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Developing Leaders in Schools: Unique Servant Leadership Youth Development Curriculum

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Introduction

Nelson Mandela proclaimed, "The youth of today is the future of tomorrow." That proclamation has never been truer than today. As the current leadership in power it is our responsibility to develop our youth by equipping them with the tools they need in order to be servant leaders that can persuade, heal, listen, and empathize. Taylor (2011) suggested that people's assumptions about leadership were unconscious and unspoken. She goes on to say that youth's perception of leadership growing up is what shapes their leadership style. All individuals possess leadership capabilities.   Most of the time these leadership characteristics that reside within a person remain dormant due to the fact that it was never cultivated as a child. It is imperative to awaken the leadership potential in our youth today in order to prepare them for their future that lays ahead.

Taking it a step at a time rather than jumping to the global scale can be less daunting and much more attainable at first. This can be seen by the numerous student council initiatives all across the United States. Online there are many leadership programs geared towards youth available and there are millions of people discussing the topic.

Statement of the Problem

There is a need for specific leadership curriculum in the market, based on a variety of research, in order to add to the mandated common core standards being taught within schools today. "The number of our nation's youth exhibiting at-risk behavior points to a lack of skills necessary for adulthood, skills in working with others, understanding self, communicating, making decisions, and leadership" (Boyd, Herring &

Briers, 1992, p. 1). Such skills are known as leadership life skills. Leadership skills are essential for young people to feel satisfaction and contribute to society (Boyd, 2001; Sheer, 1997).

When youth are provided with opportunities that allow them to apply leadership, they become more active within their community and the building of these leadership life skills promotes their personal growth. According to Blooms Taxonomy and the 6 facets of understanding, experiential learning is the most beneficial type of learning a youth can receive. A student will retain at least 80% or more of the information when it is experiential. Learning by doing is what allows students to develop exponentially. (Boyd, 2001)

According to Boyd (2001), currently our society is set up to teach our youth about the, "fundamental," subjects such as math, science, history, etc. The assumption is being made that people naturally gain leadership abilities and then become servant leaders over time. While main of the traits and characteristics can be gained intrinsically there are also traits that remain dormant. We are not doing justice to our youth today and preparing them for a better future if we are not filling their future with servant leaders that are prepared. Russell and Stone (2002) suggest that "if countless individuals transform into servant leaders, infinitely more people would benefit. Servant leadership offers the potential to positively revolutionize interpersonal work relations and organizational life. It is a concept that longs for widespread implementation" (p. 154).

Servant Leaders choose to serve the greater good instead of feeding their own interests. When they are met with a decision that combats their own interests, servant leaders have an internal battle with their own self qualities. Sun (2013) identifies these

qualities as "calling, humility, empathy, and agape love…that servant leaders are consciously and hence cognitively, aware of" (p. 547). It is these self-checking qualities that make a servant honest true and honest.

With a need for servant leaders one may argue that there are none that exist. According to Anderson (2012), the majority of people that have leadership qualities is a long-range band. This band has the natural leaders that were just born with the qualities and have the people that will never be leaders. Then in the middle is the thickest and largest part of the band, "And that's where the real potential for "made" leaders lies." By teaching our youth about servant leadership in school and allowing them opportunities to practice it we are not only creating brilliant minds for the future, but creating brilliant servant leaders for the future.

Purpose of this Study

The purpose of this study was to identify the leadership skills gained through experiential learning of servant leadership. The objective of this quantitative study was to verify that leadership skills can be learned through experiential based curriculum. The study is conducted through Empower Charter School located in San Diego, Ca. This study covers the following main questions:

1. How are youth impacted by curriculum that focus on servant leadership?
2. Can the teaching of leadership through experiential learning teach/enhance students leadership skills?

Setting

The participants in this study are all from the Linda Vista community within San Diego, Ca. They are all ethnically diverse include African American, Caucasian, Asian, Mexican, and Portuguese, and Philippine. The youth are in the 3rd to 6th grade at Empower Charter school located in a low-income area of San Diego, CA. These children are students of the charter school.

Assumptions

The researcher has worked with leadership consistently in a variety of settings including schools, law firms, real estate companies, and cultural clubs. The researcher has attended many leadership programs before and has taken classes pertaining to leadership in her educational career. In spite of being personally involved in leadership organizations and participating in numerous leadership activities, the research will maintain a neutral manner when conducting the study and examining the results. Having participated in youth leadership organization and attending a college in which she led and participated in many leadership activities will not influence the outcome and results of this research.

Limitations

Interpretations of the results may only be pertinent to this small area (Linda Vista) in San Diego, CA. Students with different demographics may not provide the same results. Also, results of the study may not be replicable if the study is conducted with a different pool of participants from a different school or location in California.

Summary

This quantitative study will be used to identify the leadership skills gained through experiential learning of servant leadership.

Literature Review

Should the youth be taught leadership in today's society? According to Scheer (1997), in order for youth to contribute to society and feel value through satisfaction it is crucial they are taught leadership skills. The review of this literature will be to analyze the importance of teaching leadership to youth. To establish the asset of teaching leadership to youth is the purpose of this review.

Groff (1992) believed that there was no one way to measure leadership of an individual. He said that all people have different definitions of leadership and due to that there was no one way to measure it. Tasks that leaders deal with on a daily basis are tasks that regular people deal with on a daily basis as well. For this reason, teaching leadership skills is applicable to all regardless of what they do.

Extensive research has shown that teaching students about leadership has had a huge impact on students in terms of their learning and life. (Taylor, 2008) Curtis (2013) explains that this information should be used to alter the education that students are receiving today. Leveraging this information would benefit the students in terms of the cultivation of their leadership abilities.

The Aspen Institute, in partnership with Leading Educators, came together to create a strategy map called, Leading from the Front of the Classroom (2014). The idea behind this is that teachers take up leadership roles in which they facilitate activities for students where the students are able to get hands on leadership practice.

Leadership is vital to the education of our youth. (Bowman, 2014) All people see the world different and the perceptions of people start when they are young. If youth are

given the opportunity, they are able to stimulate growth and lead their communities. (Welsh, 2007) In 2014, 100 business leaders filled out a survey in which they outlined their top 3 leadership skills they find the most important for a person to possess. The top 3 skills that were most chose were empathy, listening, and healing. (Wright, 2013) This shows the importance of introducing leadership skills within education. Not only does teaching the youth leadership skills benefit them, but it also will in turn benefit the community.

By teaching students about leadership educators are able to combine these skills with the enhancement of the community. Researchers conducted a study in which they found that youth that are involved in real life problems that participate in leadership learning and activities at school are less likely to drop out of school. (Whitehead, 2009)

Kass and Grandzol (2011) conducted a study in which they found that people working professionally need to develop their leadership skill set. Universities have not integrated leadership skills within their courses, but that still is not enough. (Kass & Grandzol, 2011) Therefore, based on this information it is important that students begin their leadership learning earlier then their college career. Additionally, there are still many students that are unable to go to college and since K-8 is required and mandated then even if they were to stop their educational career, they would still have the opportunity to be able learn the required leadership skills to be successful.

Meixner (2011) discusses the importance of teaching students the leadership skills starting at a young age in order to avoid wrong perceptions towards leadership. This research goes on to say that teaching students through learning that they are able to experience will create enduring understanding within the youths. Things students can do

within the classroom that would create an experience would be role playing, creating, applying, and identifying.

The concept of servant leadership was taught to educators in 1997 in central Manitoba. 7 years later, over 1200 people in Manitoba had learned about the concept of servant leadership. In 2003, during the summer, the same servant leadership concepts were taught within the Canadian School Districts in Winnipeg. University courses all over the world have now been created to teach servant leadership. With so many top-level educational institutions teaching servant leadership the question lies why not start when people are younger?

According to Early Arts Education, kids begin to learn as early as 1 years old. At such a young age their minds are able to be open and molded into accepting new and abstract ideas. Therefore, integrating a concept like servant leadership at a young age into their studies and environments allows them to begin to model their own behavior from the behavior of a servant leader.

Methodology

The purpose of this research project was to identify and document the leadership skills youth gained from being taught leadership through experiential learning. It tested the idea that by teaching the youth about leadership their leadership skills would become more enhanced. This study noted the leadership skills participants within this study thought were augmented by participating in the experiential leadership curriculum.

Participants

The population of this included over 130 youths who are all enrolled at Empower Charter School in the Linda Vista Community in San Diego, CA. The students all have

varied cultural backgrounds. 80% of the population of youth come from a low-income

household. All of the members live in the Linda Vista community. Enrollment is open to

all youth from grades 3-6. While the school is very diverse the community is mainly

comprised of Vietnamese people.

There were 2 sample groups. 1 group was the control group that consisted of

randomly 6 voluntary participants and 1 sample group was the experimental group that

have the 2-month curriculum taught to them. The participants in this study are all from

the Linda Vista community within San Diego, Ca. They are all ethnically diverse include

African American, Caucasian, Asian, Mexican, and Portuguese, and Philippine. The

youth are in the 3rd to 6th grade at Empower Charter school located in a low-income area

of San Diego, CA. These children are students of the charter school.

Recruitment letters were randomly sent to 12 participants in grades 3 to 6. Then

each of the 6 students completed a brief survey in December. Surveys took approximately

5-10 minutes and were completed at one time within one of the classrooms at the school.

Of the 12 youth in the sampling, 6 were male and 6 were female. Ages of the participants

ranged from 7-12. Participation was not compulsorily and was voluntary for the

participants. Only the results from the participants that had the proper approvals were

included in the results of this study. 6 participants were selected at random out of the 12

to receive the 2-month leadership experiential curriculum.

Research Design

A quantitative pre and post survey were selected because of the purpose of this

study. Using an experimental design approach 12 students were randomly selected. 6 of

the students participated in the experiential learning over a 2-month period and 6 of the students did not. All of the students were given a pre and post survey to measure data.

By using a survey, the researcher is able to see the data pre and post curriculum implementation. The survey was created by the researcher and conducted online through google forms. There was not a pilot survey done before this study. Cohen (2007), recommended to start with factual questions at the start of the survey and then to progressively get into more thought-provoking questions which is how this survey was created.

The survey questions included the following:

Which age range do you fall in?

What is your gender?

What is your understanding of servant leadership?

See appendix A for the whole survey

Data Gathering

Google forms is an online survey tool which was used for participants to fill out the survey online. The researcher created the form online and then sent out the link for people to fill out. The data was then tracked online from google forms. This information was then accumulated on a google spreadsheet for the researcher to analyze.

Methods of Analysis

Statistical descriptors like mean, mode, and median were used to analyze the data. Inferential statistics was also used such as grade and age to see if there was any correlation between age and leadership skills gained.

Analysis and Discussion

The purpose of this study was to identify whether experiential learning teaches youth leadership skills and if so what skills. It is important to keep in mind that there are many definitions of leadership which may cause variability. This study tested the hypothesis that youth can gain leadership skills by taking part in leadership curriculum based in experiential learning.

The survey was completed by 12 youths. All 12 of the youths completed the survey in December. Then all 12 of youths completed the survey again in March. 6 out of 12 of those youths who completed the survey in March had completed a 2-month experiential leadership learning unit between January and February.

Groff (1992) believed that there was no one way to measure leadership of an individual. Thus, in order to attempt to measure the servant leadership characteristics gained within the participants a survey was given to all the participants. Based on the data that can be seen in tables 3 to 12 there is significant growth from the participants that had participated in the servant leadership instruction.

