

**Leadership Curriculum Project**

by

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**Abstract**

Recent laws and judicial rulings continue to direct our country further away from the way that the Lord Jesus has directed in Scripture. Strong Christian leadership is needed in our country and other countries of the world. Leadership is taught by example, but it is more effectively learned if it is intentionally taught as well. The teaching of leadership includes the use of Scripture, the introduction and practice of the habits and traits associated with effective leadership, and the formative and summative assessment of the training along the way. The data presented here gives evidence of learning through the intentional teaching of Christian leadership.

## Table of Contents

<b>Abstract.....</b>	<b>3</b>
<b>Chapter I: Introduction.....</b>	<b>5</b>
Problem/Purpose of the Study .....	5
Importance of the Study.....	6
Project Goal .....	7
<b>Chapter II: Literature Review.....</b>	<b>10</b>
Introduction.....	10
Empirical Resources .....	10
Resources of Leadership Qualities.....	12
Spiritual Resources .....	13
Summary .....	15
<b>Chapter III: Implementation.....</b>	<b>16</b>
Introduction.....	16
Procedures.....	16
Artifacts.....	18
Results.....	19
<b>Chapter IV: Reflective Essay.....</b>	<b>29</b>
Introduction.....	29
Conclusions.....	29
Recommendations.....	33
<b>References.....</b>	<b>34</b>
<b>Appendix A: Scope and Sequence .....</b>	<b>35</b>
<b>Appendix B: Curriculum Lesson Plans .....</b>	<b>38</b>
<b>Appendix C: PowerPoints .....</b>	<b>81</b>
<b>Appendix D: Survey Questions.....</b>	<b>90</b>
<b>Appendix E: Results of Students' Pre-Surveys and Post-Surveys .....</b>	<b>94</b>
<b>Appendix F: Evaluation Tool for Students.....</b>	<b>109</b>
<b>Appendix G: Leadership Ledger Exhibit .....</b>	<b>110</b>

## Chapter I: Introduction

### Problem/Purpose of the Study

For years California Lutheran High School has proclaimed that it is “Molding Christian Leaders for Tomorrow.” The byline is emblazoned on the wall. God’s Word permeates all classes taught, not to mention the fact that all students have a daily Word of God class, and all students attend chapel each morning. Moreover, the dorm students have an evening devotion together. Certainly, teachers are dutifully training students in the precious truths of Scripture, thereby equipping them to be Christian leaders in the community. The curriculum does, however, lack a specific component for targeting Christian leadership.

To quote Secretary of the Air Force Sheila E. Widnall on the need for training specifically for leadership (as cited in Krasimir, et al., 1996, p. 9-10):

Leaders don’t just appear—they are molded. The Air Force is not handed leaders, we must develop them. It’s a tribute to our officers and noncommissioned officers that they have done just that for almost 50 years; not only for the Air Force, but for the nation as well. Air University is an institution where our past and present leaders gather with our leaders of tomorrow. It’s here that we try to give our officers and NCOs the tools they need to effectively lead the many and varied organizations we place in their charge. No other Air Force mission is more important. And, none has the potential to yield so many rewards. Out of these halls will come tomorrow’s Billy Mitchells and Hap Arnolds. They are our hope for the future, not only for the Air Force, but for the nation.

Because of its many facets, leadership can be defined in various ways. For the purpose of this curriculum, leadership will be defined as a process of influence – governed by Christian morals - toward the achievement of a goal. It is towards this definition of leadership, then, that this curriculum will endeavor to aim.

### **Importance of the Study**

Our world is in desperate need of quality leadership. One does not need to read too much news before stumbling across examples of betrayed trust, exploitation, and manipulation committed by people of power and influence. The following quote is just one example:

Corporate leaders exploit privileges of position, bringing ruin to employees and investors. Meanwhile, citizens of underdeveloped countries languish in poverty and hopelessness in a leadership vacuum. Church leaders experience crises of integrity, compromising their churches and breeding skepticism and disillusionment. Families and personal relationships drift away from mutual commitment and head toward battlegrounds of self-absorbed conflict over rights to individual fulfillment (Blanchard and Hodges, 2005, p. 3).

A.B. Combs Elementary School in North Carolina is a prototype of the success that can be experienced when leadership is an intentional piece that is inculcated into the curriculum. This school discovered that Stephen Covey's *7 Habits* form a sequential, progressive model. Dramatic improvements in both behavior and academics became evident upon implementation. Parents, too, reported equivalent improvements in their children's attitudes and behaviors at home. When put into practice, these *Habits* caused the students "to be more responsible, to take more control of their life, to map out their

future, to establish priorities, and to execute a plan by staying disciplined and focused” (Covey, 1998, p. 46).

### **Project Goal**

The goal of this project is to create an area in the curriculum at California Lutheran High School which intentionally provides for the teaching of Christian leadership. Exemplary Christian leaders are needed at both Christian and secular colleges. A majority of CLHS graduates pursue a college education in the secular world. For example, 71% of the Class of 2014 enrolled in secular institutions. The same may be said for military recruits, parenting in the home, and leadership in the church. The following behavioral outcomes are goals of the project:

1. The student will demonstrate proper use of cell phone in various social settings.
2. The student will utilize his/her God-given talents.
3. The student will exhibit a positive attitude, even in the face of adversity.
4. The student will be proactive rather than reactive in both speech and action.
5. The student will work to be – and stay – clutter-free. He/She will organize his/her work in a binder so that he/she can put his/her hands on any assignment in a matter of moments.
6. The student will use good posture: standing tall with shoulders back.
7. The student will use good eye contact: solid, with a smiling face.
8. The student will use gestures that are purposeful, deliberate, and meaningful.
9. The student will use speech that is slow and clear.
10. The student will show respect to others.
11. The student will be honest and admit mistakes.

12. The student will demonstrate synergism in relationships by celebrating differences, working as a team, and being open-minded.
13. When meeting new people, the student will shake hands and repeat their names.
14. When given something, the student will say, "Thank you."
15. The student will greet campus visitors with a smile and make them feel welcome.
16. When someone bumps into the student, the student will say, "Excuse me," even if it wasn't his/her fault.
17. The student will keep promises and demonstrate loyalty to family and friends.
18. Whether talking or listening, the student will make eye contact with people.
19. When given the opportunity, the student will hold the door for someone else.
20. When someone nearby drops something, the student will stop and help him/her pick it up.
21. When needing to sneeze, cough, burp, or yawn, the student will cover his/her mouth and say, "Excuse me."
22. The student will not be late or last-minute for school or class.
23. The student will exercise regularly, even in the off-season.
24. The student will not respond immediately to others' interruptions (including texts) or little problems.
25. The student will regulate TV or social media time.
26. The student will regulate video games or shopping time.
27. The student will strive to do his/her best and to give God the glory for all successes.



28. The student will wait until someone acknowledges his/her accomplishments rather than acknowledging his/her own. In competition, he/she congratulates the opponent.
29. The student will take care of his/her body by eating healthily, sleeping well, and using good hygiene.
30. The student will spend some leisure time reading and learning new skills.
31. The student will spend time in service to others.
32. The student will take time for praying and worshipping.

## Chapter II: Literature Review

### Introduction

One needs not search too extensively to find a resource on leadership. Authors, viewpoints, and texts abound. One can not read them all; one must be selective. First, there needs to be empirical evidence to support the contention that leadership needs to be taught. Second, there need to be resources that quantify what leadership is in terms of habits, traits, and qualities. Finally, there needs to be the spiritual component that provides the backbone to the curriculum and distinguishes it from many of the secular resources that abound on leadership. Here follows both a listing and a short description of the resources selected for this project.

### Empirical Resources

Is there any empirical evidence to support the need to teach leadership intentionally? In *The Teaching of Leadership: A Comparative Analysis*, Krasimir (1996) establishes the need and design for the intentional teaching of leadership. This development study examined the course structure, content, teaching methods, and evaluation criteria used in seven prominent military institutions, nine professional and business organizations (including Ritz Carlton Hotels, Xerox, Ford, Nike), and 23 universities. The research included an extensive literature review of resources, primarily the curricula of institutions that teach leadership, but also related periodicals and books. The topics researched included teaching methodology as well as student learning. This literature review was complemented by extensive interviews with the teachers of the curricula conducted by the researchers. The research is a comparative analysis for the

purpose of finding qualitative commonalities among the most effective leadership programs.

The comparative analysis included the present curriculum at the Air Command and Staff College. This curriculum used both written and oral methods of evaluation, applying the concept of individual development (journaling) as one basis for evaluation. Commonalties identified by this study included evaluating class participation, participation in group or community projects, and evaluating a student's analysis of leadership through the use of literary works, case studies, or past and present leadership examples.

The recommendations for course structure included restructuring the sequence of lessons to take into account the hierarchical structure of Bloom's Taxonomy. The study recommended the use of a psychometric test to help identify personality weaknesses. The recommendations also included tapping into the leadership network already available in professional organizations. Many of the professional organizations in the study utilized the Covey Leadership Center for training. In short, Krasimir presents an exceedingly complex and intricate study of the need for teaching leadership intentionally.

Stephen Covey is an internationally respected authority on leadership, family, and organization. Many professional organizations outsource their leadership training to the Covey Leadership Center of which Stephen is the founder. He has been recognized as one of *Time* magazine's twenty-five most influential Americans. His book, *The Leader in Me* (2008), is the account of an elementary school in North Carolina that started teaching principle-based leadership skills with remarkable results. In a short time, the number of students passing exit tests rose from 84 to 97 percent. This also boosted students' self-

confidence and reduced disciplinary issues. Here, too, is empirical evidence of the need for an intentional leadership curriculum.

### **Resources on Leadership Qualities**

What is it that constitutes a leader? First, experts disagree on even the definition of leadership. Second, authors differ on exactly which traits and habits are most important in defining the ideal leader. Thus, information must be gathered from several reliable, respected resources.

A teenager himself, Sean Covey (1998), the son of Stephen Covey, targets fellow teens in *The 7 Habits of Highly Effective Teens*. His habits for success include prioritizing, planning, and communicating. He takes a lot of ideas from his father, to be sure, but he writes for the teen audience and has the peer perspective. It is full of anecdotes and wisdom. It is highly praised, complete with six pages of accolades from knowledgeable personalities.

Miriam MacGregor is the author of several books on leadership. *Building Everyday Leadership in All Teens* (MacGregor, 2007) is a curriculum resource intended for teachers and youth workers. She is also the founder of Youthleadership.com, an online resource center for individuals working with youth leaders. She wrote this book with the input of a virtual advisory board of teenagers. In it she provides an extensive list of qualities and styles of effective leadership (e.g., managing conflict and active listening).

