

## Objectives:

- Students will reflect daily on their own character and identify ways they could improve it.
- Students will understand that leadership is all about relationships and is not just a title or position.
- Students will know the class definition of leadership with 100% accuracy.
- Students will understand that it is not a question of whether they are influencing others, but a question of how they are influencing others.

## Materials:

- Image: CharacterDare Image Set
- Image: Servant-Leadership Triangle
- Handout: Servant-Leadership Triangle
- Video: What Really Matters (2:22)
- Video: Leading With Lollipops (6:14)<sup>1</sup>

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## Start Intentionally (10-12 minutes):

- *\*Project Image: Previous CharacterDare\**
- Have students take out their 40 Day CharacterDare Tracking Form and fill out the slot for Day 1. This includes writing down which of the 8 Essentials the Dare focused on, making an (X) mark in the box labeled 'read' if they were in class and went through the reading for that day, making an (X) mark in either the 'complete' or 'incomplete' box, indicating whether or not they did the CharacterDare, and then making a note to themselves in the small box labeled "comments" about the Dare. For example, a comment might read, "Did not get a chance to do" or "Forgot to focus on" or "Try this dare again another day" or "Learned a lot about my family."
  - Remind students that they will not be graded on whether they do each of the CharacterDares, but they will be graded on the completion of their CharacterDare Tracking Form and CharacterDare Reflection Days that will happen every five to ten days during the process.
- *\*Project Image: Truth or Dare Prompt\**
- Next, have students take out their Leadership Notebook and write down their answer to the Truth or Dare Prompt. If they did the Dare, they will reflect for a moment on what they learned from the experience of doing it. If they didn't do the Dare, they will reflect on their "Truth" about it - what do they think about the Dare? Is it a worthwhile exercise? Where do they see potential value for it in their own life? If everyone practiced this, what would happen?
  - Teacher Note: You will need to explicitly teach students that each day they come into class during the 40 Day CharacterDare, they will be doing the same two things to start class. First, filling out their tracking form. Second, writing their response to the Truth or Dare Prompt.

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<sup>1</sup> Dudley, Drew. "Everyday Leadership." TED. September 2010. Lecture.

- Ask students to turn and talk to the person next to them or partner up and discuss the previous CharacterDare by sharing their response to the Truth or Dare prompt.
  - Truth: "What do you think about our most recent Dare?"
  - Dare: "Reflect on your experience with our most recent Dare."
- Using random cold calling or asking for volunteers, ask students to share their Truth or Dare reflections. Encourage when appropriate and take advantage of any teachable moments, especially when a student shares a struggle.
  - Teacher Note: Having a toolbox of active processing strategies to get students thinking and then sharing here will help integrate more quality discussion into your classroom. [A few examples are included in Unit 0.](#)
- Remind students that it is not about being perfect or even completing each Dare; rather, it is about striving to improve our character by intentionally practicing and discussing each day.
- *\*Project Image: Current CharacterDare\**
- Ask students to take out their 40 Day CharacterDare Packet.
- Introduce the newest CharacterDare. Have students find the current CharacterDare in their 40 Day CharacterDare packet and read through it as a class. Answer and clarify any questions about the Dare. Encourage students to modify the CharacterDare if it does not seem to specifically fit your school situation.
- Tell students what the day's objectives are:
  - You will reflect on your own character and identify ways you could improve it.
  - You will understand that leadership is all about relationships and not just a title or position.
  - You will know the class definition of leadership with 100% accuracy.

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## Opening Activity (10-12 minutes):

- *\*Play Video: [What Really Matters \(2:22\)](#)\**
- Ask, "What was the main idea of this video?"
  - Get multiple responses.
- Ask, "What question(s) would you ask of someone in this video? Why would you ask that question?"
  - Have students pick someone and write a question to them.
  - Tell students that they can identify the person by saying, "The boy who said...or the girl who said..."
  - Ask for multiple responses from students.