Leadership is vital to the education of our youth. (Bowman, 2014) All people see the world different and the perceptions of people start when they are young. This study has shown that it is vital and important to teach and educate our youth today on servant leadership and allow them the practice of it through in class and in community application.

Participant Demographics

In the first section of the survey the participants completed demographic questions. Based on the survey 50% of the participants were male and 50% were female. The sample was equally divided between both male and female genders.

Table 1: Gender- Pre and Post were same
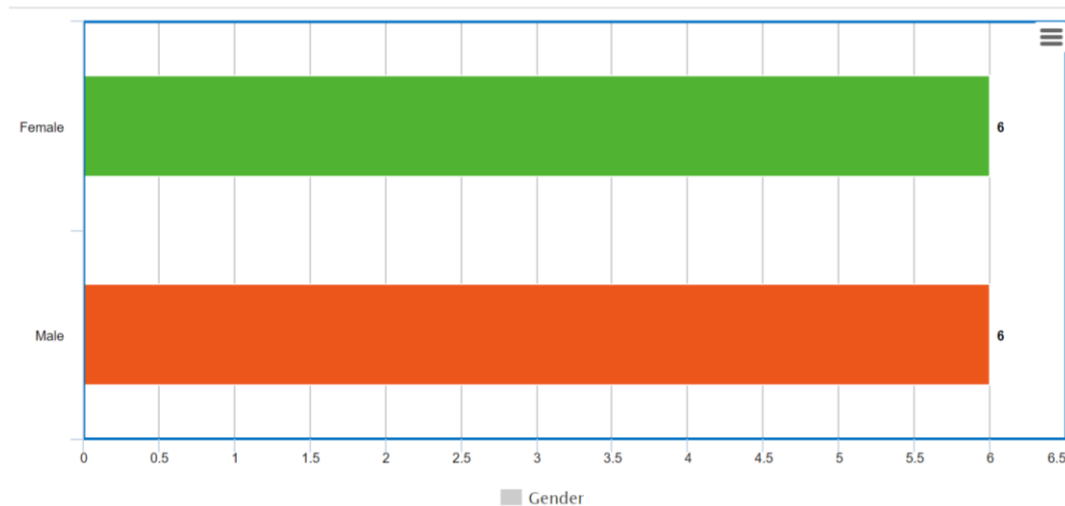
All 12 participants were asked for their age group. Underage participants had parental approval prior to participation. Specific ages of the participants were not asked for. In Table 1 both genders are able to be seen.

Table 2: Age- Pre and Post were same
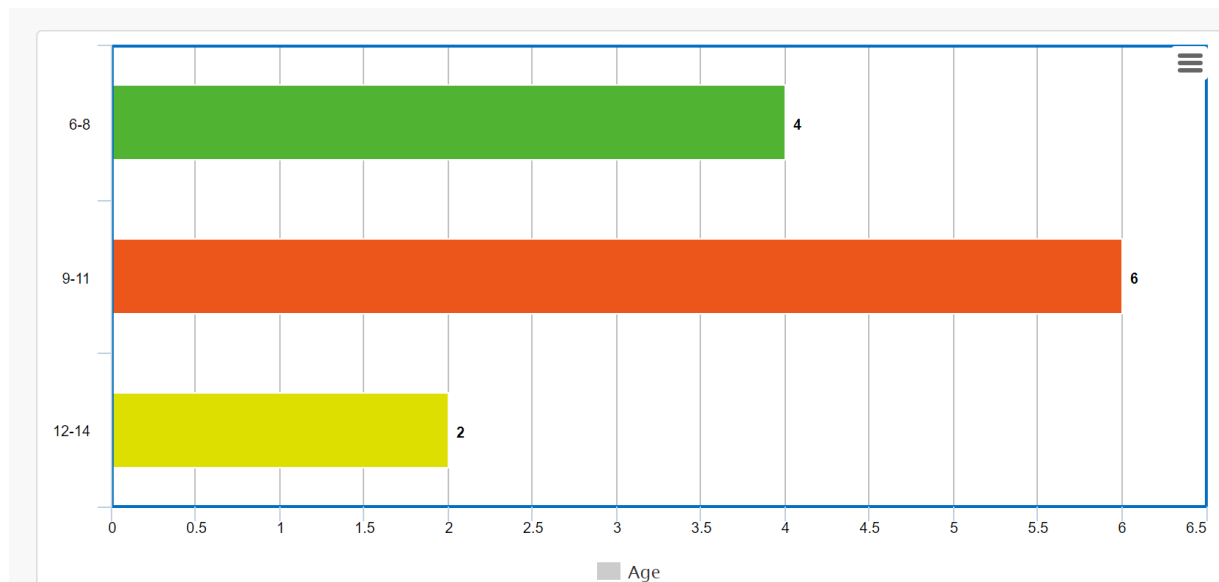
In order to see the age demographic that was included within this study participants were asked to fill out a question on the survey asking of their age. Results can be seen in Table 2.

Leadership Information

After the students completed the first 2 questions on demographics, they were asked to rate themselves using the Likert scale on where they possess the following skills: Empathy, listening, awareness, healing, conceptualization, stewardship, foresight, community building, committed to growth of others, and persuasiveness.

Table 3: Empathy
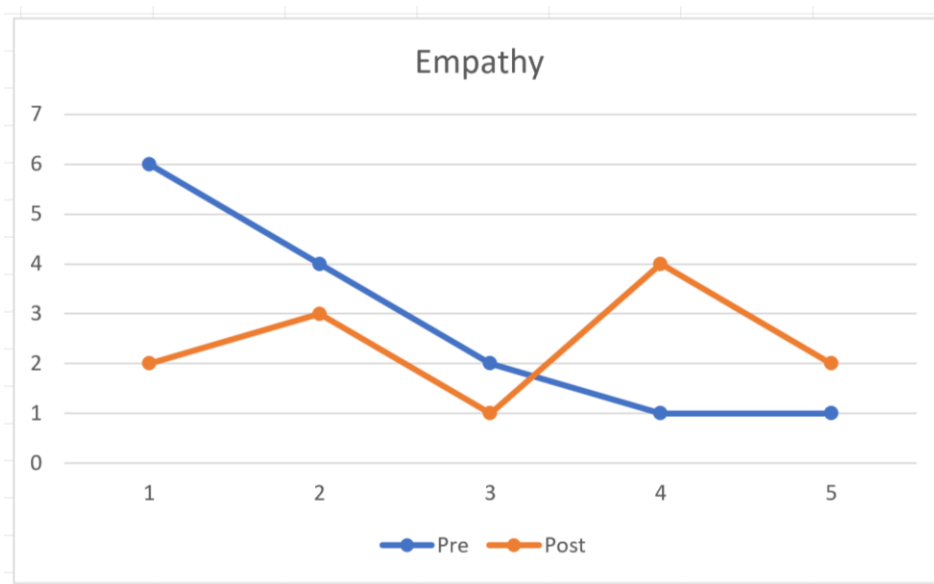
Table 3 shows the growth of empathy among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their empathy ability levels. After the curriculum was taught to 6 of the students, all 12 of the students were re-tested to see where they would rate their empathy levels. Looking at the red line on the graph, one could see the difference of participant responses.

Table 4: listening
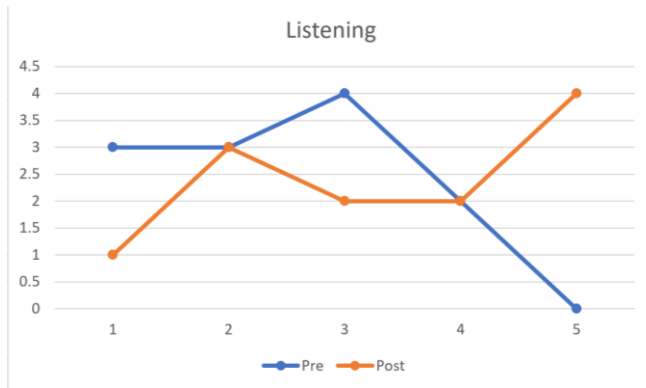
Table 4 shows the growth of listening among the 12 students. In the blue, is the initial

rating of the students. Students first rated themselves on their listening ability levels.

After the curriculum was taught to 6 of the students, all 12 of the students were re-tested

to see where they would rate their listening levels. Looking at the red line on the graph,

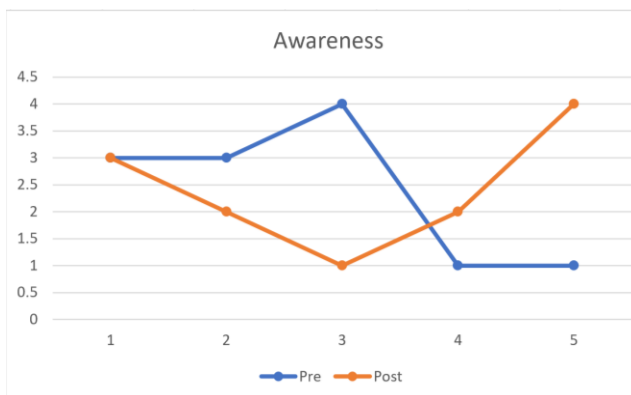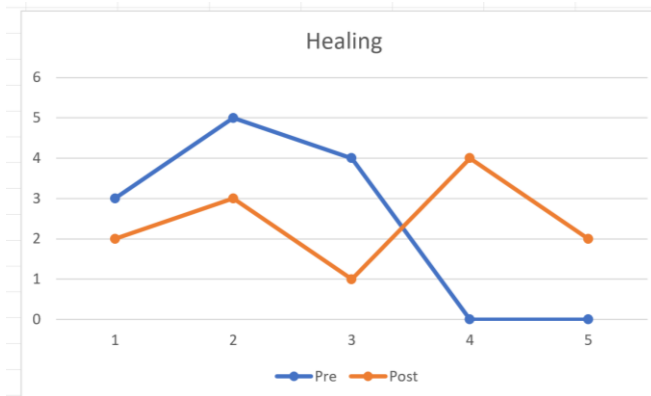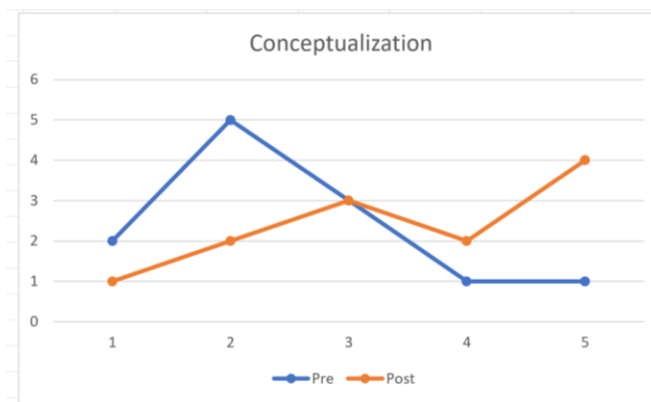one could see the difference of participant responses.

Table 5: awareness

Table 5 shows the growth of awareness among the 12 students. In the blue, is the initial

rating of the students. Students first rated themselves on their awareness ability levels.

After the curriculum was taught to 6 of the students, all 12 of the students were re-tested

to see where they would rate their awareness levels. Looking at the red line on the graph,

one could see the difference of participant responses.

Table 6: healing

Table 6 shows the growth of healing among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their healing ability levels. After the curriculum was taught to 6 of the students, all 12 of the students were re-tested to see where they would rate their healing levels. Looking at the red line on the graph, one could see the difference of participant responses.