Potential followers evaluate potential leaders. This is often done at the first meeting. Personal characteristics set the tone for such an evaluation. Again, these characteristics need to be taught. *The Essential 55* (Clark, 2003) is a set of manners and

attributes that can be taught and nurtured as a means of gaining respect as a potential leader. For example, Clark emphasizes the importance of respect, eye contact, and body language in conducting oneself as a leader. They are tried and true methods taught by a young educator and author, Ron Clark, who has assumed the role of teaching social skills to a young generation he feels is devoid of them.

Now one must do more than read and memorize lists of important qualities and habits of leadership. A potential leader is best served by putting these essential traits into practice. Leadership is an active responsibility. *Essentials of Team-Building* (Midura & Glover, 2005) is a resource of activities that can be assigned for demonstrating leadership. The goals of team-building as outlined here focus on leadership, self-confidence, and character education. Chapter 9, in particular, contains challenges which could be assigned to students to lead with other groups of students. These challenges could even be done with elementary students as a means of building and nurturing relationships between the Lutheran elementary students and the area Lutheran high school. Co-authors, Midura and Glover, are both physical education teachers with decades of experience who have conducted over 100 workshops and clinics with noteworthy results.

### **Spiritual Resources**

Unfortunately, many leadership resources are devoid of a Christian perspective. Servant leadership is not a concept often touted in leadership training for the corporate world. It is, however, a concept that is not foreign to the Christian leader. Author Warren Wiersbe, a Baptist minister, has penned more than 150 books. The audience for *On Being a Servant of God* (Wiersbe, 1993) is all ministers, both full-time and lay. The qualities

and motivation for servant leadership are outlined. Wiersbe emphasizes that “ministry takes place when divine resources meet human needs through loving channels to the glory of God” (Wiersbe, 1993, p. 4). Ministers are distributors of the grace of God, not manufacturers. Leadership is more than a winning personality; it is a godly character.

The world is in desperate need of strong Christian leaders as role models. Jesus provided us with the model of servant leadership. He was continually teaching his disciples and modeling for them what it means to lead by serving. A true leader leads, not by pride and fear, but with humility, respect, and confidence. Ken Blanchard is the author of over 35 books on management and leadership while Phil Hodges is a resource and industrial relations manager in corporate America. Together, they have founded the non-profit ministry, Lead Like Jesus. Their co-authored book by the same title (Blanchard & Hodges, 2005) includes advice based on the experience of Christian individuals who have served in the secular workplace. Some of our students will become leaders in the secular world; yet, they will need to maintain their Christian principles in a non-Christian environment.

The inclusion of literary works, case studies, or past and present leadership examples builds a stronger curriculum for teaching leadership. *The 21 Most Powerful Minutes in a Leader’s Day* (Maxwell, 2000) is a resource of Biblical characters who serve as talking points in terms of leadership. It is designed to take a leader through growth and development, day by day, all through the use of Scriptural examples. Author *John C. Maxwell* is an internationally recognized leadership expert, speaker, coach, and author who has *sold* over 19 million *books*. His organizations have trained over one

million leaders worldwide. His audiences include leaders in government, professional sports, military, and Fortune 500 companies.

Finally, *The New International Study Bible*, the source for guidance on all spiritual matters, is an indispensable resource for the writing of this curriculum. Familiar leaders from both the Old and New Testament rise to the forefront of each lesson. Moses, Saul, David, Joshua, Joseph, Nehemiah, Samuel, Deborah, Samson, Elijah, Rehoboam, Barnabas, Gideon, Josiah, Solomon, and Jesus all find a role throughout the curriculum. “Your word is a lamp for my feet, a light on my path” (Psalm 119: 105).

### **Summary**

Leadership continues to be a popular topic for today’s authors. Resources abound on leadership in both the secular and spiritual realms. A solid curriculum utilizes texts that present empirical evidence for the intentional teaching of leadership. Resources that delineate the traits and habits necessary for successful leadership are also important to this curriculum. Last but foremost, spiritual resources that point to Jesus and servant leadership provide the component that separates this leadership curriculum from the many secular programs available today.

### **Chapter III: Implementation**

#### **Introduction**

Although it took months to craft the curriculum, the fruits of the labor were realized when the teaching began. As the weeks of teaching unfolded, it was a joy to see what kinds of things engaged the students. It was encouraging to listen to the projects developed by students as they shared them personally with the class at the conclusion of the unit.

#### **Procedures**

The resources listed in Chapter II were used to develop a curriculum for teaching leadership in the WELS secondary school. Students were given the opportunity to offer their own definitions for leadership as well as to read the definitions offered by other leaders. Leaders from Scripture and everyday life were examined as examples of positive and negative leadership. Qualities and habits of successful leaders were studied and practiced. Behaviors essential for earning respect were likewise taught and practiced. As a summative assessment, students chose group leadership projects through which they had the opportunity to demonstrate leadership qualities and understanding. Finally, students completed a unit evaluation tool for the teacher.

This curriculum was taught as a unit in the Word of God curriculum to juniors and seniors for part of one semester. How does leadership fit into such a curriculum? The Word must be foundational to the faith-life of the Christian. As such, Scriptural lessons were taught as expected in such a curriculum. As with any sermon, sin and grace were present in every lesson. Positive or negative applications were drawn from these lessons as well.



The primary message of Scripture is that of justification: God the Father declaring humanity to be innocent of wrongdoing because of the redemptive work of Jesus Christ his Son. Accordingly, this must be the motivation for all that we do. But alongside the precious message of justification is its companion: sanctification. Whether in the corporate world or in the church, whether in the military or at home, leadership is part of the Christian's sanctified life. As such, we turn to Scripture for guidance. Consider Paul's instructive words to Timothy in 2 Timothy 3: 12-17,

In fact, everyone who wants to live a godly life in Christ Jesus will be persecuted, while evildoers and impostors will go from bad to worse, deceiving and being deceived. But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.

Dr. Edward W. A. Koehler (1952) stated that the purpose of Scripture is threefold: "to save man from sin and damnation through faith in Christ, to educate and train His children in holiness of life, and to magnify His glory" (p.14). He further elaborated, saying that the second purpose of Scripture is "to teach and train all believers in Christ to serve God in righteousness and true holiness" (p. 15). Certainly in the world of leadership, the Word is "a lamp for my feet, a light on my path" (Psalm 119: 105).

Formative assessments were administered along the way as a means of tracking learning, and the group leadership project was used as a summative assessment. The

group leadership project was scored using a rubric with both self and teacher assessments. Finally, to assess the overall effectiveness of the curriculum, a pre-survey and a post-survey of students, their parents, and the teachers was conducted to gauge evidence of student growth in the area of leadership.

### **Artifacts**

The curriculum includes a scope and sequence for all ten units (see Appendix A).

All of the units contain each of the following:

1. Learning targets: Some of these come directly from Maxwell's *The 21 Most Powerful Minutes in a Leader's Day*.
2. Suggested length of unit: Some units took three periods. There is plenty of material.
3. Scriptural Standards: These are the Biblical characters on whom the units are based.
4. Biblical Basis: These are the Scripture references used for the characters.
5. Habits to Harvest: These are habits from Sean Covey's *The 7 Habits of Highly Effective Teens*.
6. Components to Consider: These are components from MacGregor's *Building Everyday Leadership in All Teens*.
7. Traits to Teach: These are traits from Clark's *The Essential 55*
8. Assessment: Daily, formative assessments are kept in the Leadership Ledger.
9. Evaluation: Different formative assessments for each individual unit may be administered each time this curriculum is taught. Memory work is assigned for some units: Scripture passages or appropriate hymns stanzas.

Also included among the artifacts are detailed lesson plans (Appendix B), lesson PowerPoints (Appendix C), details for the authentic assessment (Appendix B), a rubric for the authentic assessment (Appendix B), pre- and post-survey questions (Appendix D), and the student unit evaluation tool (Appendix F).

## **Results**

The Leadership Curriculum was implemented at the beginning of the second semester as part of the Word of God class for juniors and seniors. A total of 51 class periods were dedicated to the teaching of this material; only 25 had been allotted. This was due to several factors: much more class discussion than anticipated, abbreviated class schedule for spring sports program, two additional periods for taking the pre- and post-surveys, and incorporation of more singing/memorization of appropriate hymns as the class expressed a desire. In general, the pacing of two periods per unit was not enough time.

The Biblical characters that were chosen for the units were all well received. It was not difficult for the students to find the successes as well as the shortcomings of each individual. The evidence of sin and grace was present in each lesson. It was educational to see the insight gained by students as they wrote essays comparing and contrasting various Biblical examples.

The Habits to Harvest, Components to Consider, and Traits to Teach were all introduced at the end of lessons. Examples were shared of how to incorporate these into student life. Students were then expected to enact various Habits, Components, and Traits throughout the course of their days and keep record of such examples through their digital Leadership Ledger. The Components, rooted in various role-playing activities

from MacGregor's text, were very successful with the students; these activities always left them asking for more. Students were expected to make a Ledger entry every day. Some students were able to keep up with this; others were not. This daily responsibility was regularly stressed by the teacher as a way to demonstrate leadership, but that encouragement did not motivate everyone. These items were also what comprised the backbone of the pre- and post-surveys.

The Ledger itself included lists of Habits, Components, and Traits from which students were to select for their daily recorded entries. The Ledger also included other written assignments. Making the Leadership Ledger digital was wonderful in many ways. Students could make entries at any time, many using their phones to do so. The teacher could access the Ledger at any time and send reminders and feedback as needed. Students could not lose or forget their Ledgers. All assignments were kept in this one location. The document can be easily shared with peers, advisors, or parents as desired. Neatness is not a question, and spell-check saves the teacher much work. One student's entry can be found in Appendix G.

