
- ✓ Overhead projector
- ✓ Behavior cards from HS.103.AS.B
- ✓ HS.103.AS.A—one per student
- ✓ HS.103.Assess—one per student
- ✓ HS.103.TM.A
- ✓ HS.103.TM.B
- ✓ HS.103.TM.C
- ✓ Large pieces of paper for posters
- ✓ Variety of markers
- ✓ Tape or push pins for hanging posters

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- Service
- Leadership
- Service-Leadership



## Interest Approach

*Write the phrase, **LIFE IS A GAME** on a writing surface. Ask students to read the phrase together aloud and then elicit responses to these questions:*



How is life like a game?

*Allow students to respond.*



Many people hold on to the idea that life is like a game. There even have been books written about the “rules” of life. When you are part of a team playing a game, where would you rather be—on the sidelines or on the court/field. Why.

*Possible student responses: because it is more fun; we feel better about ourselves; we are contributing our talents*



It is more exciting to be on the court/field than on the bench during a game. Is that also true about life? Why?

In life it is the same way! It is more fun when we are engaged and involved in something bigger than ourselves. Today, we are all part of a team whose goal is to win a better life for ourselves and those around us.

*Students will discuss great leaders in their life. Facilitate the discussion by saying:*





Great teams have great coaches. In the game of life, we have "life coaches." What is a life coach? *Elicit student responses?*



A "life coach" is a person whom we consider to be a leader. They are the people who have a positive influence on our lives, and we want to listen to what they have to say. Think to yourself for a moment about some great leaders of the past or present. If we could get five leaders in a room to give us some coaching, whom should we choose? George Washington, Ghandi, or Michael Jordan? On a piece of paper, write down the five names, followed by a question you would ask them to answer. *After a few minutes, divide the students into groups to discuss their lists.*



When I say, "Let's go," huddle in groups of three or four and share responses. The oldest person in each group is the scribe, compiling a list of coaches and questions. How can I clarify? Ready, let's go.

*After a few minutes, bring students back together for a large group discussion. Create master list names on a writing surface. Possible student examples may include: the president; Michael Jordan; Jesus; Gandhi; Mother Teresa; Dr. Martin Luther King, Jr*



Who were the coaches you came up with? What qualified them to be life coaches? What characteristics do they share?

*Lead them to the idea that great leaders served the people they influenced. Throughout history, truly great leaders who made a positive impact on the world knew how to serve the people they influenced.*

### ►Transition to Objective 1



**These famous leaders serve as our role models and coaches in the game of life. We are the players in this game, and the skills of leading and serving do not always come naturally. Just like we have to learn to dribble before we can dunk a basketball, and we have to learn to pass before we throw the winning touchdown, we have to learn the basics of service-leadership before we can change the world! Let's get to practice!**

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

### **Objective 1. Define service-leadership.**

*Use a Little Professor Moment to teach the definitions of service and leadership, using the personas of Tiger Woods and Michael Jordan. Use HS.103.TM.A and have students capture in notes.*



## I. Breaking down service-leadership

### A. Service—Tiger teaches Michael

1. Making a difference in someone else's life by helping to meet a need. It is contributing to the well-being of others through our actions of helpfulness.

### B. Leadership

1. Influence—Michael teaches Tiger

*Have students develop their own definition of service-leadership based on their new knowledge.*



Now we have defined service and leadership. So what does service-leadership mean? In your notes, create a definition by combining what we already know and be ready to share it with the class.

*Give students a few seconds to write down their thoughts. Elicit a few definitions from the class. Then, reveal the official definition from HS.103.TM.A, and ask students to add to their own notes:*



These are great definitions. Let's add these thoughts in our notes with the "official" definition of service-leadership.

### C. Service-Leadership

1. The desire to serve others that leads to actions that influence others



Based on this definition, a service-leadership attitude is the attitude of serving first, then leading as a way of expanding service to others.

Can you be a leader without serving.

*Allow students to respond and ask for examples to back up yes or no answers.*



Can you serve without leading? Which skill or attribute (leading or serving) is more important? How can you tell if someone is a servant-leader?

