

Objectives:

- Students will reflect daily on their own character and identify ways they could improve it.
- Students will understand two opposite styles of leadership and cause and effect relationships for both.
- Students will identify examples of power-style and influence-style leaders and be able to articulate why a leader falls under that style of leadership.

Materials:

- Image: CharacterDare Image Set
- Image: The Leaders Law of Influence
- Handout: Power vs Influence
- Handout: Power vs Influence Reflection
- Handout: Power vs Influence Practice Assessment

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 13.
 - 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.
- **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?
- 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: [Processing strategies can be found 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 them what the day's objectives are:
 - You will reflect daily on your own character and identify ways you could improve it.
 - You will understand two opposite styles of leadership and cause and effect relationships for both.
 - You will identify examples of power-style and influence-style leaders and be able to articulate why a leader falls under that style of leadership.
-

Discussion (10 minutes):

- Say, "We have now looked at the idea of influence - what makes people influential, and how small variables can create a substantial difference with the Leaders Law of Influence. Now we are going to look specifically at the differences between power-style versus influence-style leadership."
 - **Handout: Power vs. Influence**
 - Go over the handout Power vs Influence with students.
 - Emphasize the key difference between the two styles as you go through the handout.
 - Share with students that an assessment question is to identify a power style and an influential style leader and provide evidence to why. The key is that students should include what power and or influence is in the rationale as to why they identified a person as a power-style or influential-style leader example.
-

Reflection (12-13 minutes):

- **Handout: Power vs. Influence Reflection**
- Have students do a written reflection using the Power vs Influence Reflection.
- After giving time to fill out their reflection sheets, ask students to share out their responses.
 - Have students do a brief "Webby Pledge" with you and then after they have walked around greeting for 30-60 seconds, have them partner up to share their responses through a stand-up meeting before coming back to a full class discussion.

- Example Webby Pledge:
 - This is my webby // It is still mine // It is still awesome // My webby can be used for power // My webby can be used for influence // If I choose to use it // Let's do this // Let's Webby
 - Bring students back together after their stand-up meeting for a full class discussion.
 - Get multiple responses asking students to share their examples of power and or influence and what impact that experience had on their relationship with that person(s) involved.
-

Activity - Examining Power and Influential Leadership Styles (13-15 minutes):

- Put students into groups of 2-3 and tell them that every group will be getting a name to do very brief research on.
 - Assign groups one of the following historical leaders:
 - Adolph Hitler
 - Martin Luther King Jr.
 - Joseph Stalin
 - Mahatma Gandhi
 - Benito Mussolini
 - Mother Teresa
 - Napoleon Bonaparte
 - Abraham Lincoln
 - Julius Caesar
 - Nelson Mandela
 - Explain that students will have 6-8 minutes to find the answers to the following questions about their leader, using whatever technology or previous knowledge that they have about their leader:
 - Did they lead by power or influence?
 - What are three pieces of evidence that would show your leader was a power-style or influential-style leader?
 - After 6-8 minutes bring students back together and have each team share out their answers; then have a class discussion about the results, asking students if they notice any similarities between the groups of leaders?
-

Practice (5-7 minutes):

- **Handout: Power vs Influence Practice Assessment**
- With time remaining take students through the practice assessment on Power vs Influence that they will be taking the next time your class meets.

- Go through each question and share that the key is including what power and influence is when providing the rationale for why the power or influential leader they selected is that way.
-

Exit Intentionally (2-3 minute):

- Say, "As the US President Abraham Lincoln once said, 'Nearly all men can stand adversity, but if you want to test a man's character, give him power.'"
 - Ask, "What does this mean? Why does giving someone power test their character?"
-

DAY 14: COMMITMENT

Making a commitment to doing something, and then actually working toward doing it is hard. There are many roadblocks, unforeseen problems, and principals who actively block our ideas, friends who want us to play when we are trying to work, a sister who is not at all thankful when you try to be helpful. There are many opportunities to let a commitment die. How do we keep away from these? How do we stay strong and committed when we don't feel like it?

We all need help. When others know what you are working on, they will actively help, or at least try to keep the temptations out of our way. This is why we have encouraged you to meet regularly with your accountability partner. But this is a case of "the more, the merrier." Make your goals public, share them with friends, family, teachers, and coaches. Explicitly ask for help in keeping yourself on the "straight and narrow" in working toward your goals. The more that know, the more likely someone can step in with just the right way to help when you most need a gentle push.

WE DARE YOU TO...

Today tell five people about your goals. These five don't have to know all your goals – for example, you might tell your coach about your goal to run a sub-five minute mile, while you might tell your Mom about your goal to be more patient with your little brother. Some people will know about several goals, some only one.

"It is easy to get things into our heads, but it is hard to get them into our lives."

- Phil Salzman



POWER VS INFLUENCE

Power:

1. Ability
2. Force
3. Ruins Relationships
4. Temporary

Influence:

1. Skill
2. Can be learned
3. Built on Service and Sacrifice
4. Permanent

Power leader example = Hitler because he used his *ability* to *force* people to kill and eventually this *ruined his relationships* with others and the rest of the world and eventually made his leadership very *temporary*.

Influence Leader example = MLK Jr. because he used his *skill (that can be learned)* to *serve and sacrifice* for others which *built* influence, and even when he was killed made his influence *permanent*.



POWER VS. INFLUENCE REFLECTION

NAME:

Power-style leadership is an ability to force people to do something, even if they don't wish it to happen to them. When is a time when you have used power over someone else or experienced someone else using it over you? (Describe the situation in detail.)

Provide evidence to how this affected your relationship with the other person.

Influence is a skill that can be learned and is built by serving and sacrificing for others. When is a time when you have served and sacrificed for someone else, or a time when someone else built influence in your life by serving and sacrificing for you? (Describe the situation in detail.)

Provide evidence to how this affected your relationship with the other person.



POWER VS. INFLUENCE ASSESSMENT

Name: _____ Date: _____

What are four differences between Power and Influence?

- Power is _____ & _____
- Influence is _____ & _____
- Power is _____ & _____
- Influence is _____ & _____

What is one example of a Power style of leader that our world has seen?

Leader: _____

Why? _____

What is one example of an influence-style leader that our world has seen?

Leader: _____

Why? _____