Table 7: Conceptualization,

Table 7 shows the growth of conceptualization among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their conceptualization ability levels. After the curriculum was taught to 6 of the students, all 12 of the students

were re-tested to see where they would rate their conceptualization levels. Looking at the

red line on the graph, one could see the difference of participant responses.
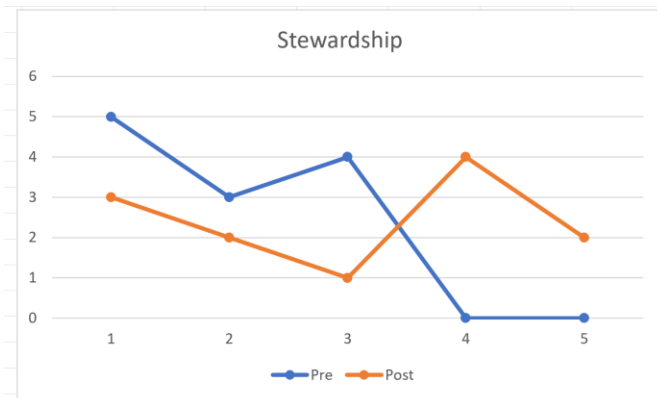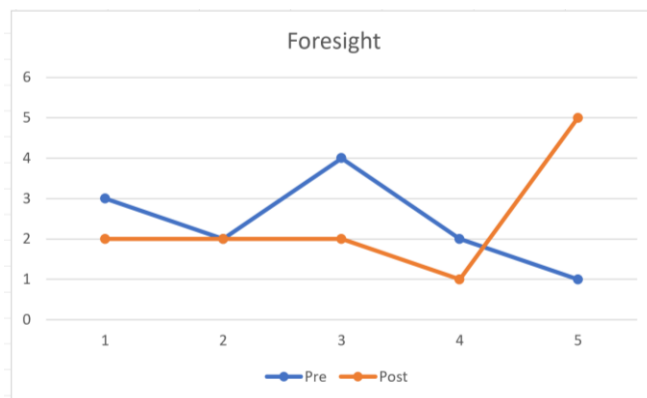
Table 8: stewardship

Table 8 shows the growth of stewardship among the 12 students. In the blue, is the initial

rating of the students. Students first rated themselves on their stewardship ability levels.

After the curriculum was taught to 6 of the students, all 12 of the students were re-tested

to see where they would rate their stewardship levels. Looking at the red line on the

graph, one could see the difference of participant responses.

Table 9: foresight

Table 9 shows the growth of foresight among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their foresight ability levels. After the curriculum was taught to 6 of the students, all 12 of the students were re-tested to see where they would rate their foresight levels. Looking at the red line on the graph, one could see the difference of participant responses.
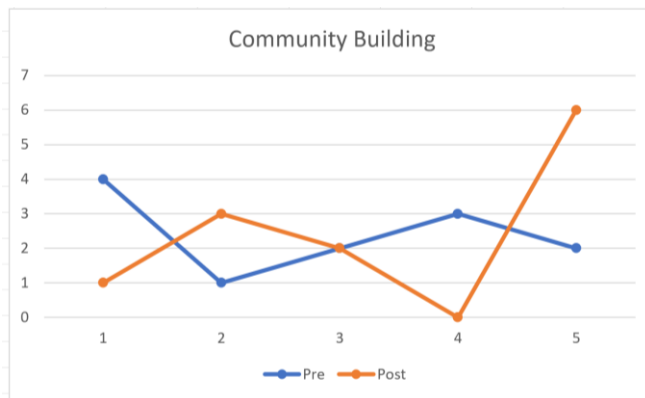
Table 10: community building

Table 10 shows the growth of community building among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their community building ability levels. After the curriculum was taught to 6 of the students, all 12 of the students were re-tested to see where they would rate their community building levels. Looking at the red line on the graph, one could see the difference of participant responses.
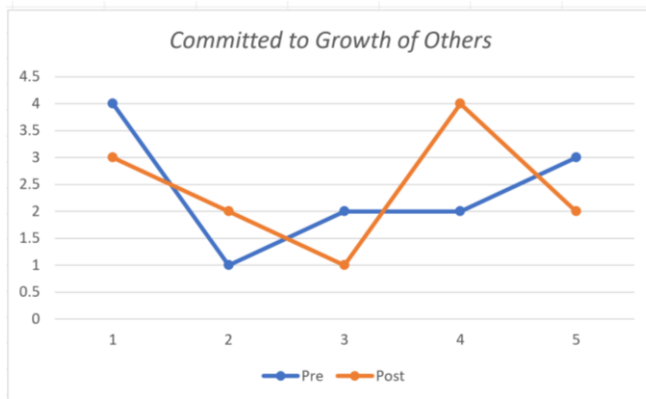
Table 11: committed to growth of others

Table 11 shows the growth of committed to growth of others among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their committed to growth ability levels. After the curriculum was taught to 6 of the students, all 12 of the students were re-tested to see where they would rate their committed to growth levels. Looking at the red line on the graph, one could see the difference of participant responses.
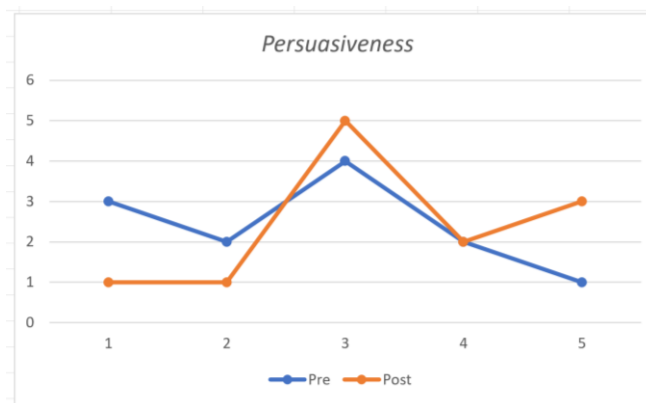
Table 12: persuasiveness.

Table 12 shows the growth of persuasiveness among the 12 students. In the blue, is the initial rating of the students. Students first rated themselves on their persuasiveness ability levels. After the curriculum was taught to 6 of the students, all 12 of the students

were re-tested to see where they would rate their persuasiveness levels. Looking at the red line on the graph, one could see the difference of participant responses.

Summary

The most important component of this survey was to measure where the participants started and where they ended. In almost all of the tables, there was a growth in terms of where the samples began and where they ended. The findings of the survey are to show the influence and impact on students when they are exposed to experiential learning of leadership. Results of the study are able to show that there are benefits of teaching youth leadership and that the youth gain an understanding of the various leadership skills when exposed to them.

For this survey, there was an equal number of males and females. This was anticipated by the researcher as there is a fairly even population. Respondents of the survey are in grade 3-6.

The results of the study are in line with findings from Cantrell, Heinsohn & Doebler (1989) that teaching youth leadership provide leadership skill development. Dormody and Seevers (1994) also state that if the goal of education is to prepare students for adulthood then they should have the skills they need in order to do so.

Discussion and Conclusion

The objective of this experimental quantitative study was to identify was to verify that leadership skills can be learned through experiential based curriculum. The purpose of this study was to identify the leadership skills gained through experiential learning of servant leadership. It is apparent from the pre and post surveys that the participants that

participated in the experiential leadership learning enhanced their servant leadership

skills compared to their pre prior knowledge. There was an equal mix of both males and

females which allowed for a balance in participants gender.

Educational Implications

It is important to share the results of this study with local, state, and federal

schools who due to budget issues look to cut out activities like student council and girl

scouts when they need to in order to save money. Such program teaches the youth

leadership skills through experiential learning and based on the results of this study that is

lifelong learning that will remain with those individuals from life. Cutting out such

activities would hinder youths' abilities to enhance their leadership skills. Officials that

handle the monetary obligations of schools and districts may not understand the

educational and lifelong value of leadership experiential programs when they are trying

to save money.

Limitations

Limitations for this study include a very small sample size statistically and the

location does not vary. The survey was limited to youths that go to Empower Charter

school in the Linda Vista Community. Increasing the sample size and expanding the

location could greatly alter the results.

Adding additional questions to the survey would allow me to get deeper

information from the participants and allowing me to measure the growth. Another

limitation found in this study was the research pre and post survey being given to both

sample groups anonymously. By not separating the surveys, there is no way to determine

100% for sure whether the increase in Leadership skills was based on the experiential learning.

Lastly, there is no way to ensure that the sample groups did not attend any clubs or activities outside of school in which they build leadership skills. Therefore, it is difficult to fully say that the teaching of the curriculum was the sole reason.

Recommendations

The first recommendation is to ensure that you give the same survey to both the sample groups, but ensure to tabulate the date differently. You may need to create 2 different survey links that have the same questions in order to do this. This way you can see the growth in both groups and account for outside influences.

The second recommendation would be to expand the study into other school in other county's or cities. This way you could compare the data you received from one school with another and see if they are in line with one or another.

Conclusions

The conclusion of this study is that experiential leadership learning has a positive effect on youths. Youths that are able to hand on experience and practice in leadership activities and roles enhance their leadership skills and make even awaken some of the dormant ones. Seevers, Dormody & Clason (1995) say that preparing the youth with the skills now assures an effective leadership for tomorrow.

While the results of this study were for particular community in San Diego, the results may still be applicable to other youth throughout the United States. It is important to continue research in this area and to expand it to other locations in the US and eventually globally.

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Appendix A

- What is your gender?

  - Male or Female

- What is your age range?

  - 6-8

  - 9-11

  - 12-14

- Do you possess this skill: Empathy?

  - 1- Strongly disagree

  - Disagree

  - Neutral

  - Agree

  - Strongly Agree

- Do you possess this skill: Listening?

  - 1- Strongly disagree

  - Disagree

  - Neutral

  - Agree

  - Strongly Agree

- Do you possess this skill: Awareness?

  - 1- Strongly disagree

  - Disagree

  - Neutral

- o   Agree

- o   Strongly Agree

- Do you possess this skill: Healing?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

- Do you possess this skill: Conceptualization?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

- Do you possess this skill: Stewardship?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

- Do you possess this skill: Foresight?

    - o   1- Strongly disagree

    - o   Disagree

- o   Neutral

- o   Agree

- o   Strongly Agree

- Do you possess this skill: Community Building?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

- Do you possess this skill: Committed to grow others?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

- Do you possess this skill: Persuasive?

    - o   1- Strongly disagree

    - o   Disagree

    - o   Neutral

    - o   Agree

    - o   Strongly Agree

Strategy Map for Curriculum Package
OVERVIEW

Name of curriculum package: Let's Serve Some Leadership

Targeted Grade Level (s): 6th Grade

Subject/Topic Areas: Servant Leadership

Key Words: Servant, Leadership, Robert Greenleaf, Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment, Growth, Building, Community

Designed by: Aarti Patel   Time Frame: 8 weeks

School District: San Diego Unified   School: Empower Charter School

Brief Summary of Purpose of Curricular Package

All people possess leadership skills. Some skills are more dormant than others, but all individuals possess the ability to lead. There are many ways of leading and over time as those ways were discovered they were labeled and given an identity. Servant Leadership as a central focus, this unit seeks to give students the ability to define, explain, identify, and apply the idea and principals of Servant Leadership.

Standard(s) Addressed:
Effectively define, explain, identify, and apply servant leadership.

Enduring Understanding(s):
The main idea of servant leadership is to serve and to put others before oneself.