*Answers will vary.*

## ►Transition to Objective 2



**The amount of service and the amount of leadership we demonstrate is reflected in our attitudes and impacts our effectiveness. As we develop our skills in these areas, we identify what type of players we are in this game of life. Who gets more playing time—a player who has more or less influence on the team. Why.**

*Allow students to respond.*





Our level of influence on the team determines our playing time. Let's create a scouting report to help us determine What type of player do you want to be.

**Objective 2.** Illustrate the relationship between serving and leading.

## II. Squares of Influence

*Hand out HS.103.AS.A. Refer to service-leadership chart on HS.103.TM.B as you explain each quadrant on the overhead. Ask students to think of an example in their own life that illustrates each quadrant. Call on students to share examples throughout the discussion. Students should take notes on HS.103.AS.A.*



Think of this matrix as a scouting report, a tool to help us identify what type of player we are. Note that these titles represent general categories of behaviors associated with service and leadership - they are not labels. As we discover behaviors associated with each quadrant, let's ask ourselves, does this behavior describe me? It can apply to any type of team we participate on - a sports team, family, work, school, or community group. Be ready to share some examples.

### A. Burnout Player

#### 1. High Service, Low Leadership



These players are so busy serving they forget why they are serving. They will volunteer, but refuse to take charge. After a while, serving becomes an obligation rather than an opportunity. They tend to feel under-appreciated and, after a while, may just give up.

### B. Benchwarmer Player

#### 1. Low Service, Low Leadership



Wants to be part of the team because everyone else is. Tends to be a follower who just goes through the motions. Never reaches his or her full potential for impact because he or she doesn't put forth the effort. Some just don't care.

### C. Ball-Hog Player

#### 1. Low Service, High Leadership



Cares more about reputation and status than helping people. Participates in service activities to build resume. Quick to take credit, slow to get hands dirty. Usually doesn't have many followers.

### D. Team Captain Player

#### 1. High Service, High Leadership



Identifies needs and develops solutions. Is passionate about people or a cause and is able to motivate others to action. Provides direction and vision for the team.

*Students should identify strengths and weaknesses on the chart. They should focus on the specific behaviors rather than the titles.*



Look back through the behaviors listed in each quadrant. Individually star or highlight the three to five behaviors that describe you most accurately right now. Then, circle the characteristics that you need to continue to develop or enhance to be the most effective leader you can be.



### ►Transition to Objective 3



Think about this for a moment. How do professional athletes become the best players they can be? How do we become the type of player we want to be? By a show of hands, do you agree that the answer is practice? How is this concept also true in life?

*Elicit student responses, leading them to the idea that:*



Everyday we need to practice the behaviors that shape our leadership and serving skills. Put together, these behaviors become winning strategies-or plays-that help us win in life! It's time to start building our playbook!

### **Objective 3.** Identify behaviors in a person with a service-leadership attitude.

*Divide students into teams and have them create posters that illustrate each behavior. Each team will receive a behavior card prepared from HS.103.AS.B.*



When coaches teach their team new plays, they will usually draw them out on paper or a writing surface. Let's do same thing. When I say, "Go Team," divide into eight teams. Each team gets one behavior card. As a team, map out the play by:

- 1) Labeling the poster with the title of the play (behavior).
- 2) Illustrating the play by drawing an example of the behavior
- 3) Hanging the poster on the wall with the tape provided
- 4) Prepare a one-minute game plan presentation involving each member of the team.

We have 15 minutes to complete our plays. What questions are there? Ready? "Go Team"

*After 15 minutes bring students back together. Ask each team to deliver their "plays" back to the entire class. As each group completes their presentation, ask students to capture the plays in their notes. Use HS.103.TM.C to guide students through notes, back-filling as needed.*



In the style of a motivational coach, let's present our plays to the rest of the team. While each group is presenting, be sure to write down each play.

### III. Behaviors

#### A. Lead from the heart.

1. Leaders who lead from the heart have passion for people and for a cause. Their heart breaks for a need that is not being met.

#### B. Have a positive attitude.

1. Leaders who have positive attitudes wake up every morning and make a choice about who they are and who they are going to be. They take an attitude check before they walk out the door. }



### C. See the needs of others.

1. These leaders see the potential in other people and help them achieve it by addressing their needs.

### D. Go the extra mile.

1. These leaders give 100 percent, plus a little more on every project. They don't give up at the halfway point.

### E. Encourage others.

1. A leader who encourages others recognizes the opportunities—large and small—to share a positive word or action.

### F. Break down racial barriers.

1. These leaders are confident enough in who they are to embrace diversity. They make friends with people who are different than them and intentionally seek out opportunities to make a difference.