## **Instruction (20 minutes):**

- Prompt: "What is leadership all about?" Answer: Relationships
- *\*Handout: Servant-Leadership Triangle\**
- *\*Project Image: Servant-Leadership Triangle\**
- Explain that there are two main ideas that you want them to know about servant-leadership.
- The first is that this model of leadership is not about having a title, but it is all about relationships. When two or more people gather together there is an opportunity for leadership. The second is that it really isn't a question of whether you are leading or not; it's just a question of whether it is good or bad, positive or negative leadership.
- Say, "We will now learn about the next key leadership concept - the definition of leadership."
- Ask students to write their own definition of leadership in their Leadership Notebook.
  - Ask students to stand up with their notebook and walk around introducing themselves to at least five different people and sharing their definition of leadership.
  - Ask students to take a seat and ask for 3-5 responses from the class.
- Explain that there are thousands of definitions of the word leadership that have been written in books and spoken about in speeches. A research group once examined these different definitions to see if there were any interesting observations or findings that would come from their research. What they found was that the word or concept of "Influence" was virtually in every definition or description of leadership.
- Say, "A well known author of books on leadership, John Maxwell, once said, 'Leadership is influence, nothing more nothing less.' For our class, the definition that we will use for leadership is simply one word: Influence."
- Ask, "Could that influence be positive?" A: Yes
- Ask, "Could that influence be negative?" A: Yes
- Say, "So it is not a question, once again, of whether we are influencing or not, it is just a question of whether it is positive or negative."
- Say, "In fact, everything we do is influencing others either positively or negatively. Even when we don't do something we are influencing!"
- Ask, "How many of you have ever wished that somebody in your life would have stepped up and done something or said something to have your back, but they did not? Did it still influence you positively or negatively?"

- Say, "The reality is that even when we don't act we are influencing others. Another research group once tried to put a number on the question, 'On average, how many people will you influence in a lifetime by doing absolutely nothing?' The answer they came up with was 20,000. Now, there is no way that they would know exactly, but this does make us wonder how many people we would influence positively or negatively if we were actually trying to do positive or negative things regularly. The reality is that there is no way that we could ever comprehend what that number is."
- Say, "One again, if leadership is influence, then it isn't a question of whether you are influencing or not, it's just a question of whether it is positive or negative. You cannot NOT influence people!"
- Note the second level down, "Influence," on the Servant-Leadership Triangle Model.
- Say, "So there are now two key things that we have learned about the word leadership so far in our time together."
  - 1. We have learned that leadership is all about relationships.
  - 2. We now know that the one word definition of leadership for this class = INFLUENCE."

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## **Video - Leading with Lollipops (15 minutes):**

- Tell students that they are going to watch a TedTalk titled "Leading With Lollipops" to illustrate the two main learnings so far.
- *\*Play Video: [Leading With Lollipops \(6:14\)](#)\**
- Ask, "What was the speaker's main point?"
  - Have students share with a partner.
  - Ask for 3-5 responses from the class.
- Ask, "How would you feel if someone told you that you had impacted their life in a powerful way?"
  - Ask for 3-5 responses from the class.
- Ask, "What is the problem with thinking that only those with the title of 'leader' are the ones that are responsible for influencing others?"
  - Ask for 3-5 responses from the class.
- Ask, "What is one way that you could do something small today to create a lollipop moment for someone else?"
  - Have students share with a partner.

- Ask for multiple responses from the class and mention that this is the advanced part of this class. To actually live out what you are learning each day will be the most difficult part of this course. The content should come to you pretty quickly, but to actually put it into practice is not going to be easy.
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## **Exit Intentionally (1 minute):**

- Say, "When you realize that you possess great influence and that you are influencing people everyday through your words and actions, you can start to become more intentional with the everyday moments that seem insignificant."
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## DAY 2: PATIENCE

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The definition of patience is to show self-control.

Is this quality of character important for a leader? Not only is it important—it is essential, because patience and self-control are the essential building blocks of character and, hence, leadership.

I believe self-control is better described using the phrase impulse control. We are teaching impulse control to our little girl every day by coaching her to respond not according to what she feels like doing but according to what is the right thing to do.

Without control over our basic desires, whims, appetites, and other urges, we have little hope of behaving with character in difficult situations. A habit must be developed by responding from principles rather than urges in order for us to be effective leaders. In short, we must control our impulses. We must get the head (values) in charge of the heart (emotions).

Patience and self-control are essential to healthy relationships. If you doubt this, then ask yourself this question: Do you have positive relationships with people who are out of control? Patience and self control are both about being consistent and predictable in mood and actions.

- The World's Most Powerful Leadership Principle, by James C. Hunter

### **WE DARE YOU TO...**

Practice Patience. Think about the ways in which you respond to urges, rather than principles. Do you rush to get ahead of others? Try to make others do things your way? Cut others off in conversation? After identifying areas where you could improve your impulse control, begin putting patience into action. Practical ideas might include holding the door open for someone, allowing someone in your class to do a task their way rather than trying to show them how you would do it, letting others speak first, allowing another person to enter a line in front of you, etc.