For the most part, the authentic assessment worked better than anticipated. Allowing students class time to work on these projects is a good incentive. Using guided class time is also a very important tool in teaching the students pacing for a larger assignment versus the pitfalls of procrastination. Students chose quite a variety of "organizations" or professions for their projects. Here is a sampling of their choices:

- [Start an] Apache-Lutheran Psychiatric Association
- Equine Massage for Equissage Therapy
- Hope for the Future Cancer Clinic and Research Institute

- Directus Motors [Car sales]
- His [God's] Medicine in America
- Christian Law Firm
- Badminton Training School
- Teun Teun Hospital [Korean hospital]
- We Love and Serve You [providing homemade food/goods and music to those in need]
- White Garden Coffee Shop
- Military leader
- Lightning Cross Web Design
- School teacher in urban ministry
- Historian's Paradise
- [Start a] Korean Lutheran High School

The authentic assessment was created with individual learners in mind. It met Newmann's Five Standards of Authentic Instruction. Moreover, the assessment met all levels of Bloom's Taxonomy as well as six out of eight of Gardner's Multiple Intelligences. With all of these considerations taken into account, the assessment was quite varied and was intended to meet and challenge all types of learners. Students then proudly presented their projects to the class, and each student seemed genuinely pleased to do so. Students were assessed by means of the rubric which, along with the guidelines, made the expectations plain. The rubric also facilitated an easy means of feedback for the teacher.

The authentic assessment consisted of 10 components. As stated above, the students did an excellent job on selecting their organizations, exceeding my expectations. The second component was the interview. Almost all of the students conducted an interview and found this very insightful in their planning. It was also a good opportunity for them, in most cases, to interact with an adult they did not know. The next two sections, the hallmark and the role models, were easy for all students to integrate as these were the foundation of each of the lessons. The fifth section, the mission statement presented some difficulties. Examples of good (and bad) mission statements were shared in class, but no time was spent in practicing them. This was evident in some statements that were much too long or not carefully worded.

For the song, most picked contemporary songs that were somewhat related to their organizations. Fewer than expected songs were chosen that showed trust in a loving Lord, despite having regularly sung at least one hymn in each class period. The logos were very well done. Many students were comfortable with computer graphics or asked for help from those who were. The habits and traits were again easily integrated into the assessment; in fact, many students implemented more than required. Finally, the presentations were well done; a sense of pride and ownership was readily detectable.

Finally, some attention needs to be given to the data itself. All 19 students completed a pre- and post-survey in class; thus, this is a complete and sound comparison. The students were encouraged to be completely forthright in these surveys.

Identical surveys were also given to the parents or other responsible adults. In the case of two parents in the typical family, each parent received his or her own survey. In the case of our international students, surveys were made available to homestay parents,

dorm supervisors, or teachers on staff, assigning a male and a female “parent” for each of these students. After considerable requests, there were twenty-five respondents (out of thirty-six possible) to the pre-survey and only thirteen on the post-survey. These individuals were not identified; thus, it is entirely possible that a respondent to the post-survey never completed the pre-survey, and the opposite is certainly true. More important, the post-survey was more likely completed by teachers and dorm supervisors who were assigned as “parents,” but who have a narrower view of the student in terms of scope of supervision and observation. It is more likely that they completed it because they were asked to do so in person, in addition to several email requests. Parent responses were all anonymous in an effort to encourage wider participation; however, this approach also makes it impossible to track which respondents completed both a pre-survey and a post-survey, rendering such a comparison unreliable. Due to the unreliability of the parent data, only findings based on the student surveys are included here.

My goal as the teacher was to see growth in the number of students who always or often exhibited the positive traits and habits listed in the survey. Some of the questions were stated in the negative, and thus the goal would be to see the student in the seldom/never categories instead. Here follows a list of questions from the students’ surveys, along with the number of students exhibiting the improvement or decline. The questions are listed in order of improvement, with those demonstrating the most improvement listed first.

- Question 8: Improvement from a net of 6 students to 14 students in always/often being proactive rather than reactive

- Question 34: Improvement from a net of 6 students to 14 students in seldom/never having trouble regulating TV or social media
- Question 15: Improvement from a net of 12 students to 18 students in beginning a project with the end in mind
- Question 44: Improvement from a net of 9 students to 15 students in always/often taking time for praying and worshipping
- Question 37: Improvement from a net of 13 students to 18 students in always/often striving to do one's best and give the glory to God
- Question 1: Improvement from a net of 15 students to 19 students in always/often using face-to-face contact with others
- Question 6: Improvement from a net of 15 students to 19 students in always/often utilizing God-given talents
- Question 11: Improvement from a net of 14 students to 18 students in always/often using good eye-contact
- Question 12: Improvement from a net of 14 students to 18 students in always/often using purposeful, deliberate gestures
- Question 22: Improvement from a net of 14 students to 18 students in always/often excusing oneself
- Question 35: Improvement from a net of 12 students to 16 students in seldom/never having trouble regulating video games or shopping time
- Question 42: Improvement from a net of 10 students to 14 students in always/often spending some leisure time for learning new skills



- Question 36: Improvement from a net of 1 student to 5 students in always/often not expecting a reward
- Question 3: Improvement from a net of 13 students to 16 students in always/often silencing cell phone at dinner
- Question 4: Improvement from a net of 14 students to 17 students in always/often respecting personal space
- Question 7: Improvement from a net of 12 students to 15 students in always/often exhibiting a positive attitude
- Question 9: Improvement from a net of 12 students to 15 students in always/often working to stay organized and clutter-free
- Question 25: Improvement from a net of 11 students to 14 students in always/often using mirroring while being admonished
- Question 38: Improvement from a net of 15 students to 18 students in always/often demonstrating a win-win mentality
- Question 40: Improvement from a net of 15 students to 18 students in always/often acknowledging or being acknowledged
- Question 43: Improvement from a net of 11 students to 14 students in always/often serving others
- Question 10: Improvement from a net of 10 students to 12 students in always/often using good posture
- Question 18: Improvement from a net of 15 students to 17 students in always/often demonstrating synergism in relationships

- Question 19: Improvement from a net of 13 students to 15 students in always/often greeting and remembering new people
- Question 24: Improvement from a net of 15 students to 17 students in always/often making eye contact while talking or listening
- Question 28: Improvement from a net of 17 students to 19 students in always/often excusing oneself for politeness
- Question 31: Improvement from a net of 11 students to 13 students in always/often getting regular exercise
- Question 32: Improvement from a net of 6 students to 8 students in seldom/never responding immediately to interruptions/texts
- Question 2: Improvement from a net of 17 students to 18 students in seldom/never texting while driving
- Question 5: Improvement from a net of 17 students to 18 students in always/often doing small acts of kindness
- Question 14: Improvement from a net of 15 students to 16 students in always/often using a voice tone that is moderate
- Question 17: Improvement from a net of 17 students to 18 students in always/often showing honesty and admitting mistakes
- Question 20: Improvement from a net of 18 students to 19 students in always/often saying, "Thank you"
- Question 23: Improvement from a net of 16 students to 17 students in always/often using mirroring at time of admonition
- Question 26: Improvement from a net of 16 students to 17 students in always/often holding the door for others

- Question 27: Improvement from a net of 17 students to 18 students in always/often picking up something dropped by someone else
- Question 30: Improvement from a net of 12 students to 13 students in seldom/never tending to be late/last minute for school
- Question 39: Improvement from a net of 14 students to 15 students in always/often reaction to winning or losing
- Question 16: No notable change in showing respect to others
- Question 29: No notable change in procrastinating for homework or tests
- Question 33: No notable change in responding to peer pressure
- Question 13: Decline from a net of 12 students to 11 students in always/often using speech that is slow and clear
- Question 21: Decline from a net of 15 students to 14 students in always/often greeting campus visitors and making them feel welcome
- Question 41: Decline from a net of 17 students to 16 students in always/often taking care of one's body

One of the two areas which showed the most improvement is especially important to this millennial generation. Students demonstrated growth in being able to regulate social media (Question 34). Leaders have to be able to focus, and this includes being able to limit distractions that social media posts/alerts can create. The other area (Question 8) showing the most growth is vital to any leadership position: being proactive versus being reactive. Closely related to this concept is beginning with the end in mind (Question 15), which also showed marked improvement. Being forward thinking is not a common trait for teenagers whose frontal lobe (for decision-making) is not yet fully ameliorated. The

remaining two questions (37 and 44) of the top five for demonstrating growth in leadership potential are also connected spiritually and represent a foundation for success. They are giving God the glory in all we do, and taking time to worship and pray.

Surprisingly, several areas showed no growth or even a decline. A possible explanation for Item 29 (i.e., The student tends to procrastinate starting homework or studying for tests) is that students (who were mostly seniors) completed the post-survey toward the end of the school year when seniors tend to disengage from a focus on studies. In response to Item 21 (i.e., The student greets campus visitors with a smile and makes them feel welcome), which showed a decline, students were twice directed early in the teaching of the curriculum to greet visitors who were on campus that day. Later, students were no longer specifically directed to do so and may have not had much opportunity with visitors on campus.

Finally, each student was asked to complete an evaluation piece for the leadership unit. The first item asked students to rate their feeling of accomplishment in the class by placing an X on a continuum from 1 to 5, 1 meaning that there was little benefit, and 5 meaning that there was much benefit. The class average for this item was a 4.1. Various personal comments from these evaluations are included in Chapter IV.

## Chapter IV: Reflective Essay

### Introduction

With each passing day, the need for strong Christian leadership becomes more apparent. We live in a society where non-Christian morals are becoming more the norm. Like-gender marriage, transgender individuals, and tolerance of all things stand in the face of young Christians. To whom do they look for guidance? As social mores continue to disintegrate, we need to make a deliberate effort to train up strong Christian leaders for the Lord, leaders who expect stark opposition to the Way yet are willing and ready to make a stand for their Savior.

### Conclusions

**What I Did.** In pulling together this curriculum, I began with a literature review and securing my own copies of texts I chose. The next step was creating a scope and sequence for the material. This was exceedingly helpful because there were so many pieces that I wanted to pull together. The underpinning of the structure was the Scriptural Standards, the Biblical characters from whom both positive and negative lessons could be learned.

Along with the Biblical Standards came the important components of prayer and worship. Each unit began and ended with both a prayer and a hymn. Some of these hymns became memory work and quickly grew to become favorites among the students. They were already favorites of the teacher. For some lessons students were required to write formal prayers in their Ledgers. To guide them in writing their prayers, two acronyms were introduced and practiced: ACTS (Adoration, Confession, Thanksgiving,

Supplication) and PRAY (Praise, Repent, Act, Yield). Students were appreciative for this prayer scaffolding.

For the purpose of this class, leadership was defined as a process of influence – governed by Christian morals - toward the achievement of a goal. In order to be influential, a potential leader must build relationships with potential followers. I strongly agree with the belief that building and nurturing relationships is vital in both spiritual and secular matters. Personal habits and traits are keys to building relationships. As such, I saw a strong need to incorporate a deliberate effort at relationship-building. A leader has to be respected to be effective. A person has to have followers to be a leader. Indeed, strong relationships are an integral part of successful leadership.