### G. Have grateful hearts.

1. Leaders with grateful hearts respond to acts of service with gratitude. They are quick to thank others. They appreciate the good in others.

### H. Impact the world.

1. Leaders who impact the world start with a dream and desire to make a difference. They take small actions every day that cause a ripple effect, greatly magnifying the impact of their service.



## Review/Summary

Use a modified version of the Eyewitness News Moment to review the session objectives. The two roles students play are 1) news reporter and 2) a famous coach. The reporter asks the coach what advice they have to give rookie players in the game of life. The coach's response must include in some form:

1) The definition of servant-leadership.

2) How to be a team captain.

3) One important "play" or behavior of a leader



## Application

### ►Extended Classroom Activity:

Write a paragraph explaining the importance of having a service-leader attitude (see assessment). Have students enhance their understanding of leadership and service by taking the REAL leadership on-line assessment at: <http://www.injoy.com/real/real.asp> to measure their relationship, equipping, attitude, and leadership skills.

### ►FFA Activity:

Apply for service awards. Present a workshop on service-leadership to FFA chapter. Identify ways the eight behaviors are developed through FFA activities.

### ►SAE Activity:

Identify ways that eight behaviors are developed through SAE activities.



## ✓ Evaluation

A written test, *HS.103.Assess*, is included to assess objectives 1, 2, and 3.

### Answers to Assessment:

1. Making a difference in someone's life by helping meet a need; contributing to the well-being of others through our acts of helpfulness
2. Influence
3. The desire to serve others that leads to actions that influence others
4. Any three of the following: leads from the heart; positive attitude; sees needs of others; goes the extra mile; encourages others; breaks down racial barriers; a grateful heart; impacts the world
5. L, H
6. H,L
7. H,H
8. L,L



DEVELOPING A SERVICE-LEADERSHIP  
ATTITUDE

Part A

Directions: Answer the following questions. (1 point each)

1. Define Service
2. Define Leadership
3. Define Service-Leadership
4. List three Service-Leadership behaviors (3 points)

►Part B

Directions: Label the appropriate level of Leadership and Service for each word provided by writing an H for High and an L for Low. (1 point each)

|                 | Leadership | Service |
|-----------------|------------|---------|
| 5. Burnout      |            |         |
| 6. Ball-Hog     |            |         |
| 7. Team Captain |            |         |
| 8. Benchwarmer  |            |         |



## **Service**

**Making a difference in someone else's life by helping to meet a need. It is contributing to the well-being of others through our actions of helpfulness.**

## **Leadership**

**Influence**

## **Service-Leadership**

**?????**

**The desire to serve others that leads to actions that influence others.**



# SQUARES OF INFLUENCE

The relationship between  
leading and serving

|                   |             |                    |                     |
|-------------------|-------------|--------------------|---------------------|
| <b>Leadership</b> | <b>High</b> | <b>Ball-Hog</b>    | <b>Team Captain</b> |
|                   | <b>Low</b>  | <b>Benchwarmer</b> | <b>Burnout</b>      |
|                   |             | <b>Low</b>         | <b>High</b>         |
|                   |             | <b>Serving</b>     |                     |



# SERVICE-LEADERSHIP BEHAVIORS

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## 1. Leads from the Heart

Leaders who lead from the heart have passion for people and for a cause. Their hearts break for a need that is not being met.

## 2. Has a Positive Attitude

Leaders who have a positive attitude wake up every morning and make a choice about who they are and who they are going to be. They take an attitude check before they walk out the door.

## 3. Sees the Needs of Others

This leader sees the potential in other people and helps them achieve it by addressing their needs.

## 4. Goes the Extra Mile

These leaders give 100 percent, plus a little more on every project. They don't give up at the half-way point.