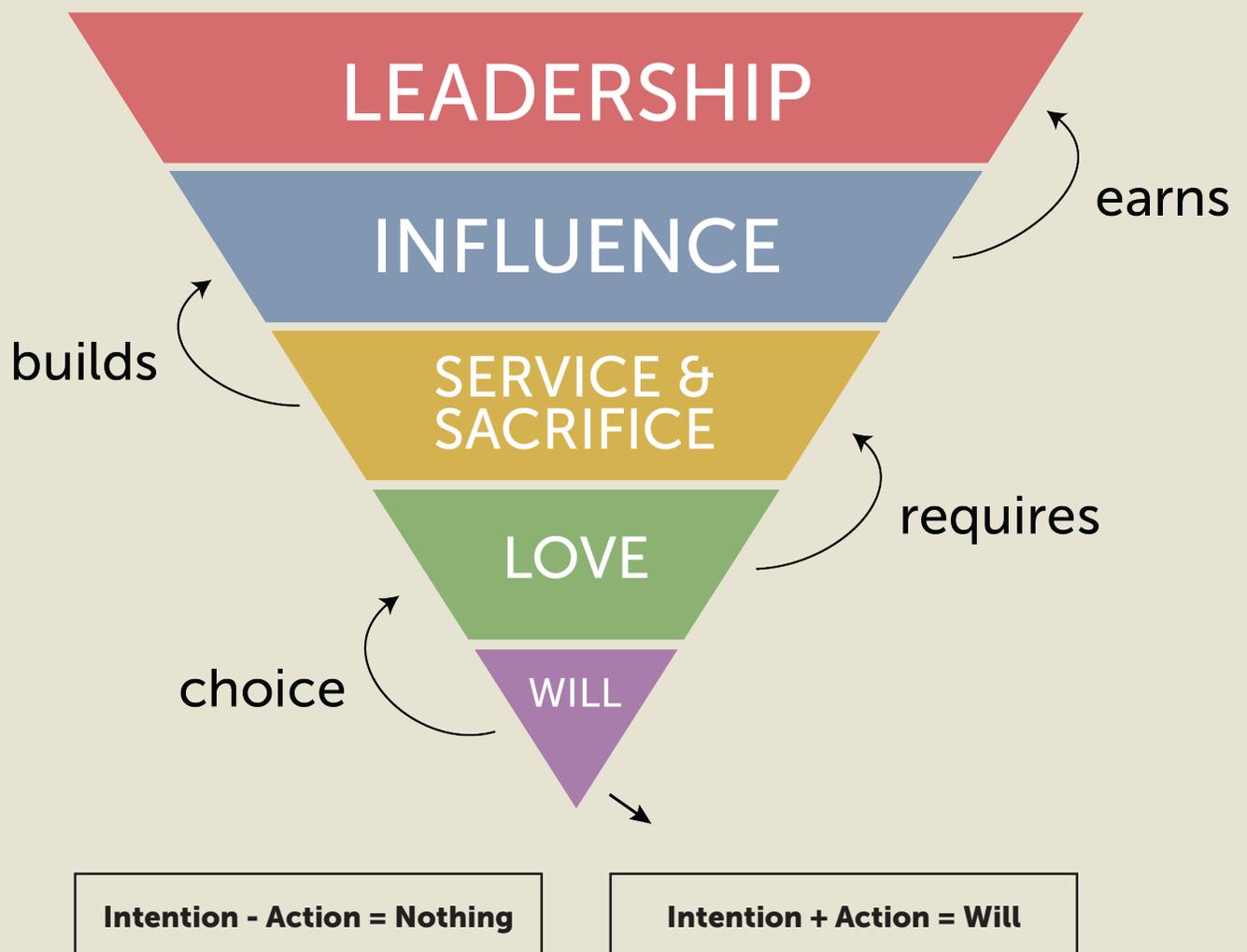
"A habit cannot be tossed out the window; it must be coaxed down the stairs a step at a time."

-Mark Twain



# Character Strong

## THE SERVANT-LEADERSHIP TRIANGLE



Hunter, James C. *The Servant: A Simple Story about the True Essence of Leadership*. Rocklin, CA: Prima Pub., 1998. Print.