Essential Question (s) considered:
How can you be a servant and a leader at the same time?

BIG IDEA / CONCEPT
Servant Leadership

Key knowledge and skills acquire as a result of this curriculum package:

KNOWLEDGE (content)
1. servant leadership
2. characteristics of servant leadership
3. Problem solving
4. Collaboration strategies

SKILLS (measurable verbs)
1. Define
2. Identify
3. Recognize
4. Apply
5. Explain

DISPOSITIONS (values & beliefs)
1. Problem solving in cooperative groups
2. Respecting multiple view points
3. Misconceptions: More than 1 type of leadership style and a servant leader doesn't mean the person is a servant

EVIDENCE OF UNDERSTANDING
Measurable objectives for modules:
1. Define the idea of servant leadership using own words and beliefs
2. Connect that the greatest value comes from what we can do to serve others
3. Identify and support the application of servant leadership
4. Evaluate the successfulness of a servant leader through the perspective of a follower.
5. Associate the idea that working as a team is more powerful than individually as a principal of servant leadership
6. Develop a company that is servant leadership based in characteristics and principals

EXPLAIN: Students describe the characteristics stated in Robert Greenleaf's essay.

APPLY: Students design and develop their own company that addresses local issues through servant leadership. Students create their own comic strips with dialogue of servant leadership. Students collaborate to create a song that explains the 10 characteristics.

INTERPRET: Students will show meaning of the 10 characteristics of servant leadership by providing similes' that shows the relationship the characteristics have with food.

EMPATHIZE: Students select a servant leader researcher from history and participate in role play by taking on their persona and conversating with other researchers from history.

GAIN PERSPECTIVE: Students must consider the perspective of a follower in order to determine the successfulness of a servant leader by reflecting on their experience developing a company.

GAIN SELF KNOWLEDGE: Students reflect on their own definitions of servant leadership, what is a strength of the definition and what is something you would improve and why?

OVERCOME THE NAÏVE VIEW OF (misconceptions): Many people tend to think that leadership means there is only 1 leader and they lead from the front. Several activities attempt to reconcile this opinion by demonstrating the complexity of servant leadership.

ASSESSMENT OUTCOMES: Students define servant leadership. Students list and identify the characteristics of servant leadership. Students analyze and assess the application of servant leadership. Students demonstrate the application of servant leadership. Students organize and design their own community-based project through servant leadership.

FORMATIVE (one for each activity in the modules):

1. Teacher will collect students' comics and examine students' definitions of servant leadership.

2. Teacher will collect student's food characteristic plates and examine their simile explanation and connection of the characteristics to food.

3. Students will give an oral explanation of the leader they chose by identifying the characteristics of servant leadership that person possesses.

4. Students will give a shark tank presentation. They will be asking for funds to start up their new company that seeks to help the community in some way. The teacher will be able to use the presentation as the formative assessment.

SUMMATIVE: Students collaboratively lead a community project. Students come up with an initiative to address a community problem and each student takes up a leadership role within that initiative.

MODULE ONE: Defining Servant Leadership and its Characteristics	MODULE TWO: Analyzing and Identifying Servant Leadership
Activity 1: Serve me some Leadership Driving Question: What defines a servant leader? Facets of Understanding / measurable objectives: Define the idea of servant leadership using own words and beliefs. Connect that the greatest value comes from what we can do to serve others. Teach the concept: $1 activity to teach students about the value of serving. Teach the content / skill: Power Point to introduce the topic. Creation of a comic that incorporates students' own definition of servant leadership. Evaluate learning: Formative assessment	**Activity 3: SL Detectives** Driving Question: How can you identify whether a person is displaying servant leadership or not? Facets of Understanding / measurable objectives: Identify and assess the application of servant leadership of a person correctly with evidence using the characteristics within a collaborative setting. Teach the concept: Students will be taught to identify the characteristic to the leader through the game taboo. Teach the content / skill: Students will be applying the skill by finding servant leaders within the community, Disney, politics, and Hollywood and then explaining why they chose that person for each category using the characteristics to describe Evaluate learning: Formative assessment
Activity 2: One plate of servant leadership please Driving Question: What characteristics does a servant leader possess? Facets of Understanding / measurable objectives: Identify and assess the application of servant leadership of a person correctly with evidence using the characteristics within a collaborative setting. Teach the concept: Students will be divided into 10 groups. Each group will receive 1/10 of the characteristics explained in Greenleaf's essay that a servant leader should possess. Each group should create a rhyming couplet with the	**Activity 4: Shark Tank** Driving Question: How can a company possess servant leadership characteristics? Facets of Understanding / measurable objectives: Evaluate the successfulness of a servant leader through the perspective of a follower. Associate the idea that working as a team is more powerful than individually as a principal of servant leadership. Develop a company that is servant leadership based in characteristics and principals Teach the concept: Students will be put in groups of 2 to complete a puzzle. They will realize that they have to work

characteristic they received. Line 1 of the couplet should be a simile relating the characteristic to a food and line 2 should be the definition of the characteristic. Then the teacher will put all of the couplets together to form one poem. Teach the content / skill: Students will be selecting their top 10 characteristics that they think are the most important for a servant leader to possess. They will then create similes between the characteristics and foods. Evaluate learning: Formative Assessment	together at some point to solve their whole puzzle teaching them the concept of working together. Teach the content / skill: Teacher will guide students on how to create a company through collaboration and then students will create their own companies. Evaluate learning: Formative Assessment

SUMMATIVE ASSESSMENT

1) Students collaborate to identify an area of need within the community
   - Examples: food for the community, money for the homeless in the community, spend time with seniors of the community, etc…
2) Students collaborate to organize an initiative/event/campaign that addresses that need
   - Examples: public service announcement, fair to raise money, posters to raise awareness, informative videos, brochures, food drive, etc…
     *Note: All school and community rules and regulations should be followed for components like hanging posters, posting commercials, etc…
3) Students have 1-week time to collaborate to identify the area of need and the initiative/event/campaign they will implement to address those needs
4) Students will then have 2-weeks' time to execute their initiative/event/campaign
5) All initiatives/events/campaigns must include:
   - Creativity of initiative/event/campaign
   - Direct connection to community needs
   - Presentation of their role within the planning and application of their initiatives/events/campaigns to include reflection on positives of the initiatives/events/campaigns and need for improvements, characteristics they used throughout the initiatives/events/campaigns, and their connection of the initiatives/events/campaigns to servant leadership.
6) Students are graded using a rubric (See Below for rubric)

Title: Serve me some Leadership   Grade Level: 6th grade (Adaptable for
                                                   3rd-5th grade)

Subject Area: Servant Leadership   Setting: Individually, whole group, and
                                                as pairs

Prep Time: 10 minutes
                                                Skills: Develop an idea of Servant
Enactment Time: 60 minutes   Leadership

Brief Summary: Students will first learn the value of helping others during the $1
activity. Then students will get a brief introduction in the origin and definition of student
leadership. Students will fill out a foldable during the lecture in order to have notes to
refer back to later. After the lecture students will create a comic online of a conversation
between themselves and a person from the servant leadership origin they just learned
about. Finally, students will work in pairs to act out their comics in order to share their
definitions of servant leadership.

Key Words: Servant leadership, leadership, origin, servant

Objectives: Define the idea of servant leadership using own words and beliefs.
Connect that the greatest value comes from what we can do to serve others.

Materials Needed for each student: dollar bill half-sheet, foldable notes, scissors, laptop,
pencil

Materials Needed for teacher: projector

Background: This is the first introduction of servant leadership for the students. Students
should be able to define what servant leadership means to them by the end of this
activity.
Procedure:
- Warmup:
  1. Hand out the dollar work sheet to each student
  2. Ask each student to write the best thing they can buy for $1
     a. Give students about 5 minutes to do this
  3. Have students sit in a circle and share out what they wrote
  4. Debrief with students
     a. At the start the majority of the students will say things they can
        buy at the local discount store. Some students may suggest
        buying something for $1 and selling it for a profit.
     b. If the idea has now been brought up yet ask the students what
        if the money was spent to help someone? What would that look
        like?
        i.   Examples: Buying postage to send a letter to someone,
             gifting the money, sharing the money, etc…
     c. Then ask the students what if we put all of our resources
        together?

i. Examples: Putting the money together to raise awareness, donating the money, etc…

- Activity:
    1. Hand out Servant Leadership notes to each student
        a. Print out the power point slides for any students that need additional help with taking notes
    2. Present 10 minute PowerPoint on servant leadership (Click here for presentation)
        a. Ensure students are taking notes while you are presenting
        b. Pause so students can read the questions on the foldables and have time to respond.
    3. Then pass out to students the comic strip directions
    4. Review the directions with the students
        a. Share the example of the comic strip on the projector
- Wrap up:
    1. Ask all students to get in pairs with their comics they just created
    2. Whichever student is youngest will go first. That student will be acting as them self. The other partner will act as the character from the younger student's comic.
        a. Student should be acting out the comic
    3. After about 5 minutes, have the students switch. Now the older student will act as them self and the younger student will be role playing as the character in the older student's comic.
- Assessment:
    1. Collect the comic strips
    2. Assess the comic strips using the rubric below

Differentiation:
- SPED/ ELL: Print and hand out copies of the power point presentation if needed.

Resources:

Autry, James A.; The Servant Leader: How to Build a Creative Team, Develop Great Morale, And Improve Bottom-Line Performance. Three Rivers Press, New York, NY 2001.

DeGraaf, Don; Tilley, Colin; Neal, Larry; Servant-Leadership Characteristics in Organizational Life. Greenleaf Center for Servant-Leadership. Westfield, Indiana. 2001.

Greenleaf, Robert K.; Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness. Paulist Press, Mawah, NJ. 1977, 1991, 2002.

Hansel, T. ; Holy Sweat. Word. Dallas, TX. 1987.

Hunter, James C.; The World's Most Powerful Leadership Principle: How to Become a Servant Leader. Crown Business, New York, NY. 2004.

Spears, Larry C., Lawrence, Michelle (et al); Practicing Servant Leadership: Succeeding Through Trust, Bravery, And Forgiveness. Jossey-Bass, San Fransisco, CA . 2004

Spears, Larry C.; Diary of Alpha Kappa Psi (article: Servant-Leadership). Gary L. Epperson, CAE. Spring 2008.

Masters for conducting Activity:
- Dollar Bill Worksheet
- Foldable to take Notes during power point lecture (Will need to be printed double-sided)
- Directions for the comic

Servant Leadership Comic Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness & Organization	The comic has exceptionally attractive formatting and well-organized information.	The comic has attractive formatting and well-organized information.	The comic has well-organized information.	The comic's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the comic seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All information in the comic are accurate.	99-90% of the information in the comic are accurate.	89-80% of the information in the comic are accurate.	Fewer than 80% of the information in the comic are accurate.
Students Definition	Clear, apparent, and understandable definition of servant leadership in students' own words.	Student definition of student leadership provided in students own words.	Some of a definition for servant leadership has been given and/or student definition does not use students' words.	No definition of servant leadership is provided in the student's words.

Total: _____/16

What is the best thing you can buy with $1.00?

If you write something down, but think of something better, than just cross it out and write a new one!

- -

...g you can buy with $1.00?

If you ... ething better, than just cross it out and write a new one!

What did Lao Tzu think about servant leadership?

Sentence Starter:
Lao Tzu thought that…

Comic Strip Directions

You will now be creating a comic strip using **storyboardthat.com**.