# **SERVICE-LEADERSHIP BEHAVIORS (CONTINUED)**

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## **5. Encourages Others**

**Leaders who encourage others recognize the opportunities—large and small—to share a positive word or action.**

## **6. Breaks Down Racial Barriers**

**This leader is confident enough in who he or she is to embrace diversity. This leader makes friends with people who are different and intentionally seeks out opportunities to make a difference.**

## **7. Has a Grateful Heart**

**Leaders with grateful hearts respond to acts of service with gratitude. They are quick to thank others. They appreciate the good in others.**

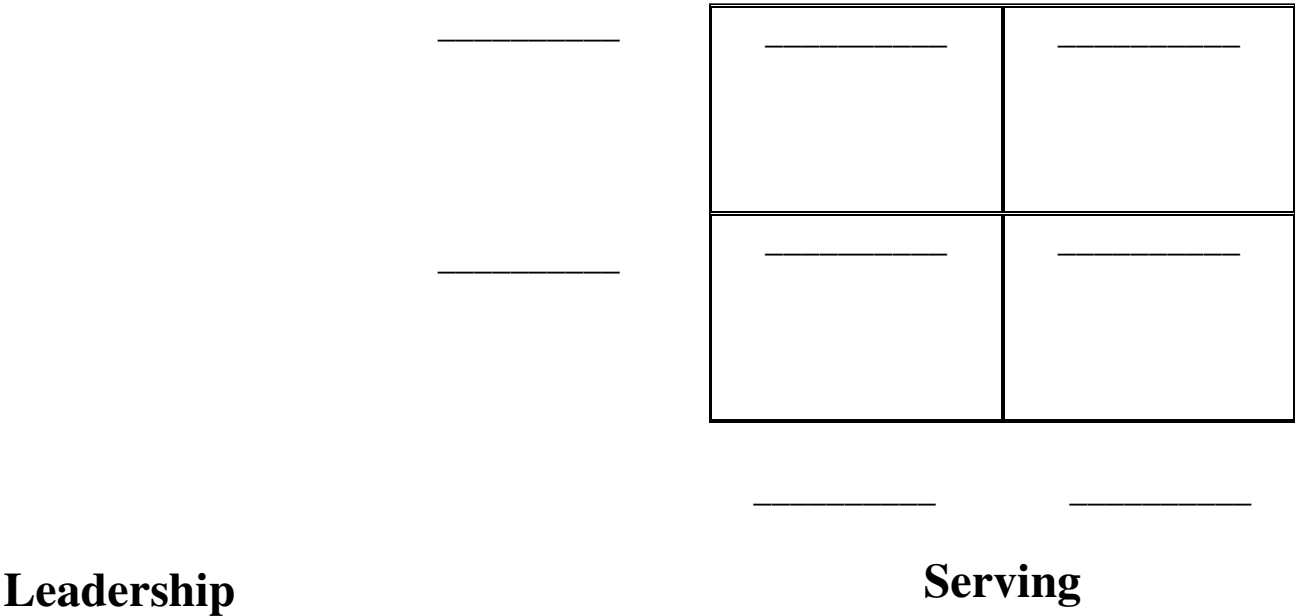
## **8. Impacts the World**

**Leaders who impact the world start with a dream and a desire to make a difference. They take small actions every day that cause a ripple effect, greatly magnifying the impact of their service.**



# SQUARES OF INFLUENCE

THE RELATIONSHIP BETWEEN LEADING AND SERVING



*Cut apart to make 8 behavior cards.*

|                             |                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leads from the Heart        | Leader who leads from the heart has passion for people and for a cause. Their hearts break for need that is not being met.                                                                        |
| Has a Positive Attitude     | Leaders who have a positive attitude wake up every morning and make a choice about who they are and who they are going to be. They take an attitude check before they walk out the door.          |
| Sees the Needs of Others    | This leader sees the potential in other people and helps them achieve it by addressing their needs.                                                                                               |
| Goes the Extra Mile         | These leaders give 100 percent, plus a little more on every project. They don't give up at the halfway point.                                                                                     |
| Encourages Others           | Leaders who encourage others recognize the opportunities (large and small) to share a positive word or action.                                                                                    |
| Breaks Down Racial Barriers | This leader is confident enough in who he or she is to embrace diversity. This leader makes friends with people who are different and intentionally seeks out opportunities to make a difference. |
| Has a Grateful Heart        | Leaders with grateful hearts respond to acts of service with gratitude. They are quick to thank others. They appreciate the good in others.                                                       |
| Impacts the World           | Leaders who impact the world start with a dream and a desire to make a difference. They take small actions every day that cause a ripple effect, greatly magnifying the impact of their service.  |