Therefore, I developed the lessons keeping relationships in mind. Some lessons included activities that were meant to teach some skills and other components of good leadership. The Leadership Ledger came into being as a means of stressing the importance of turning some of these traits into daily habits. I was able to see many of these traits in action throughout the day: in class, between classes, in chapel, at lunch, at sports, and on weekend choir outings. Sure, sometimes they were just doing what was required, but this was an effective way to develop habits. Habits must be taught, sometimes by self and sometimes by others.

I checked with students verbally on a daily basis as to their progress on the Leadership Ledger. I also checked in with them digitally on a weekly basis. This worked to keep most of them on track and not falling hopelessly behind. Regular grades were also given as both a further incentive and part of a formative assessment. I also used peer encouragers for those who were struggling to keep current.

I observed plenty of excitement among the students concerning the authentic assessments. As expected, some needed more encouragement than others, but students genuinely saw their potential to become leaders. Originality and creativity surfaced as the projects came together. It was pleasure to witness a feeling of ownership and accomplishment as each shared his or her project with the class.

**What I Learned.** Students were each asked to complete a feedback sheet after Unit 9 was completed. After rating the benefit/effectiveness of the leadership curriculum to them personally, the evaluation tool called for an explanation. Most comments were positive, but not all of them. One critical senior wrote, “It was very helpful, but very simplistic in the Bible stories,” while a junior wrote, “It improved my leadership ability, but not completely.”

Some positive comments reflected on specific traits or habits that were taught. “It made me behave better in public and respect others. It helped me to control my anger,” wrote one student. “I feel like I learned more about being a leader and how to take charge and also being kind to others. Also learning more things about leaders in the Bible,” wrote a second. A third penned, “The class made me more responsible and see how well I am doing as a leader.” Summing up his experience, one offered, “I learned many new leadership skills and was able to grow as a person and a believer. I feel like I’m a more responsible person, and been more involved in school” while another said, “I feel like I learned a lot of new leadership skills that will definitely help me throughout college and as a future teacher. I can teach my students to be good Christian leaders, as well, in everything they do.”

Some reacted to the concept of having the leadership curriculum taught as part of the Word of God class. One remarked, “This Word of God class was so much different from other classes I’ve had. I got to learn lots of people and God’s Word in a more fun way.” Another reflected, “The memory work will always stay in my mind and I realized things about myself that I didn’t know before.” Several made applications by looking to the future, commenting, “I learned that I can make a difference for others and learn new ways to help others” or “I’ve grown more confident; I needed the life it gave me for college.”

At the introduction of this curriculum, fewer than half of the students perceived themselves to be leaders or potential leaders. By the end of the curriculum, each of the students perceived himself or herself as a potential leader, willing to serve wherever God would have them serve.

One senior began already this summer by agreeing to conduct a music workshop on the Apache Indian reservation in Arizona. To quote a text from her, “I would have never had the courage to go through with this project if it weren’t for the leadership lessons! It’s a huge blessing He’s given me with the opportunity. I’m hoping a lot of people will feel comfortable using their musical talent in worship after the workshop. ‘Christ Be My Leader’ is on the list of songs I’ll be teaching.” This hymn was one of the class favorites.

The overall goal of this curriculum was to see growth in the number of students who always or often exhibited the positive traits and habits listed in the survey. These traits and habits are the desirable, behavioral student outcomes for this curriculum as listed in Chapter 1. This goal was largely accomplished. Growth was demonstrated in a



remarkable 38 out of 44 items on the student survey; 3 items remained static while the remaining 3 showed a slight decline. I feel that the success can be best attributed to the Leadership Ledger as a means to ensuring that the Habits and Traits became a regular pattern of behavior for the students.

### **Recommendations**

Overall, I greatly enjoyed the opportunity both to prepare and to teach this curriculum. I would recommend teaching this to juniors and seniors every other year so that each class is able to have the instruction. Upon reflection, the following are changes that I would incorporate before teaching this material again:

- Allow for three to four periods for each unit
- Consider requiring an identifying email from parents/guardians for pre- and post-surveys so that an accurate accounting for survey comparisons may be made
- Require that each chosen Habit or Trait that is chosen be recorded as implemented a minimum of five times over the course of the curriculum
- Take time in class each day of the first few weeks to complete the Leadership Ledger together
- Practice writing a mission statement together in class before requiring it as part of the authentic assessment

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**Appendix A: Scope and Sequence**

	<b>Unit 1 Leadership Potential</b>	<b>Unit 2 Inclined to Influence</b>	<b>Unit 3 Needing to Navigate</b>
<b>Learning targets</b>	1. There is leadership potential in all of us. 2. There are inhibitions in all of us. 3. It's all about leading!	1. Influence is positive or negative. 2. It's all about growth!	1. Leaders know where they are going and can navigate there. 2. It's all about listening!
<b>Length of unit</b>	Two periods	Two periods	Two periods
<b>Scriptural Standards</b>	Saul and David	Joshua and Joseph	Nehemiah and Samuel
<b>Biblical Basis</b>	1 Samuel 10, 13, 15, 17, 18 2 Samuel 5, 11, 12	Numbers 13, 14, 27 Joshua 1 Genesis 37, 39, 47	Nehemiah 1, 2, 4, 6 1 Samuel 1, 3, 7, 8, 10, 12, 13
<b>Habits to Harvest</b> <b>Journal these as well</b>	Personal/Relationship Bank Accounts	Be Proactive	Begin with the end in mind; set goals
<b>Components to Consider</b>	Value and meaning of leadership; domains, qualities, perspectives and styles of leaders	Thinking creatively	Public speaking
<b>Traits to Teach</b> <b>Keep a journal of date, situation, and result of using each 5+ times.</b>	Phone etiquette	Attitude; be positive	Body language; be organized
<b>Assessment</b>			
<b>Evaluation</b>			

	<b>Unit 4 Christian Character</b>	<b>Unit 5 Attraction Traction</b>	<b>Unit 6 Complementary Cohorts</b>
<b>Learning targets</b>	1.Trust is built on character development. 2.It's all about respect!	1.Leaders lead by example. 2.It's all about relationships!	1.Leaders empower others. 2.It all about teamwork!
<b>Length of unit</b>	Two periods	Two periods	Two periods
<b>Scriptural Standards</b>	Samson and Deborah	Elijah and Rehoboam	David and Barnabas
<b>Biblical Basis</b>	Judges 4, 5, 13-16	1 Kings 11, 12, 14, 16-19 2 Kings 1, 2, 4	2 Samuel 8, 10, 23 1 Chronicles 12 Acts 9, 11-13
<b>Habits to Harvest</b> <b>Journal these as well</b>	Synergism and relationships	The Relationship Bank Account	Communication skills
<b>Components to Consider</b>	Gender leadership traits; making it happen	Importance of personal values; doing the right thing; managing conflict	Communication; active listening; team leadership; group dynamic; majority rule; building consensus; unleash a culture of leadership
<b>Traits to Teach</b> <b>Keep a journal of date, situation, and result of using each 5+ times.</b>	Respect; admit your mistakes; honesty	Manners; meeting people	
<b>Assessment</b>			
<b>Evaluation</b>			

	<b>Unit 7 Meaningful Mentorship</b>	<b>Unit 8 Viable Victory</b>	<b>Unit 9 Jesus, Lead Us On!</b>
<b>Learning targets</b>	1. Leaders replicate leaders. 2. It's all about confidence!	1. Leaders pray for victory. 2. It's all about momentum!	1. Leaders use their altar-EGO. 2. It's all about serving!
<b>Length of unit</b>	Two periods	Two periods	Two periods
<b>Scriptural Standards</b>	Moses and Gideon	Josiah and Solomon	Jesus
<b>Biblical Basis</b>	Exodus 3, 17 Deuteronomy 31 Numbers 27 Judges 6-7	2 Chronicles 34 1 Kings 1, 3-5, 9	Gospels Acts
<b>Habits to Harvest</b>	Prioritizing, planning, deciding	Win-win mentality	Sharpen the Saw
<b>Components to Consider</b>	Taking risks	Motivate your followers; align for success	Show appreciation; celebrate success; EGO; growth in leadership; humble habits
<b>Assessment</b>			
<b>Evaluation</b>			

	<b>Unit 10</b>
<b>Learning targets</b>	
<b>Length of unit</b>	Seven periods
<b>Scriptural Standards</b>	
<b>Biblical Basis</b>	
<b>Habits to Harvest</b>	
<b>Components to Consider</b>	
<b>Assessment</b>	Student-led projects can be assigned using the resource, <i>Essentials of Team-Building</i> .
<b>Evaluation</b>	Authentic Assessment

## Appendix B: Curriculum Lesson Plans

Unit 1A: Leadership Potential  
Lesson Plan

### Introducing Leadership



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	Opening Hymn
3	Start by asking your students to identify a time or situation in which they had be a leader. Share a personal leadership story of your own from childhood.
4	It seems reasonable to begin a unit on leadership by defining what we mean by leadership. Assign groups of three and ask students to brainstorm words or phrases that come to mind when they think about leadership. Remind students that in brainstorming, all ideas are accepted and written down. Students can begin the first page of their Leadership Ledger.
5	Before students write their own definitions, here are several to consider. <ol style="list-style-type: none"> <li>1. Leadership is the position or function of a person who guides or directs a group (Dictionary.com).</li> <li>2. <b>“The only definition of a leader is someone who has followers” (Peter Drucker at Forbes.com).</b></li> <li>3. <b>“Leadership is the capacity to translate vision into reality” (Warren Bennis at Forbes.com).</b></li> </ol>
6	Ask the students to write down responses to the question, “If you want people to think of you as a leader, what characteristics do you hope they would use to describe you?” <p>Now direct the students to write their own definition of leadership. Share a few examples.</p>
7	Here is the definition we will be using for class.

	<b>Leadership is a process of influence governed by Christian morals toward the achievement of a goal.</b>
8	<b>Let's apply that definition to two different leadership styles.</b>
9	Closing Prayer (to follow the activity)

Follow the directions for Session 5 in *Building Everyday Leadership in All Teens* (pp. 22-23). This activity will explore the impact a leader has on a group. It will also identify what type of person you are within a group.

Following the demonstrations, conduct a discussion with the following:

- **What happened in the group with Leader One? Leader Two?**
- **What was it like to be a member of Group One? Group Two?**
- **List the pros and cons of each style of leadership on the board.**
- **Which style of leadership appeals most to you as a potential leader? As a group member?**

Share the reproducible (*Building Everyday Leadership*, p. 25). Assign students to read this independently as part of their assignment and answer the questions in their journal.