Character 1: You will choose 1 person that you learned about that was influential in the creation of servant leadership. This person will become a character within your comic.

Character 2: The second character in your comic will be yourself. Within your comic you will be having a conversation with the other character.

Discussion bubbles: You will both discuss your definitions of servant leadership within your comics using the talking bubbles.

Comic Strip Checklist

- ❑ Minimum of 1 persom from the lecture of servant leader was used

- ❑ You incorporated yourself into the comic

- ❑ You incorporated your own definition of servant leadership in the comic

Example of Comic Strip
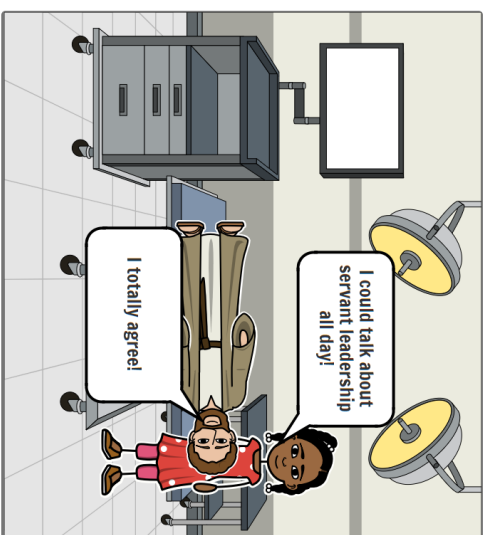
Title: One Plate of Servant Leadership Please

Grade Level: 6th grade (Adaptable for 3rd-5th grade)

Subject Area: Servant Leadership

Prep Time: 20 minutes

Enactment Time: 75 minutes

Setting: Students will work in pairs and then individually

Skills: Use evidence to analyze the characteristics of Servant Leadership.

Brief Summary: Students will learn about the top 10 characteristics that servant leaders possess. They will be put in groups of 10. Each group will receive one characteristic. They will write a couplet in which they practice connecting a characteristic to food through simile in order to prepare them for the next activity. (This was extracted from Greenleaf's work by spears) Afterwards students will select their top 10 characteristics for a servant leader and complete an activity. They will connect each of the characteristics they choose to a food through simile.

Key Words: Listening, Empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community

Objectives: Identify and assess the application of servant leadership of a person correctly with evidence using the characteristics within a collaborative setting.

Materials Needed: plates, SL characteristic worksheet, food templates, scissors, colors for coloring, glue

Background: Students should be able to define in their own terms what servant leadership is.

Procedure:
- Warmup:
  1. Create 10 groups among the students
  2. Assign each group one of the following words: Listening, Empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community
  3. Ask each group to create a couplet about the word they received
     a. Line 1: Should be a simile relating the characteristic to a food
     b. Line 2: Should be the reasoning why the characteristic is related to the food
        i. Example: Commitment to the growth of people is like spinach, because it helps you grow without a glitch

        ii. Example: Persuasion is like chocolate, because it can make you still eat it on a diet

4. Give students about 20 minutes to work on this.
5. Ask each group to share their couplet. Write down the couplet on the board as they recite it to you.
6. Once all the groups have shared and all the couplets have been written on the board, recite it together as a class

- Activity:
  1. Hand out the SL Characteristics worksheet
  2. Read aloud the directions located on the top of the worksheet
     a. Give students about 30 minutes to do this
  3. Then hand out the food coloring sheet and plates to each student
  4. Read the directions at the top of the page
- Wrap up:
  1. Divide the students into groups of 3-4.
  2. Have the students pretend they are waiters and are serving the students in their group the servant leadership food they created and 'how' they made
- Assessment:
  1. Have the students turn in their plates
  2. Grade the plates based on the rubric below

Resources:

Autry, James A.; The Servant Leader: How to Build a Creative Team, Develop Great Morale, And Improve Bottom-Line Performance. Three Rivers Press, New York, NY 2001.
DeGraaf, Don; Tilley, Colin; Neal, Larry; Servant-Leadership Characteristics in Organizational Life. Greenleaf Center for Servant-Leadership. Westfield, Indiana. 2001.
Greenleaf, Robert K.; Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness. Paulist Press, Mawah, NJ. 1977, 1991, 2002.
Hansel, T. ; Holy Sweat. Word. Dallas, TX. 1987.
Hunter, James C.; The World's Most Powerful Leadership Principle: How to Become a Servant Leader. Crown Business, New York, NY. 2004.
Spears, Larry C., Lawrence, Michelle (et al); Practicing Servant Leadership: Succeeding Through Trust, Bravery, And Forgiveness. Jossey-Bass, San Fransisco, CA . 2004
Spears, Larry C.; Diary of Alpha Kappa Psi (article: Servant-Leadership). Gary L. Epperson, CAE. Spring 2008.

Masters for conducting Activity:

1. SL Characteristics
2. Food Template

SL Characteristics

Directions: Brainstorm what characteristic's makes up a servant leader. Write your top 10 characteristics below next to each arrow:
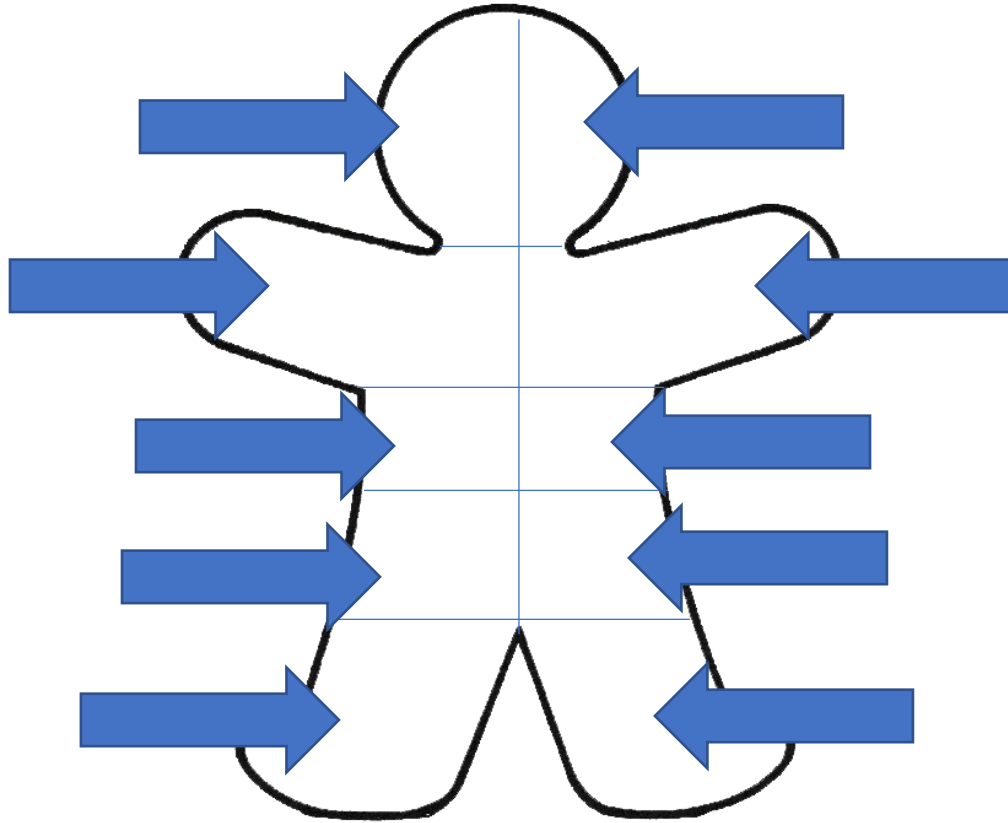
Directions: Write a simile to connect each characteristic you choose to a food.
You can use each food only once.

Foods: Hot dog, pizza, chicken, taco, beans, watermelon, bread, cherries, fries, & spaghetti

Example: Integrity is strong like a taco
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Directions:
1. Color each food item below.
2. Cut each food out
3. Glue food to plate
4. Then under each food write down the simile you created

Making A Plate: Servant Leadership Characteristics Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Attractiveness	The plate is exceptionally attractive in terms of design, layout, and neatness.	The plate is attractive in terms of design, layout and neatness.	The plate is acceptably attractive though it may be a bit messy.	The plate is distractedly messy or very poorly designed. It is not attractive.
Content - Accuracy	At least 9-10 accurate characteristics have been listed with a simile.	At least 7-8 accurate characteristics have been listed with a simile.	At least 4-6 accurate characteristics have been listed with a simile.	At least 0-3 accurate characteristics have been listed with a simile.

Total: _____/12

Title: SL Detectives

Grade Level: 6th grade (Adaptable for 3rd-5th grade)

Subject Area: Servant Leadership

Prep Time: 20 minutes

Enactment Time: 75 minutes

Setting: Students will work in groups of 4-6, then in pairs, and then individually

Skills: Identify and analyze multiple views of Servant Leadership.

Brief Summary: Students will play a game of servant leadership cards to practice identifying characteristics within leaders. Then students will be asked to work in pairs to find servant leaders in politics, Hollywood, Disney, and their community. Finally, each student will choose one person they think possess the most servant leader traits and nominate them for our SL awards. Students will have to provide evidence by speaking orally in front of the class as to why they chose that person as the embodiment of servant leadership.

Key Words: Identify, servant leadership, characteristics

Objectives: Identify and assess the application of servant leadership of a person correctly with evidence using the characteristics within a collaborative setting.

Materials Needed: print award certificates, print/prep servant leadership cards cards, print detective worksheets, and print the nomination forms

Background: Students can define student leadership and list 10 characteristics a servant leader possesses.

Procedure:
-Warmup
   1. Put students into groups of 4-6
   2. Hand each group their own set of servant leadership cards and directions
   3. Read the directions to the students
   4. Allow students to play for 15-20 minutes
Activity:
   1. Pair up the students
   2. Hand each pair a detective worksheet
   3. Read the directions to the students
   4. Allow students 30-40 minutes to complete this sheet
Wrap up:

1. Announce to the class that for the first time in their schools history they will be hosting the SL awards show
2. Explain to the students there are 4 categories that people can win awards for:
    a. Servant Leadership in Disney, Servant Leadership in Hollywood, Servant Leadership Your Community, Servant Leadership in Politics
3. Hand out the nomination form to each student.
4. Read the directions for the students
5. Allow students 15-20 minutes to work on this
6. Call all students to take their seats or sit on the carpet
7. Then announce the first category: Servant leadership in Disney
8. Each student whose nominee falls within this category will come up to the stage (front of the classroom) and explain their reasoning for this nomination
9. Then the class will vote on the winning servant leader in Disney
10. The student that has the winning nominee will be awarded the certificate and will give their acceptance speech pretending to be that person
11. Teacher will follow steps 7-10 for the remainder of categories

Assessment:
1. Teacher will assess students based on their nominee speeches.
2. See rubric below

Resources:
Autry, James A.; The Servant Leader: How to Build a Creative Team, Develop Great Morale, And Improve Bottom-Line Performance. Three Rivers Press, New York, NY 2001.
DeGraaf, Don; Tilley, Colin; Neal, Larry; Servant-Leadership Characteristics in Organizational Life. Greenleaf Center for Servant-Leadership. Westfield, Indiana. 2001.
Greenleaf, Robert K.; Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness. Paulist Press, Mawah, NJ. 1977, 1991, 2002.
Hansel, T. ; Holy Sweat. Word. Dallas, TX. 1987.
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Spears, Larry C., Lawrence, Michelle (et al); Practicing Servant Leadership: Succeeding Through Trust, Bravery, And Forgiveness. Jossey-Bass, San Fransisco, CA . 2004
Spears, Larry C.; Diary of Alpha Kappa Psi (article: Servant-Leadership). Gary L. Epperson, CAE. Spring 2008.

