



High School

National FFA Organization

Lesson HS.7

USING YOUR COMMUNITY AS A LABORATORY FOR LEARNING

Unit.

Introduction to Leadership, Personal Growth, and Career Success

Problem Area.

Hands-on Experience of Leadership.

Precepts.

Foundational.

National Standards.

NSS-C.9-12.5 Roles of the Citizen. What are the responsibilities of citizens?



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

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



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Time. Instruction time for this lesson: 100 minutes.



Resources

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



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Transparencies HS.7.TM.A–E
- ✓ Overhead projector
- ✓ HS.7.Assess—one per person
- ✓ HS.7.AS.A—one per person
- ✓ Blank transparencies and pens for 4 groups



Key Terms. The following terms are presented in this lesson and appear 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 15-20 minutes. An example would be picking up trash around the school grounds & hallways. Other possibilities could include: Making cards for a local nursing home in honor of the next upcoming holiday. Do a reading swap with a special needs class within your school. Make the necessary arrangements to do the chosen activity and explain to class.



You will participate in a community service activity that will take 15-20 minutes. The instructions are as follows:

Provide instructions relating to the particular service project you have chosen. Upon completion of activity, solicit answers from the class on the following questions.



What would be some reasons a person would do an activity like this if it were not part of a class requirement?

Some potential answers include: to help someone, to make someone feel better or appreciated, to give to others, help out the community etc.



How did this activity make you feel?



Some potential answers include good, like a 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.

 Our topic today is 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.

Use the Graphic Artist Moment to define servant leader.

 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.

 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 HS.7.TM.A.

 In your notebook, write the definition of servant leadership.

I. Define ***servant leadership***.

A. The 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. Only recognize those raising the left hand. Potential answers could be food bank volunteer, my brother that mows our elderly neighbor's yard, clergy person, etc.

 Raise your LEFT 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.

 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 servant leader.

Instruct students to refer back to some of the examples of servant leaders that were identified in Objective 1. Allow students to brainstorm for several minutes to come up with characteristics these servant leaders have in common. Spend 3 minutes eliciting answers. Potential answers could be caring, hard worker, involved in community, good with people, etc.



Think about some of the servant leaders mentioned a few moments ago. What leadership characteristics do they have in common? Raise your right hand if you have a characteristic to share.

Those are excellent examples. Lets see if we can combine these characteristics into three main areas.

Then move on to notes using HS.7.TM.B.



Let's make sure you have the top three characteristics of a servant leader in your notes.

II. Three characteristics of servant leader.

A. Characteristics of a servant leader

1. Has a personal passion.
2. Chosen by followers.
3. Commits to a problem until effective change has occurred.

Transition to next objective.



You have done an awesome job learning the definition of servant leadership and the characteristics of a servant leader. 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.

Pass out HS.7.AS.A to all students and give them 3 minutes to complete.



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.



The assessment you just completed includes attributes that are key to a servant leader. So, the more "Trues" you circled the better. If you had more "Falses" than "Trues," that is perfectly okay. You will create a plan later that will help you increase your personal servant leader potential.

Give notes using HS.7.TM.D.



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

III. Develop a personal servant leadership plan

A. Steps to developing a personal leadership plan.

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



Let's attack these one-by-one!

Use HS.7.TM.E. Ask each student which of the four categories they have the most interest in. Then break them into groups of four accordingly.



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

Give students a few seconds. Proceed.



Silently, move to the corner assigned depending on your choice. Once you arrive in 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 transparency 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.



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 they can think of that could help you with this topic and record the list on your group's transparency.

Examples include: youth-local boys and girls club, school board, elderly-bingo hall, nursing home, environment-local EPA, oil and gas firm, and disabled-resource teacher in school, local disability office. Give a one-minute warning.



Be ready to report to the class in one minute.

Have each group report their top five stakeholders.



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.



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 the time is up, ask a few students to share.



Raise your hand to volunteer to share your activity and three steps you identified. Solicit a few responses, and then move on.



Review/Summary

Explain the following scenario to the students and ask them to answer the following questions.



As a review, consider the following scenario:

Our mayor has designated \$250 to be given to your group if you can convince her you know how to be a servant leader. 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 receive the money for your project!

Summarize the lesson.



Being a servant leader 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

►Extended Classroom Activity:

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.



►FFA Activity:

Plan and execute an act of servant leadership for the entire FFA membership to do within the local community. Consider partnering with another organization within the school or community to strengthen the event.

►SAE Activity:

Identify one servant leadership activity related to your project. Put it in your notebook.

✓ Evaluation

See HS.7.Assess

Answers to Assessment

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 effective change has occurred.

2.
 - 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.



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.**



THREE CHARACTERISTICS OF SERVANT LEADER

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



Answer each question below by circling True, if the question is true to you. Or, circle False, 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 relation ships and ideas.**

Tally the number of T and Fs:

____ T
____ F



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.



4 CATEGORIES:

- ◆ **Youth**
- ◆ **Elderly**
- ◆ **Environment**
- ◆ **Physically or mentally disabled**



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

T F1. I am a good listener.

T F2. I hear what others are saying without judging them.

T F3. I can see more than just one side of an argument.

T F4. I keep an open mind.

T F5. I am honest when I share critical challenges with others.

T F6. I encourage others to solve their own problems.

T F7. I set clear goals.

T F8. I achieve the goals I set.

T F9. 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 T and Fs:

____ T
____ F