## **Leader One**

Your employer, X-Tutor (a tutoring business), has assigned your work team to create a model using Unifix cubes. The team must design a sculptural piece that is to be built in front of your workplace. You decide to move forward by giving your team these guidelines to get started.

Having placed all of the cubes on the worktable, give your team the following instructions:

**Our team has been assigned to create a model using Unifix cubes to design a sculptural piece that is to be built in front of our workplace.**

- **You may build anything you want.**
- **You may each build your own model, or you can build one together as a group.**
- **You can move around the table, talking and interacting with one another as much as you want.**
- **You will have about ten minutes to make your creation(s).**

Interact with your team members, encouraging them to be creative, and give them plenty of positive feedback. After ten minutes, ask them to explain what they have designed.



## **Leader Two**

Your employer, X-Tutor (a tutoring business), has assigned your work team to create a model using Unifix cubes. The team must design a sculptural piece that is to be built in front of your workplace. You decide to move forward by giving your team these guidelines to get started.

Tell your team members to take apart the model(s) that the previous group made. Then say the following:

**Our team has been assigned to create a model using Unifix cubes to design a sculptural piece that is to be built in front of our workplace. I am going to tell you exactly how this project is to be done. Listen closely to the following instructions:**

**First: You must each stay seated and use only your own space.**

**Second: You are each to work on your own model.**

**Third: There is to be no talking with one another.**

**Fourth: I will be taking you through some specific steps to construct the model that you are to follow exactly.**

**Finally: If you have a question, raise your hand and wait until I acknowledge you before speaking.**

As the group is working, firmly correct anyone who makes a mistake, fails to follow directions, talks, or giggles.

Now give the following instructions:

- 1. Each team member is to choose 50 Unifix cubes in two different colors (50 of each color for a total of 100 cubes).**
- 2. Choose 25 cubes of the lighter color and attach them in a single row. Lay this horizontally on the table in front of you.**
- 3. Take the remaining 25 cubes of the lighter color and attach them in a single row. Lay this perpendicular to the first row - meeting at the center – creating the letter T (for “Tutor”).**
- 4. Then take 25 of the darker cubes and attach them in a single row.**
- 5. Construct two shorter rows of 12 dark cubes each. There will be one unused cube.**

- 6. Lay the longer strip of dark cubes at a 45-degree angle across the bottom stem of the T-shape.**
- 7. Use the two shorter strips of dark cubes on either side of the longer strip to create a letter X, which is superimposed on the letter T.**

When everyone is finished, ask each to comment on the model.

Unit 1B: Leadership Potential  
Lesson Plan


<b>Scriptural Standards</b>	Saul and David
<b>Biblical Basis</b>	Samuel 10, 13, 15, 17, 18 Samuel 5, 11, 12

**Learning Targets**

1. There is leadership potential in all of us.
2. There are inhibitions in all of us.
3. It's all about leading!

Consider the following options for review:

- Ask students to share their journal entry for the questions on yesterday's activity.
- Ask students to share what they hope to learn about leadership.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening Prayer</b>
3	<p>Ask a student to articulate the meaning of "potential."                      What are some things a scissors has the potential to do?                      What some things a scissors does not have the potential to do?                      Discuss the agree/disagree question.                      Transition: Today we are going to learn from David's and Saul's examples about leadership potential.</p>
4	<p>Group students in four groups and assign each group two of the chapters.                      Each group reads the assigned portions, noting similarities/differences between Saul and David in terms of leadership.                      The teacher should observe students taking a leadership role within their groups.                      Note characteristics or styles of such leadership. The teacher may wish to share these observations following the group work.                      Reassemble groups so that each new group has representation from each of the former groups. New groups then consolidate similarities/differences from all</p>

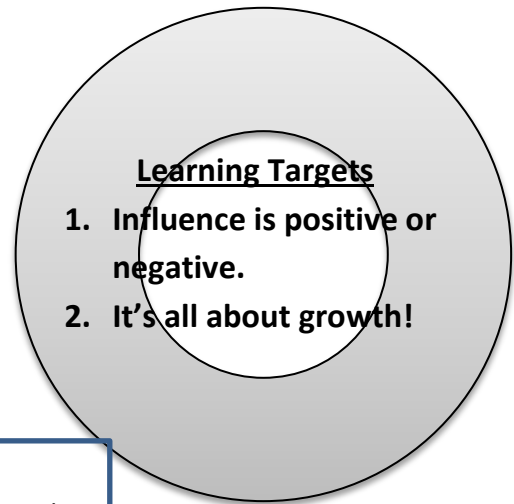
	<b>eight chapters, focusing on broad points rather than details.</b>
<b>5</b>	<b>This slide doesn't attempt to exhaust all of the possibilities. Ask students to give examples where applicable.</b>
<b>6</b>	<b>When it comes to potential leadership, we all have characteristics that may inhibit/limit us. Elicit examples from the students along the way as desired. Give examples of how limitations can sometimes be avenues as well. For example, Fear can cause one to turn to others for reliance, security, and advice. Coming from a poor background (family) may motivate one not to take things for granted.</b>
<b>7</b>	<b>Leaders are sinful, but sin is not an excuse for abdicating their duties. Leaders are still culpable for shortcomings; they need to be accountable for their responsibilities. Leaders always need to be under God's Law; furthermore, they need to be yielding to God's direction in their lives and leaning on Him in prayer.</b>
<b>8</b>	<b>Recall the Biblical background of each piece of art. What does each picture tell you about the potential of David as a leader? What is the Source of such potential? How did David discover his potential? Do you see any limitations?</b>
<b>9</b>	<b>Everyone begins a new role with inexperience. Oftentimes leaders must ease into a new area of responsibility; it's not reasonable to assume a high level of competency and functionality immediately. Rather, with experience and under God's blessing, leaders grow, adapt, and flourish.</b>
<b>10</b>	<b>Leaders need not be loners. Our loving Father places others in our lives, both in our families and in the workplace. They are there to complement and support us. They are there to defend us, speak well of us, and take our words and actions in the kindest possible way.</b>
<b>11</b>	<b>Limitations can be thought of as lids. Sometimes we need help from others to remove these lids. Our families, our churches, our communities, and our country are all in need of leadership. Think about a society in which all citizens worked with each other, interplaying with God-given strengths and Christian ideals! Talk about the benefits of being employed for a Christian boss versus a non-Christian or atheistic boss.</b>
<b>12</b>	<b>Closing Prayer and Hymn</b>

<b>13</b>	<b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment for their Leadership Ledger. The ledger is the vehicle by which students will track the development of skills that are important qualities for all leaders. The ledger will be due after the leadership unit has been completed.</b>
<b>14</b>	<b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b>
	<b>Students should also journal about lessons learned from both David and Saul.</b>

Note: Sessions 3 and 6 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 2A: Inclined to Influence  
Lesson Plan

<b>Scriptural Standards</b>	Joshua and Joseph
<b>Biblical Basis</b>	Numbers 13, 14, 27 Joshua 1 Genesis 37, 39, 47



Consider the following options for review:

- Ask students to share their journal entry for David or Saul.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

<b>Slide</b>	<b>Notes</b>
<b>1</b>	
<b>2</b>	<b>Opening prayer and hymn</b>
<b>3</b>	<b>Opener: Use the various puzzle slides to stimulate some discussion about puzzles. What kind of puzzles do you like? Students who are spatial, mathematical, or mechanical tend to enjoy puzzles.</b>
<b>4</b>	<b>Review the background regarding the Promised Land. It was part of the three-fold covenant first given to Abraham and passed down through the patriarchs. Joshua (Hoshea) and Caleb were each selected to represent their respective tribes to explore the land of Canaan. They were recognized as leaders among their tribesmen. Is there anything in the text that leads you to believe that these men were reluctant to do the job?</b>
<b>5</b>	<b>Upon which characteristics of the land were the leaders to focus? Can you think of any other characteristics that might have been important?</b>

	<b>How would you have organized this venture if you had been part of it?</b>
<b>6</b>	<p>Give some evidence that the land was indeed “flowing with milk and honey” (v. 23-25).          What observation likely made the Israelites hesitant to enter the land?          How did Caleb use his influence? How did he ensure that his influence was positive?</p>
<b>7</b>	<p>Ask a student to make a connection between the cartoon and the concept of leadership.          Discuss each of the four main points as they relate to the account of the spies.</p> <ol style="list-style-type: none"> <li>1. Caleb had to speak up.</li> <li>2. Caleb’s influence was positive. Note the negative influence of his companions in v. 31-33.</li> <li>3. Explain how Caleb would have to follow up his bold statement with action.</li> <li>4. It would have been easier for Caleb not to say anything, but he recognized that he had a responsibility and an opportunity.</li> </ol>
<b>8</b>	<p>Offer an explanation as to why Caleb’s influence did not prevail.          Why did this situation clamor for a leader?</p>
<b>9</b>	<p>Past (14: 2-3)          Present (14:4)          Future (14:9-10)</p>
<b>10</b>	<p>Caleb and Joshua needed to grow in their influence.</p> <ol style="list-style-type: none"> <li>1. Prayer is foundational for any leader. (Ex. 33:11)</li> <li>2. Every position comes with rules and regulations that need to be followed. (Joshua 23: 6-8)</li> <li>3. Faith is recognizing what God has done for us and trusting that He will continue shelter, guide, and protect us. Agree or disagree: “God puts no limitation on faith; and faith puts no limitation on God” (Joshua 24: 23-25).</li> <li>4. Leaders need to see the job through. (Joshua 24:15)</li> <li>5. Moses and Aaron served as mentors for Joshua and Caleb, but God is the supreme Partner/Mentor. (Num. 14:24, Joshua 1:8-9)</li> </ol>
<b>11</b>	<p>We see the result of prayer, obedience, faith, commitment, and partnership. The Lord worked and continues to work through His people using the Word to bring His children to repentance.</p>
<b>12</b>	<p>Closing prayer and hymn</p>
<b>13</b>	<p>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</p>
<b>14</b>	<p>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</p>

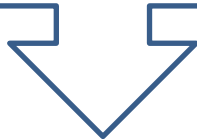
Unit 2B: Inclined to Influence  
Lesson Plan

<b>Scriptural Standards</b>	Joshua and Joseph
<b>Biblical Basis</b>	Numbers 13, 14, 27 Joshua 1 Genesis 37, 39, 47



Consider the following options for review:

- Ask students to recount what they learned about Joshua.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>To get the students thinking about the term “process,” ask your science-minded students to explain the processes associated with each piece of clipart.</b>
4	<p><b>Another science opportunity for your concrete-sequential learners! Ask a student to walk the class through the process of forging.</b></p> <ul style="list-style-type: none"> <li>• <b>Forging</b> is a manufacturing process involving the shaping of metal.</li> <li>• An <b>anvil</b> is a tool with a hard surface on which another material is struck.</li> <li>• The <b>dies</b> are used to obtain the desired shaping.</li> <li>• A <b>billet</b> is a length of metal that has been casted with a cross-section of less than 36 sq. inches for the forging process.</li> <li>• <b>Flash</b> is the excess metal that is trimmed and removed.</li> </ul>
5	<p><b>Becoming a solid leader doesn't happen overnight. We should be patient as God shapes and fashions (forges!) us into tools for His use.</b></p> <p><b>The inspired writer Paul tells us in Romans 5 that our suffering produces perseverance, which in turn produces character and character, hope. How can we go wrong with God on our team?</b></p>
6	<b>Assign students to work in twos or threes, using their Bibles; one member is asked to record examples of each of the following:</b>



	<ul style="list-style-type: none"> <li>• How did God allow Joseph time to mature?</li> <li>• What trials did God allow Joseph to encounter in order to strengthen him for leadership?</li> <li>• What were some blessings that God poured out on Joseph?</li> </ul> <p>Group share.</p>
7	<p>Find evidence of Time, Trial, and Trinity in these verses. Over time, God blessed Joseph with a wife and two sons. Joseph references his trouble and suffering, yet he gives God the glory for making him forget his trouble and making his life fruitful in spite of the suffering.</p>
8	<p>An auditory/visual way to review the idea of process.</p>
9	<p>For your mathematical students, this can amplify Paul's message in Romans 5, previously mentioned.</p>
10	<p>Like two negatives producing a positive, James emphasizes that we need the trials as part of the process toward mature leadership.</p>
11	<p>Closing prayer and hymn. The song takes the singer through the process of life.</p>
	<p>Students should journal about lessons learned from Joshua and Joseph.</p>

Note: Session 18 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 3A: Needing to Navigate  
Lesson Plan

<b>Scriptural Standards</b>	Nehemiah and Samuel
<b>Biblical Basis</b>	Nehemiah 1, 2, 4, 6 1 Samuel 1, 3, 7, 8, 10, 12, 13

**Learning Targets**

1. Leaders know where they are going and can navigate there.
2. It's all about listening!

Consider the following options for review:

- Ask students to share their journal entry for Joshua and Joseph.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	Opening prayer
3	<p>Navigation is perhaps most often associated with the sailing/boating/shipping. <i>Carry On, Mr. Bowditch</i> is a Newbery Medal book that tells the story of real-life Nathaniel Bowditch who was for the most part self-educated. He discovered some potentially dangerous mathematical errors in the navigational sources of his day.</p> <p>The <u>sextant</u> is an instrument of navigation used to measure the angle between any two visible objects. Its primary use is to determine the position of a ship by measuring the positions of the stars.</p> <p>The <u>astrolabe</u> is an ancient navigational instrument used to show how the sky looks at a specific place at a given time. Movable components are adjusted to find the time of day or night.</p>
4	The people of Judah had been taken into captivity in Babylon. Nebuchadnezzar and the Chaldeans had destroyed the walls of Jerusalem. This left Jerusalem open to both scorn and attack. Nehemiah was distraught and longed to return and rebuild the walls. The people needed someone to rally them, plan their course of action, and lead them.
5	Rebuilding a wall of this magnitude with cut rock of this size was a daunting task!
6	To navigate his way through this monumental undertaking, Nehemiah planned

	<b>ahead, and God provided resources through King Artaxerxes.</b>
<b>7</b>	<b>What is some evidence of Nehemiah's personal involvement as leader?</b>
<b>8</b>	<b>Planning is a crucial component when navigating through a project.</b>
<b>9</b>	<b>Nehemiah sets the example.</b>
<b>10</b>	<b>Nehemiah sets the example. Give evidence of how Nehemiah demonstrated the components of the influential leader: prayer, obedience, faith, commitment, and partnership.</b>
<b>11</b>	<b>Jesus, too, talked about the importance of planning. A competent leader is a good navigator.</b>
<b>12</b>	<b>Closing prayer and hymn</b>
<b>13</b>	<b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</b>
<b>14</b>	<b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b>

Unit 3B: Needing to Navigate  
Lesson Plan

<b>Scriptural Standards</b>	Nehemiah and Samuel
<b>Biblical Basis</b>	Nehemiah 1, 2, 4, 6 1 Samuel 1, 3, 7, 8, 10, 12, 13



Consider the following options for review:

- Ask students to review what they learned about Nehemiah.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer and hymn</b> Try stanza one of the hymn in unison; then try it as a round (with the second group beginning when the first group sings “am” in the first line).
3	<b>E. F. Hutton was an American stock brokerage firm who engineered perhaps one of the most indelible advertising campaigns of the late ‘70’s and early ‘80’s. You might try doing a search to play a video of one or two of these very memorable commercials.</b> <b>Today we want to see how important it is for leaders to listen.</b>
4	<b>Ask the students to discuss the Covey quote in pairs. Then relate it to the previous lessons on influence.</b> <b>Review the familiar account of the calling of Samuel. Samuel listened to Eli’s advice to, in turn, listen to God’s voice.</b>
5	<b>The people of Israel, in turn, listened to what Samuel had to say.</b>
6	<b>In pairs, assign students the task of matching the Scripture references to Samuel’s leadership qualities.</b> <b>1 Samuel 2: 18 shows that Samuel, even as a young boy, was a man of faith.</b> <b>1 Samuel 2: 26 demonstrates partnership.</b> <b>1 Samuel 3: 8-18 demonstrates obedience.</b>

	<b>1 Samuel 7: 5 is an example of priestly prayer. 1 Samuel 7: 15-17 shows evidence of Samuel's lifelong commitment.</b>
<b>7</b>	<b>Samuel followed God's directive to anoint Saul as the first king of Israel. Here Samuel selflessly passes the mantle of leadership to his successor and assures him of the Lord's guidance.</b>
<b>8</b>	<b>Closing prayer and hymn</b>
	<b>Students should journal about lessons learned from Nehemiah and Samuel.</b>

Note: Session 19 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 4A: Christian Character  
Lesson Plan

<b>Scriptural Standards</b>	Samson and Deborah
<b>Biblical Basis</b>	Judges 4, 5, 13-16



Consider the following options for review:

- Ask students to share their journal entry for Nehemiah and Samuel.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer and hymn (Sing stanzas 1-2.)</b>
3	<b>Divide students into four (or eight) groups. Assign each group (or two different groups if you have eight) one of the chapters in Judges 13-16. Students are looking for characteristics about Samson that they can share with the group. Students may suggest some of these attributes. The last two can be found in 13:5 and 13:24-25, respectively.</b>
4	<b>Individuals in positions of leadership sometimes fall in disgrace. Satan is hard at work at all levels of leadership. You may want to substitute more current or more local examples; unfortunately, they aren't hard to find. President Richard Nixon was instrumental in the break-in of a Democratic office at the Watergate building in Washington. After repeated denials and facing certain impeachment, Nixon resigned. Rod Blagojevich, Governor of Illinois, began serving a 14-year sentence in federal prison following conviction for corruption for the soliciting of bribes for political appointments (including the 2008 vacant U.S. Senate seat of then-President-Elect Barack Obama) while in public office. Bob Fillner, mayor of San Diego, resigned after being accused of sexually harassing women in the workplace. He faced home confinement, probation, and fines.</b>
5	<b>Samson chose his wife based solely on her appearance. He let the physical</b>

	<b>attraction win over the sound advice from his father.</b>
<b>6</b>	<b>Leaders have to be good listeners, primarily listeners to the Word. Leaders always need to be learning and ready to admit fault when they fail.</b>
<b>7</b>	<b>We are simply God's instruments. Don't let positions of leadership go to your head. Samson often relied on his own strength instead of fixing his own character faults (14:19 and 16:3).</b>
<b>8</b>	<b>It's hard to find an example of Samson learning from his mistakes. Instead of relying on his strength, he should have relied on strength of character. Ask students to explain each proverb.</b>
<b>9</b>	<b>Ask students to identify ways in which this homeowner is being proactive to protect his house from fire. A leader does his best to proactively plan for adverse conditions/situations.</b>
<b>10</b>	<b>For his own sake, a leader regularly sits at the feet of Jesus, the Master Teacher. For the sake of his followers, the leader sets the example by regularly sitting at the feet of Jesus.</b>
<b>11</b>	<b>Closing prayer and hymn (Sing stanzas 3-4.)</b>
<b>12</b>	<b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</b>
<b>13</b>	<b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b>

Unit 4B: Christian Character  
Lesson Plan

<b>Scriptural Standards</b>	Samson and Deborah
<b>Biblical Basis</b>	Judges 4, 5, 13-16



Consider the following options for review:

- Ask students to recount what they learned about Samson.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<p><b>How can one not respect water? In two minutes, work individually to list as many uses or attributes of water as you can.</b></p> <p><b>Make a class list and then sit back in awe and respect! Here are some students might miss:</b></p> <ul style="list-style-type: none"> <li>• 2 gases make water</li> <li>• Naturally occurs in 3 states of matter and is useful in all three states</li> <li>• Means of survival – also means of death (drowning)</li> <li>• Means of disaster: flooding, hurricanes, tsunamis, mudslides, tidal wave, erosion</li> </ul>
4	<p><b>Among other things, the decade of the 1960’s is remembered for the civil rights movement.</b></p> <p><b>Otis Redding originally released “Respect” first in 1965 about the respect of women for men.</b></p> <p><b>Aretha Franklin made it a hit in 1967 when she made it about the respect of men for women.</b></p>
5	<p><b>Ask students to read chapter four of Judges. Direct them to look for the various roles Deborah played.</b></p> <p><b>Does one role deserve more respect than the others? Discuss.</b></p>