Masters for conducting Activity:
1. Servant Leadership Card game Rules
2. Servant Leadership card templates
3. Award templates
4. Nominee forms
5. SL Detective worksheet

SL Card Game Rules

Setting up:
1. Choose a sheriff (Don't worry everyone will have a chance to be a sheriff)
2. The Sheriff will then deal out 7 red SL cards to each detective. Detective may look at their cards.
3. The sheriff will create two piles with the remainder of the cards. One pile for the green SL cards and one pile for the red SL cards.

Playing the game:
1. The sheriff picks a green SL card from the top of the stack and reads the word aloud, and places it faced up on the table.
2. The detectives quickly choose the red SL card from their hand that is best described by the word on the green SL card played by the sheriff. Detectives place these red SL cards face down on the table.
3. The sheriff mixes the red SL cards so no one knows who played which card. The sheriff turns over each red SL card, reads it aloud, and then selects the one he or she thinks is best described by the word on the green SL card. The detective of the selected red SL card is awarded the green SL card played by the sheriff ONLY if the detective is able to give a reasonable explanation for putting that card down
4. To keep score, detectives keep the green SL cards they have won, on the table, until the end of the game.
5. The sheriff collects all of the red SL cards played during that round and discards them into the box bottom.
6. The card tray, and the role of sheriff, pass to the detective on the left. The new sheriff deals enough red SL cards to bring each detective's hand back up to seven.
7. Play continues following steps 1–6 until someone has earned enough green SL cards to win the game!
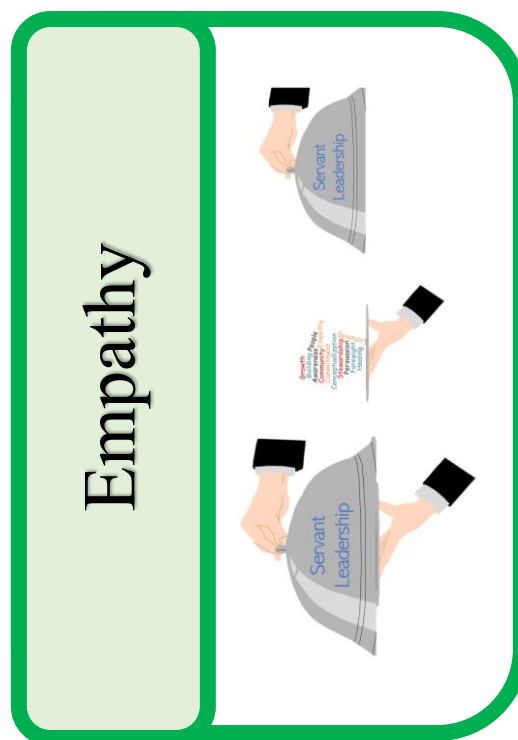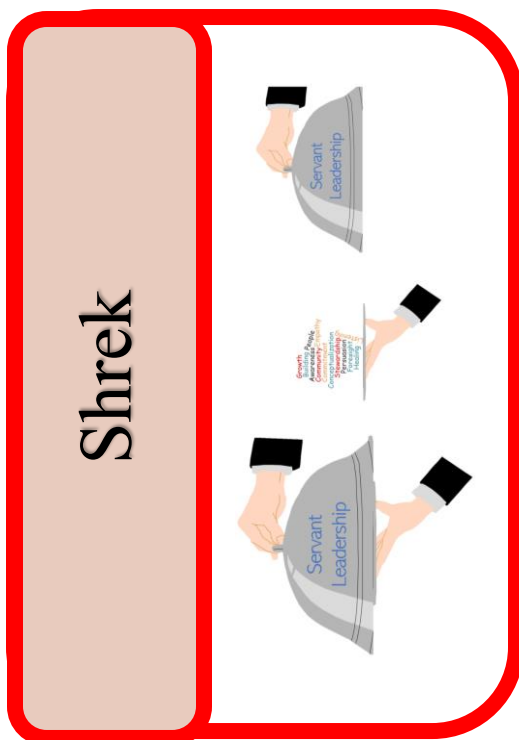
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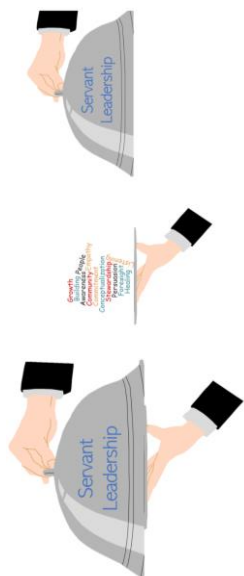
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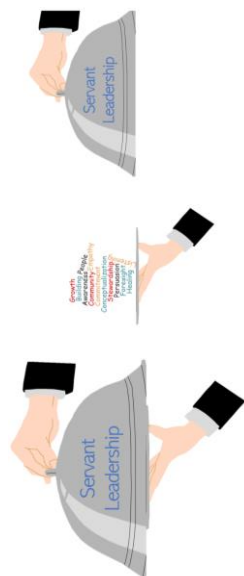
Donald Trump

Oprah Winfrey

Servant Leadership

Servant Leadership
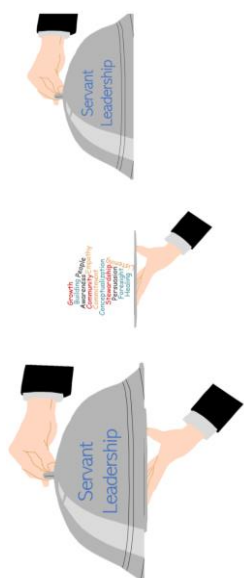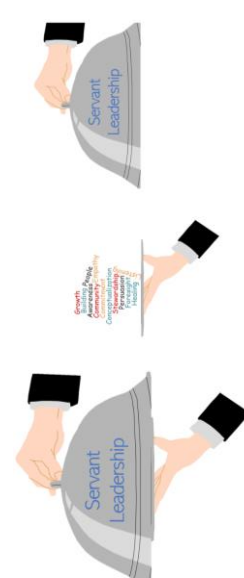
My teacher
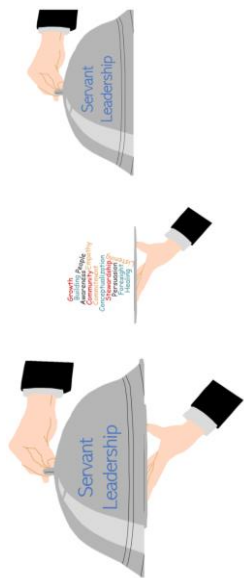
My dog
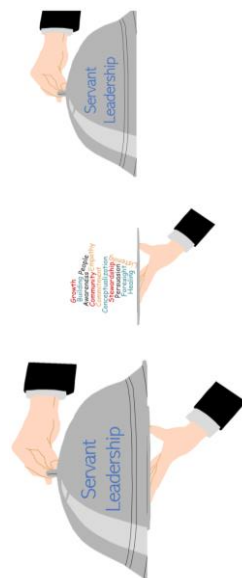
Martin Luther King
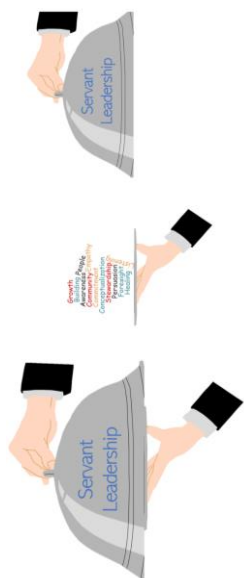
Rosa Parks
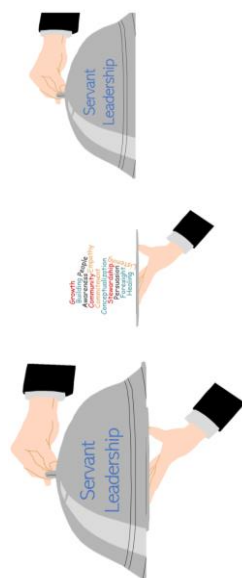
Thomas Edison
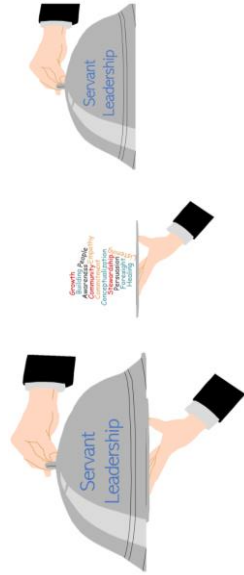
Mahatma Ghandi
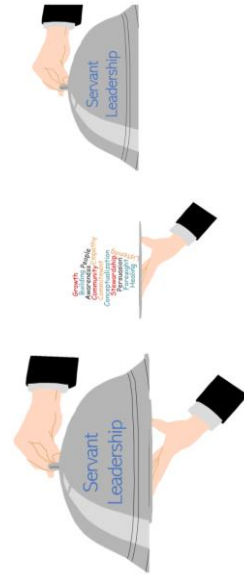
Cinderella
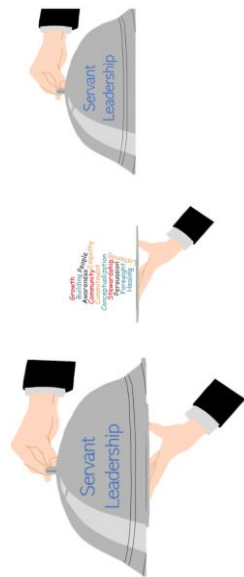
Snow White
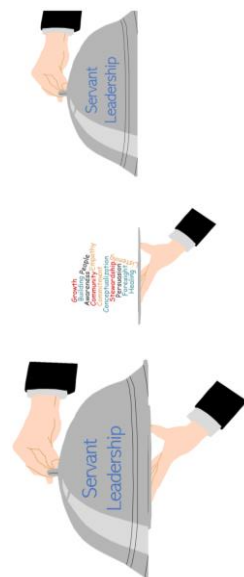
Michelle Obama

My Dad

School Principal
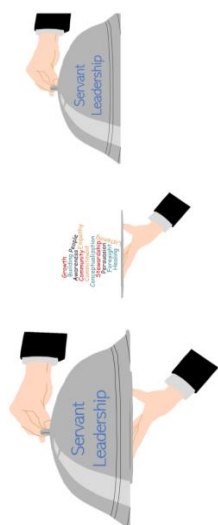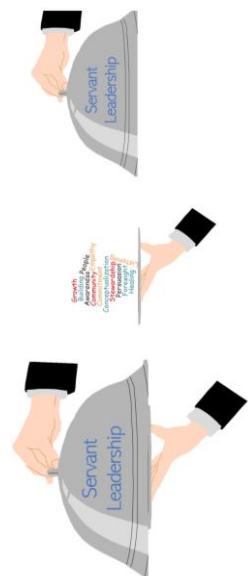
Pinocchio
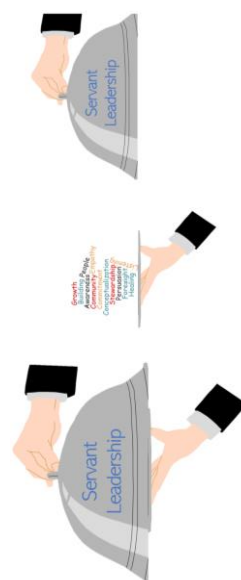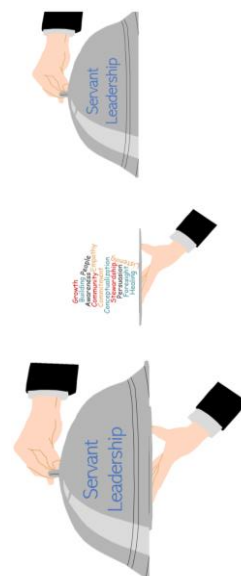
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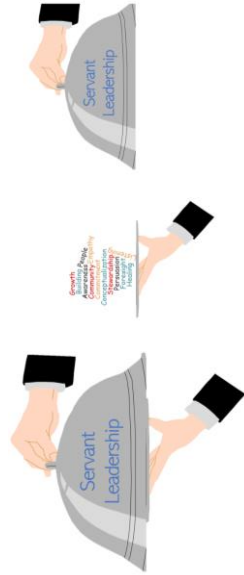
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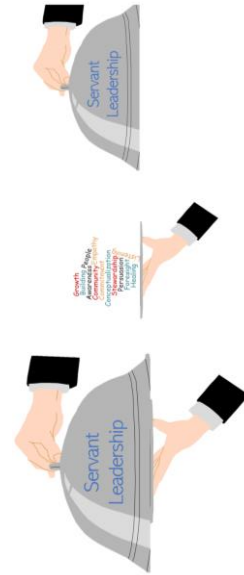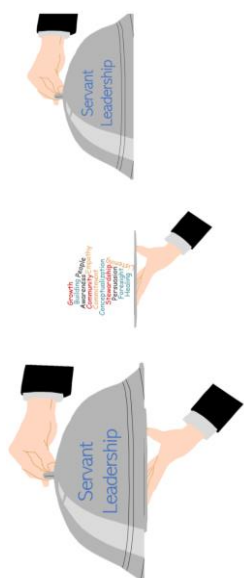
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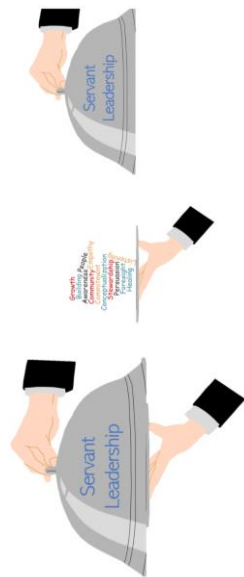
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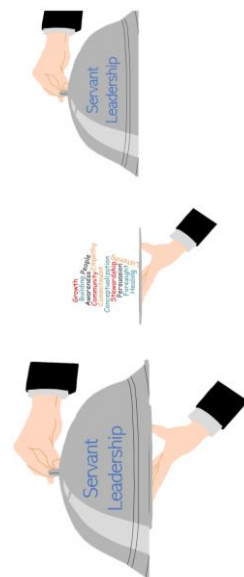
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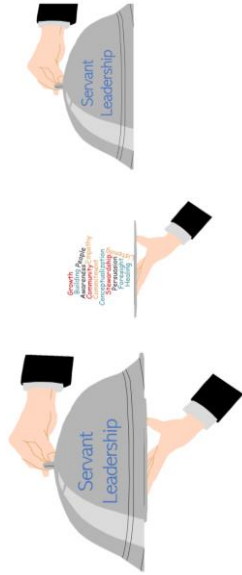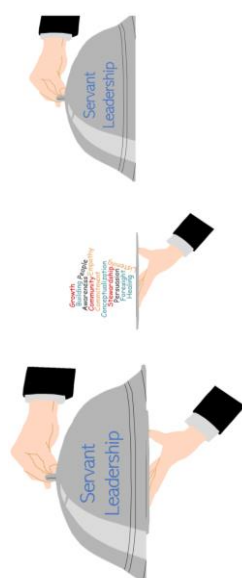
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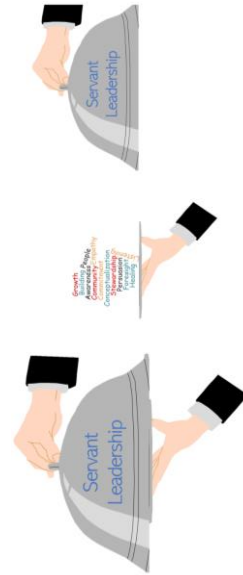
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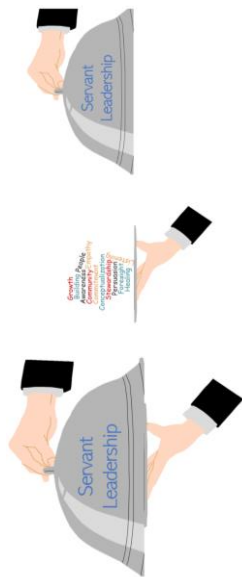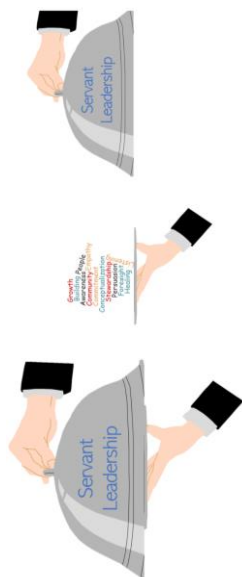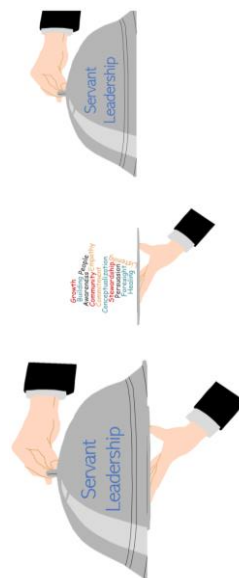
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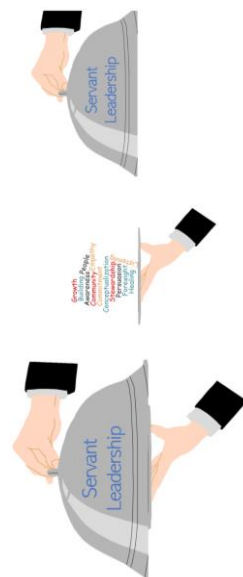
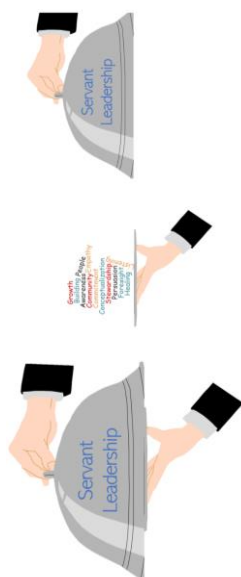Michael Jordan
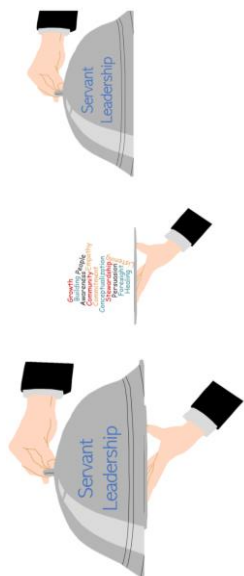
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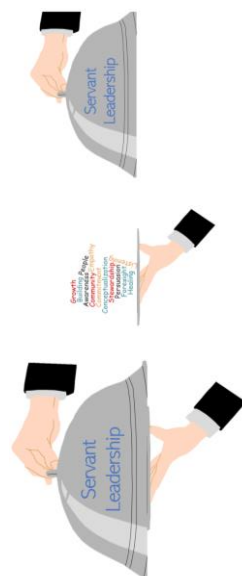
Steph Curry

Peyton Manning

Empathy

Listening

Helpful

Healing

Building People

Connecting

Creative

Servant Leader

Awareness

Stewardship

Conceptualization

Persuasive

SERVANT LEADERSHIP AWARDS

This Servant Leadership Award goes to

For being the best servant leader in Disney

Date

Signature

SERVANT LEADERSHIP AWARDS

This Servant Leadership Award goes to

_____

For being the best servant leader in Politics

_____
Signature

Date

SERVANT LEADERSHIP AWARDS

This Servant Leadership Award goes to

For being the best servant leader in Hollywood

Date

Signature

SERVANT LEADERSHIP AWARDS

This Servant Leadership Award goes to

_____

For being the best servant leader in your community

_____
Signature

_____
Date

SL
Detectives

Directions: Your role as detectives continues. In pairs, identify 1 servant leader within the following categories: Disney, politics, your community, and Hollywood.

Award Nominations

Your Name: _____

Category for your nominee:

DISNEY   POLITICS   COMMUNITY   HOLLYWOOD

Why did you select this nominee?

_____

_____

_____

_____

_____

If you were the nominee and you won, what would your acceptance speech be?

_____

_____

_____

_____

Oral Presentation Rubric: SL Awards Nominee Speeches

Teacher Name: **_____**

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

Total: _____/16

Title: Shark Tank

Grade Level: 6th grade (Adaptable for 3rd-5th grade)

Subject Area: Servant Leadership

Prep Time: 20 minutes

Enactment Time: 120 minutes

Setting: Students will work in groups of 4-6

Skills: Apply, Create, Design, Organize, Present

Brief Summary: Students will learn the value of collaboration and team work. They will be learning this first in the warm up during the puzzle activity. Students will realize they can't complete the puzzle unless they work together. Then students will be put in groups of 4-6. Each group will make a company that benefits the community in some way. Students will need to work together as a team in order for their company to succeed and get selected by the sharks (Teacher)

Key Words:

Objectives: Evaluate the successfulness of a servant leader through the perspective of a follower. Associate the idea that working as a team is more powerful than individually as a principal of servant leadership. Develop a company that is servant leadership based in characteristics and principals

Materials Needed: Print out the shark tank worksheets, print out the puzzle templates (Have them cut already), 2 large envelopes

Background: Students define servant leadership, know the characteristics servant leaders possess, and are able to identify them.

Procedure:
Warmup
1. Split the class into 2 groups
2. Give each group an envelope
   a. Each envelope should have already been pre made to include ½ the puzzle pieces of each puzzle.
3. Explain to the groups that it is there job as fast as they can to complete the puzzle. The goal is to be as fast as possible.
4. Then have the groups start
   a. Eventually the 2 teams will realize that the only way they can complete the puzzle is by working together as 1 large team

5. Upon completion of the puzzle have the students sit together in a circle and debrief
   a. Students should connect this experience to servant leadership and be using the characteristics as vocabulary

Activity:
1. Split the class into groups of 4-6
2. Then hand out the project directions and go over the directions
   a. 60 minutes to create a company
      i. Company must benefit the community in some way
      ii. Must create a graphic that describes company
      iii. Each person in the group must have a role in the company
      iv. Need to create a mission statement for your company that explains what your company believes in
      v. Need to prepare a 10-minute presentation
         1. Every student in group must speak
3. Allow 90 minutes for the students to create their companies and presentations

Wrap up:
1. Have each group present their shark tank idea

-Assessment:
1. Teachers will assess students' presentations.
2. See rubric below for grading presentations

Resources:
Autry, James A.; <u>The Servant Leader: How to Build a Creative Team, Develop Great Morale, And Improve Bottom-Line Performance.</u> Three Rivers Press, New York, NY 2001.
DeGraaf, Don; Tilley, Colin; Neal, Larry; <u>Servant-Leadership Characteristics in Organizational Life.</u> Greenleaf Center for Servant-Leadership. Westfield, Indiana. 2001.
Greenleaf, Robert K.; <u>Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness.</u> Paulist Press, Mawah, NJ. 1977, 1991, 2002.
Hansel, T. ; <u>Holy Sweat.</u> Word. Dallas, TX. 1987.
Hunter, James C.; <u>The World's Most Powerful Leadership Principle: How to Become a Servant Leader</u>. Crown Business, New York, NY. 2004.
Spears, Larry C., Lawrence, Michelle (et al); <u>Practicing Servant Leadership: Succeeding Through Trust, Bravery, And Forgiveness</u>. Jossey-Bass, San Fransisco, CA . 2004
Spears, Larry C.; *Diary of Alpha Kappa Psi* (article: <u>Servant-Leadership</u>). Gary L. Epperson, CAE. Spring 2008.

Masters for conducting Activity:
1. Company Creation Worksheets
2. Puzzle Templates

Shark Tank Activity

Task

You will be creating a company that will benefit the community as if you were planning to pitch your company idea to the entrepreneurs on the TV show, Shark Tank.

Procedures and Requirements

- You will work in groups of 4-6
- All groups members must contribute, participate and **speak** during the presentation.
- All group members should have a role within the company
- Create a **unique** company that will benefit the community
    - What is your company called?
    - What is your slogan?
    - What is everyone's job within the company?
    - What servant leadership characteristics does your company possess and why?
    - How does your company benefit the community?
    - How does your company make money if they are helping the community?
    - Business logo
    - Business philosophy/purpose (Mission Statement)
        - Ex) McDonalds - "To provide the fast food customer food prepared in the same high-quality manner world-wide that is tasty, reasonably-priced & delivered consistently in a low-key décor and friendly atmosphere."
        - Ex) Courtyard by Marriott - "To provide economy and quality minded travelers with a premier, moderate priced lodging facility which is consistently perceived as clean, comfortable, well-maintained, and attractive, staffed by friendly, attentive and efficient people"
- Come up with a creative way to pitch your idea to the sharks (example: jingle)

Oral Presentation Rubric : Shark Tank

Teacher Name: **_____**

Student Name: _____

| CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Application	100% application of servant leadership displayed.	99-90% application of servant leadership displayed.	89-75% application of servant leadership displayed.	Had to tell if the application of servant leadership was used.

Total: _____/16

Servant Leadership

Servant Leadership
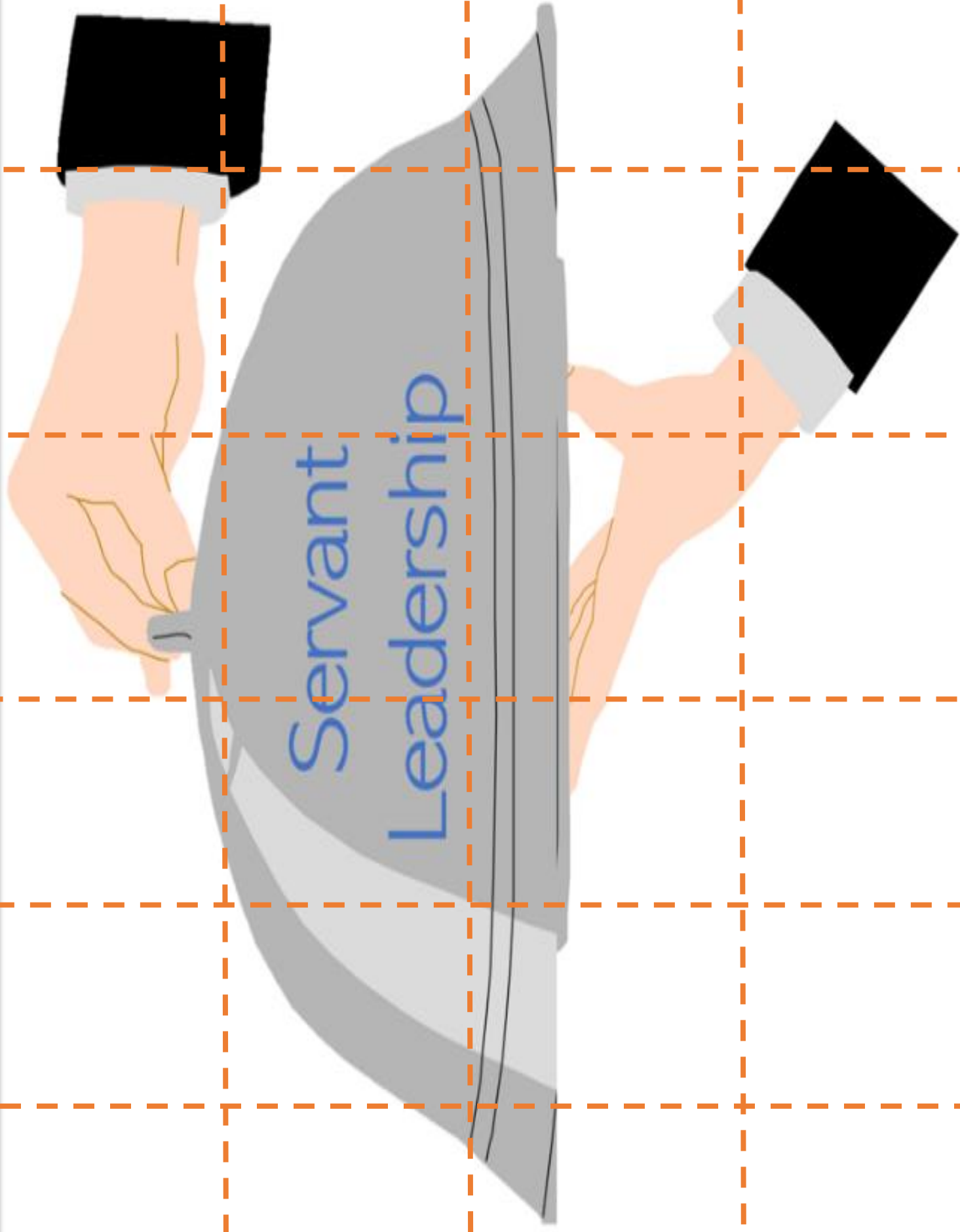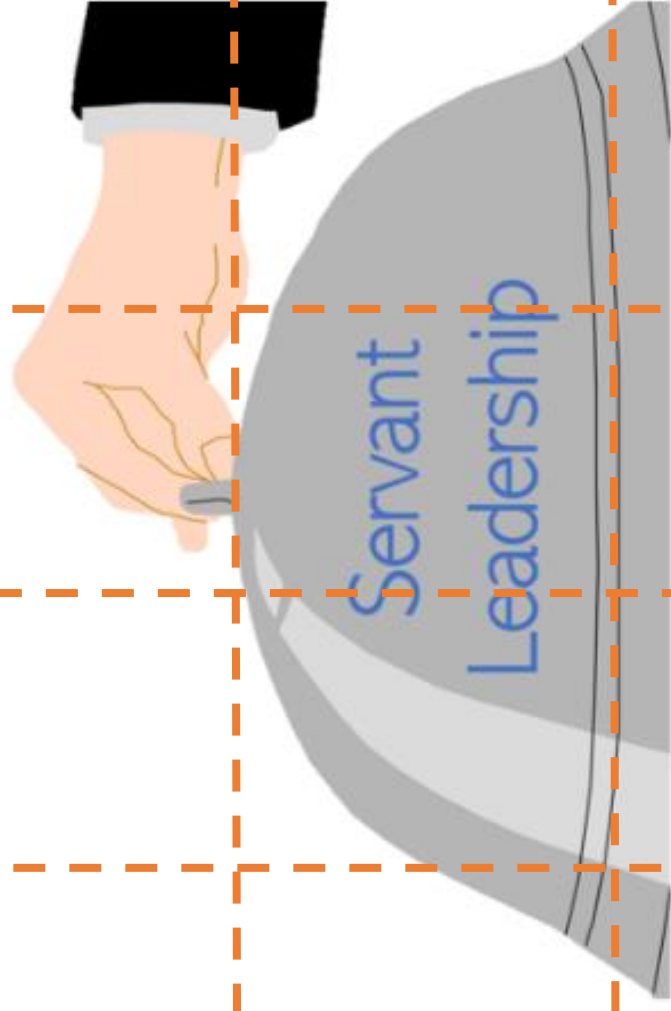
Growth
Building People
Awareness
Community Empathy
Commitment
Conceptualization
Stewardship
Persuasion
Foresight
Listening
Healing
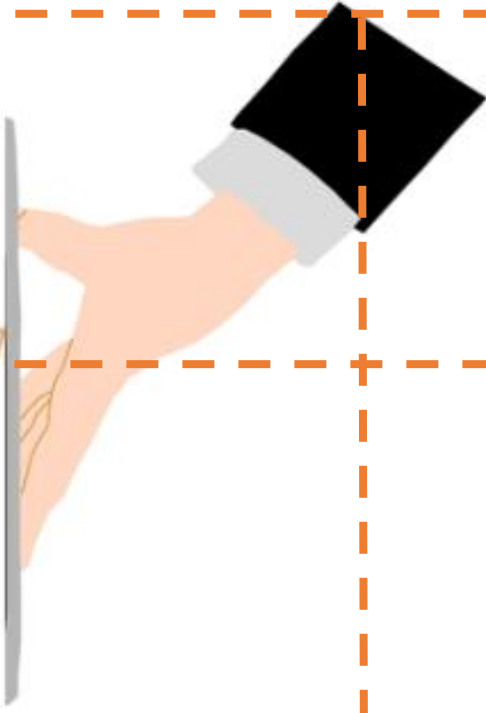
SUMMATIVE ASSESSMENT

1. Students collaborate to identify an area of need within the community
    a. Examples: food for the community, money for the homeless in the community, spend time with seniors of the community, etc.…
2. Students collaborate to organize an initiative/event/campaign that addresses that need
    a. Examples: public service announcement, fair to raise money, posters to raise awareness, informative videos, brochures, food drive, etc.…
        i. *Note: All school and community rules and regulations should be followed for components like hanging posters, posting commercials, etc.…
3. Students have 1-week time to collaborate to identify the area of need and the initiative/event/campaign they will implement to address those needs
4. Students will then have 2-weeks' time to execute their initiative/event/campaign
5. All initiatives/events/campaigns must include:
    a. Creativity of initiative/event/campaign
    b. Direct connection to community needs
    c. Presentation of their role within the planning and application of their initiatives/events/campaigns to include reflection on positives of the initiatives/events/campaigns and need for improvements, characteristics they used throughout the initiatives/events/campaigns, and their connection of the initiatives/events/campaigns to servant leadership.
6. Students are graded using a rubric (See Below for rubric)

Oral Presentation Rubric : Summative Assessment

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Servant Leadership Characteristics	Students include and effectively demonstrate 6 or more characteristics of servant leadership in their initiatives/ events/ campaigns	Students include and effectively demonstrate 4 to 5 characteristics of servant leadership in their initiatives/ events/ campaigns	Students include and effectively demonstrate 2 to 3 characteristics of servant leadership in their initiatives/ events/ campaigns	Students include and effectively demonstrate 0 to 1 characteristics of servant leadership in their initiatives/ events/ campaigns
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Application	100% application of servant leadership displayed.	99-90% application of servant leadership displayed.	89-75% application of servant leadership displayed.	Had to tell if the application of servant leadership was used.

Total: _____/16