6	<p><b>R – Deborah respected Barak and empowered him. (Judges 4: 6-7)</b>  <b>E – Deborah brought life changes to Israel. (Judges 5:7)</b>  <b>S – Deborah went into battle against the Canaanites, confident of the Lord’s deliverance. (Judges 4:7)</b>  <b>P – Instead of claiming the credit for herself, Deborah acknowledged through her song the many valiant warriors of Israel. (Judges 5)</b>  <b>E – Deborah was already a prophetess, wife, judge, and mother before she was a victorious military leader. (cf. slide 5)</b>  <b>C – Deborah gave them Barak as commander. Then she gave them resources to win: 10,000 men. She gave them the Lord's word that they would win, and they prevailed against Jabin and the Canaanites.</b>  <b>T – Deborah gave Barak the battle plan, telling him how and when to attack.</b></p>
7	<p><b>Recite the Fourth Commandment and Luther’s Explanation with the students. Emphasize that respect for parents and others in authority is simply a byproduct of our respect for God.</b></p>
8	<p><b>For what are these people respected?</b>  <b>Billy Graham: his steadfast work as an evangelist</b>  <b>Mother Theresa: her works of charity throughout India and elsewhere</b>  <b>Martin Luther King, Jr: his relentless work for civil rights among Americans of different race</b>  <b>Rodney Dangerfield: nothing! “I get no respect!”</b></p>
9	<p><b>How will this passage help you as a leader?</b></p>
10	<p><b>1. A position of leadership can be abused. Examples include policemen and the mafia.</b>  <b>2. People want to follow those whom they have elected to positions of leadership.</b></p>
11	<p><b>3. People like Mark Zuckerberg or Steve Jobs are idolized (and respected) for what they have accomplished.</b>  <b>4. Deborah served the people well; she won the respect of the people.</b></p>
12	<p><b>5. Christ, the ultimate Leader, brought us from death to life. How can we but humbly serve him with our lives?</b></p>
13	<p><b>Closing prayer: The black sections are spoken by all; the green, by students; and the red, by the teacher.</b></p>
14	<p><b>This song can be sung as a closing to the Bible study.</b></p>
<b>Students should journal about lessons learned from Samson and Deborah.</b>	

Note: Session 11 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 5A: Attraction Traction  
Lesson Plan

<b>Scriptural Standards</b>	Elijah and Rehoboam
<b>Biblical Basis</b>	1 Kings 11, 12, 14, 16-19 2 Kings 1, 2, 4



Consider the following options for review:

- Ask students to share their journal entry for Samson and Deborah.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>Ask a student to explain this diagram. Like poles (two south or two north) cause the black iron filings to repel. Conversely, two unlike poles cause the filings to be attracted to each other.</b>
4	<b>Ask a student to explain the familiar adage. How does this apply to choosing friends? To leadership?</b>
5	<b>To recall the person of Elijah, ask students to recount these events. (You may wish to mention that the Bible says that Elijah was taken up to heaven in a whirlwind, and that the fiery chariot may have been part of the transportation plan.)</b>
6	<b>Elisha demonstrates little doubt; he leaves behind his former life in order to train with Elijah as his successor.</b>
7	<b>They both worshipped the true God and respected God’s directive to anoint Elisha.</b>
8	<b>Elisha knew that the credit for Elijah’s accomplishments – and now Elisha’s ministry as well – was God’s alone.</b>

9	Elisha simply picked up from where Elijah left off. Elisha was continuing the work begun by Elijah: Both were working to preserve the Word and especially to uphold the First Commandment.
10	Elisha was in it for the long haul. The same scenario plays itself out again to Jericho (v. 4) and to Jordan (v. 6).
11	Imagine the leadership potential as a leader attracts like-minded followers. Imagine a follower whose request is to ask for a double portion of the Spirit so that he might be the best possible leader!
12	Discuss.
13	Discuss.
14	Closing prayer and hymn Though it is an Ascension hymn, the lyrics also carry with them the idea that we are attracted to Jesus.
15	Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.
16	Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.

Unit 5B: Attraction Traction  
Lesson Plan

<b>Scriptural Standards</b>	Elijah and Rehoboam
<b>Biblical Basis</b>	1 Kings 11, 12, 14, 16-19 2 Kings 1, 2, 4



- Consider the following options for review:
- Ask students to share with a partner what they learned about Elijah.
  - Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening Prayer</b>
3	<b>A bridge, Legos, and Velcro are all used to connect things.</b>
4	<b>The focus today is connecting with one another: living together in unity. Note how the psalmist bears this out beautifully.</b>
5	<b>King Solomon was the father of Rehoboam. The ever-wise Solomon even attested to the wisdom of consulting advisors when it comes to decision-making.</b>
6	<b>King Rehoboam did follow his father’s advice when it came to seeking counsel. Assign students to read 1 Kings 11:41 – 12:24. Direct them to note the pieces of advice that King Rehoboam was given. Ask three students to role play the dialogue: one is King Rehoboam, one represents the elders, and one represents the young men. The slide then emphasizes the people’s request of their king and the king’s decision regarding the advice the elders gave him.</b>
7	<b>King Rehoboam followed the advice to clamp down harder on his constituents. This action, however, drove Israel away from his leadership; they instead made Jeroboam king of Israel, rejecting their king in return for his rejection.</b>
8	<b>Rehoboam didn’t connect with his people. Both Judah (Rehoboam) and Israel</b>

	<b>(Jeroboam) fell away from God, turning to idol worship. There was also continual warfare between these brothers.</b>
<b>9</b>	<b>A study from the University of Michigan revealed that people who volunteer on a regular basis have a greater zest for life and a greater life expectancy. Discuss the Maxwell quote and its application. How many answers fit for the riddle? What are some ways in which the students are currently giving to / doing for others?</b>
<b>10</b>	<b>Paul loved his people and wasn't afraid to express it and cultivate the relationships that he had. Previous verses: <sup>20</sup> But our citizenship is in heaven. And we eagerly await a Savior from there, the Lord Jesus Christ, who, by the power that enables him to bring everything under his control, will transform our lowly bodies so that they will be like his glorious body" (Philippians 3: 20-21).</b>
<b>11</b>	<b>Jesus opened the bridge to heaven through His vicarious atonement. He gives us His Word and the gift of prayer so that we, in turn, connect with Him.</b>
<b>12</b>	<b>React to the finding of CTI.</b>
<b>13</b>	<b>Identifying what we admire/respect/value in others is an effective way by which to connect.</b>
<b>14</b>	<b>1. Know your own strengths and weaknesses. 2. It's okay to be vulnerable and to seek advice from your followers. 3. Lead by example so that others know how to follow. 4. Get to know your people so that you can meet their needs: communicate with them. 5. A positive attitude is infectious! 6. Establish direction so that everyone is headed for the same goal.</b>
<b>15</b>	<b>Closing prayer and hymn</b>
	<b>Students should journal about lessons learned from Elijah and Rehoboam.</b>

Note: Sessions 9, 10, and 14 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 6A: Complementary Cohorts  
Lesson Plan

<b>Scriptural Standards</b>	David and Barnabas
<b>Biblical Basis</b>	2 Samuel 8, 10, 23 1 Chronicles 12 Acts 9, 11-13



Consider the following options for review:

- Ask students to share their journal entry for David and Barnabas.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>Even the Lone Ranger wasn't really alone; he always had his trusty sidekick, Tonto. Originally a radio show starting in 1933 and then a TV show (1949-57), Armie Hammer and Johnny Depp revived this exciting drama with a motion picture in the summer 2013.</b>
4	<b>Ask students to write a definition of “team” individually with this picture as motivation. Share sample definitions. Here is one definition: A team is group of people who work together in a coordinated effort toward a common goal, encouraging one another along the way.</b>
5	<b>Ask a student to give the setting of this text. Is family <i>always</i> part of a leader's inner circle?</b>
6	<b>What made Jonathan qualified to be in David's inner circle?</b>
7	<b>Like Jesus, David had an inner circle of three friends – though the names may be unfamiliar. Josheb-Bassebeth killed 800 Philistines in one encounter (2 Sam. 23:8). Eleazer and Shammah also demonstrated warrior leadership (2 Sam. 23:9-12). More mighty men are listed in the remainder of Chapter 23.</b>

8	<b>Any leader needs followers of varied talents. What are some varied talents needed for a typical Sunday at church?</b>
9	<b>Gifted followers are helpful only if they are loyal.</b>
10	<b>A skilled leader will have a good understanding of the talents among his followers. He will delegate to his followers responsibilities according to their talents.</b>
11	<b>This is a list of accomplishments of King David and his inner circle as the Lord blessed their efforts.</b>
12	<b>Discuss: Which one of these do you think would be most important for a leader selecting followers? Or ask students to mentally make their #1 choice and designate a location in the room for each quality. On the count of three, students go to their area of choice. Discuss the results.</b>
13	<b>Discuss: Which one of these do you think would be most important for a leader selecting followers? Or ask students to mentally make their #1 choice and designate a location in the room for each quality. On the count of three, students go to their area of choice. Discuss the results.</b>
14	<b>Agree or disagree?</b>
15	<b>What do you learn from Solomon's advice?</b>
16	<b>Make sure that Jesus is the first in your inner circle. Rely on Him in good times and in bad, for the big decisions and the small, and for choosing your inner circle.</b>
17	<b>Closing prayer and hymn</b>
18	<b>Assignment: You are in a position of hiring for a particular job. Which qualities would you emphasize as you seek to hire?</b>
19	<b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</b>
20	<b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b>

Unit 6B: Complementary Cohorts  
Lesson Plan

<b>Scriptural Standards</b>	David and Barnabas
<b>Biblical Basis</b>	2 Samuel 8, 10, 23 1 Chronicles 12 Acts 9, 11-13



Materials needed: index card for each student

Consider the following options for review:

- Ask students to share attributes that made David a great leader.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.

Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>Tamerlan and Dzhokhar Tsarnaev were the brothers responsible for the bombing at the Boston Marathon in April of 2013. Tamerlan was killed. If he were ever given the opportunity, imagine how difficult it would be for Dzhokhar to be welcomed back into any community. How willing would you be to welcome him if rehabilitation officials tried to convince you that he had changed for better – that he was no longer a threat?</b>
4	<b>Saul, too, had a reputation for violence. He was, at the same time, a leader.</b>
5	<b>Review the background of Saul as a strong persecutor of Christians in his pre-conversion life. Ask the students to put themselves into the same situation. What would it take to convince one of them that Saul was no longer a persecutor?</b>
6	<b>Ask the students to watch for the role of the encourager in this video about Arthur Boorman. (The name of the encourager is Diamond Dallas Page.)</b>
7	<b>You may wish to review with the students the account of the conversion of Paul in Acts 9.</b>



	<b>Barnabas took on the role of encourager/supporter here with Saul. He acted as mediator between Saul and the disciples to help convince them of Saul's conversion on the way to Damascus.</b>
<b>8</b>	<b>The efforts of Barnabas on behalf of Saul were fruitful.</b>
<b>9</b>	<b>Would anyone have reason to give you one of the following nicknames: Cheater, the Lazy One, or the Dirty Mouth?</b>
<b>10</b>	<b>Why not strive to be an encourager like Barnabas?</b>
<b>11</b>	<b>Someone has to be the first. Why not you?</b>
<b>12</b>	<b>Distribute an index card and have students write an encouragement to a teacher of their own choosing. Direct students to distribute the cards after class – either personally or through the office staff to the teacher's communication box.</b>
<b>13</b>	<b>Barnabas not only encouraged; he also empowered.</b>
<b>14</b>	<b>Empowerment isn't only accomplished through financial means. Here Barnabas demonstrates the power that a word of encouragement can have.</b>
<b>15</b>	<b>Barnabas was also on hand to be John Mark's friend when Paul declined his company. Later, Paul had a change of heart about John Mark and again welcomed ministry together with him.</b>
<b>16</b>	<b>Leaders empower others to lead.</b>
<b>17</b>	<b>Closing prayer and hymn</b>
	<b>Students write a word of encouragement to one of the underclassmen. Direct students to speak that word of encouragement personally within the next two days.</b>
	<b>Students should journal about lessons learned from David (different from the first unit) and Barnabas.</b>

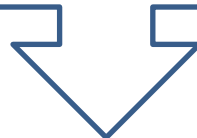
Note: Sessions 7, 8, 13, 15, and 16 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 7A: Meaningful Mentorship  
Lesson Plan

<b>Scriptural Standards</b>	Moses and Gideon
<b>Biblical Basis</b>	Exodus 3, 17 Deuteronomy 31 Numbers 27 Judges 6



- Consider the following options for review:
- Ask students which qualities of Barnabas they might like to have.
  - Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	Opening prayer
3	As President, John Quincy Adams was not very effective. Like his father, he only served one term and was not very popular. However, JQA went on to serve as a representative in Congress for an amazing 18 years, fighting for the abolition of slavery. In 1836 southern Congressmen passed a "gag rule" providing that the House automatically table petitions against slavery. Adams tirelessly fought the rule for eight years until finally he obtained its repeal. During his final term, he mentored young Abraham Lincoln in his first term, sharing his three-step plan for the abolition of slavery, a plan Lincoln later took with him into his presidential office. In 1848, he collapsed on the floor of the House from a stroke and was carried to the Speaker's Room, where two days later he died. A link to this 3-minute video is helpful: <a href="https://www.youtube.com/watch?v=HhtkAO9PUE8">https://www.youtube.com/watch?v=HhtkAO9PUE8</a>
4	In 1620, the pilgrims had the foresight to write a short document of government called <i>The Mayflower Compact</i> . They expressly stated the purpose of the colony: “for God’s glory and the advancement of the Christian faith.” They were not that successful, but their posterity continued to press for the spread of Christianity.
5	This survey asked participants, “How did you become a leader?” Ask students to draw a conclusion based on this survey.

6	Encourage students to recall the setting of this familiar account. Though hesitant initially, Moses did become an effective leader under God's blessing.
7	The first three plagues affected Israelites and Egyptians alike. The fourth plague (flies), however, did not affect the Israelites. The Israelites saw how the Lord was taking care of His people. This also gave credence to Moses' leadership.
8	Moses knew that he, in time, would need to pass the baton of leadership. Joshua had proven himself a capable leader. As a corollary, the Son of God would be named Jesus, "the Savior."
9	Moses, the respected leader, publicly endorsed Joshua as the next leader of the people.
10	Christians are potential leaders who have the Lord's promise of protection and guidance.
11	Jesus has promised the same to you and me.
12	We do live in a quick-fix world. Examples include the following: <ul style="list-style-type: none"> <li>• Cake-in-a-mug: Just throw in a few ingredients and microwave for 70 seconds!</li> <li>• Keurig coffee-maker: No more waiting for the coffee pot to brew!</li> <li>• Netflix: movies on demand at the click of a mouse!</li> </ul> We live in a microwave society.
13	We have become a drive-through society. It's "one and done." But when it comes to growing a leader, we must think of the "crock-pot" approach. Ask students to paraphrase the metaphors of microwave and crock pot.
14	The account of Joshua versus the Amalekites in battle is a fun one to review (Exodus 17).
15	There is no reluctance evident in Moses as he commissions his successor.
16	Joshua acted out of loyalty, trying to protect Moses from what he perceived to be a threat.
17	Give the students a moment to focus on the real/fictional celebrities whom they recognize and to understand that they all had mentors.
18	Parenting is a role that requires full-time mentorship. It is not a role to step into lightly.

	<b>This is an opportunity for discussion about pre-marital sex, if desired.</b>
<b>19</b>	<b>Paul's motivation is love, a desire to share eternal life in heaven with his fellow Christians.</b>
<b>20</b>	<b>Our ultimate purpose here on earth is to live a life of service to God. The Christian leader trains his followers in this important truth.</b>
<b>21</b>	<b>Parents assess their children's behavior constantly and modify the behaviors as necessary through loving discipline.</b>
<b>22</b>	<b>Leaders build relationships with their followers. Followers follow willingly when there is an atmosphere of love.</b>
<b>23</b>	<b>Part of a loving relationship is a habit of encouragement. Parents expect shortcomings and failures along the way due to sin, but Christian parents can utilize the tool of forgiveness, just as Christ has forgiven them.</b>
<b>24</b>	<b>Point the way; give advice; rely on the Word. Mentors train the next generation of leaders for Jesus.</b>
<b>25</b>	<b>The fruits of the Spirit are a good place to start: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22).</b>
<b>26</b>	<b>Most or all of you will be parents someday. This is a good acronym of advice for you to take with you.</b>
<b>27</b>	<b>Closing prayer and hymn</b>
<b>28</b>	<b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</b>
<b>29</b>	<b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b>

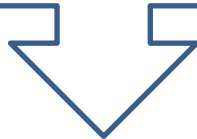
Unit 7B: Meaningful Mentorship  
Lesson Plan

<b>Scriptural Standards</b>	Moses and Gideon
<b>Biblical Basis</b>	Exodus 3, 17 Deuteronomy 31 Numbers 27 Judges 6-7



Consider the following options for review:

- Ask students to share how Moses demonstrated leadership.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

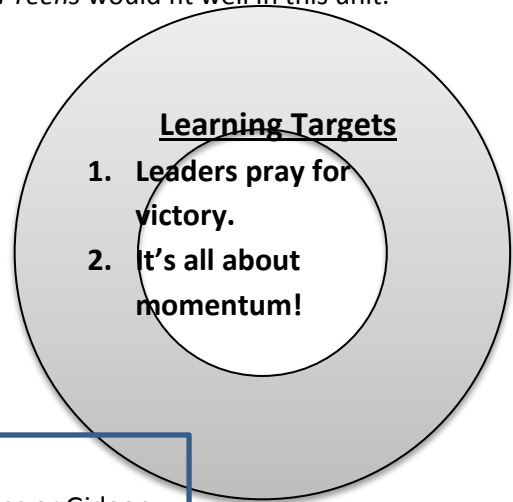
Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>The proverbial question is, “Which came first, the chicken or the egg?” If desired, allow students to postulate about this.</b>
4	<b>In a pair share, have students speculate which they think typically comes first.</b>
5	<b>The Israelites were being heavily oppressed by the Midianites. This explains Gideon’s question.</b>
6	<b>Gideon is hesitant to lead. He wants the vision first.</b>
7	<b>Many teens were (are) caught up in the sensation that was (is) Justin Bieber. What characteristics established Justin Bieber as a leader?</b>
8	<b>Under God’s direction and with assistance from his servants, Gideon sought to cleanse Israel from idolatry. He began at home with his father’s heathen worship.</b>
9	<b>Gideon’s father, Joash, was now presented with a difficult decision: Do I follow the people and the god Baal, or do I defend my son?</b>
10	<b>Joash rightly declared that if Baal is a god, he can defend himself.</b>

11	The Abiezrites were the people of Gideon's region. The vision for Gideon has become clear.
12	Gideon wanted to be certain that his vision was clear before he took over as the judge in Israel. This event is nothing short of a miracle.
13	Gideon boldly asks for another miraculous sign; God delivers.
14	The task before Gideon was daunting at best. God whittled down Gideon's army, ensuring that the glory of the battle would belong to the Lord.
15	Read Judges 6:16 first. God's Word is gold: dependable, faithful, flawless.
16	Give evidence of the Lord's almighty, protecting hand in the international current events of the day.
17	Intelligence might be one of the qualities evident in an effective leader. As time allows, challenge students to this short IQ test, the second slide being a little more challenging than the first.
18	False, true, false
19	True, true, false
20	What are some qualities in Gideon that made him attractive to his followers?
21	Gideon understood this sign from God.
22	Gideon was able to diffuse the disgruntlement of the Ephraimites.
23	Gideon had the God-given talent to be a warrior.
24	Gideon communicated directly with his followers and energized them with his vision.
25	Gideon, too, shows evidence of his imperfection. All leaders have the frailties of the sinful nature.
26	Assignment: Students will assign each teacher to one of the Attraction Quotient characteristics, the one most befitting their character.
27	Closing prayer and song
	Students should journal about lessons learned from Moses and Gideon.

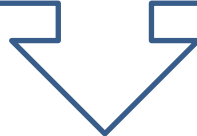
Note: Session 7 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 8A: Viable Victory  
Lesson Plan

<b>Scriptural Standards</b>	Josiah and Solomon
<b>Biblical Basis</b>	2 Chronicles 34 1 Kings 1, 3-5, 9



- Consider the following options for review:
- Ask students which leader was more successful: Moses or Gideon.
  - Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>Share the names and the spiritual heritage on both sides of your family. Have students discuss their spiritual heritage in groups of three.</b>
4	<b>Josiah was one of the last kings. The Kingdom of Israel had already fallen victim to Assyria. The Kingdom of Judah was headed down a similar path to destruction. Josiah was the last glimmer of hope on this pathway. Josiah was the equivalent of a third-grader. He came into this position of national leadership with no influence and certainly no experience. In the U. S. Constitution, there is a requirement that the President must be a minimum of 35 years of age. Why do you think that is? Isn't that discriminatory?</b>
5	<b>The underlined portions accent the spiritual destitution of the Israelites under Josiah's grandfather.</b>
6	<b>The leadership of Josiah's father Amon was no better.</b>

7	We have no indication of any earthly spiritual advisors for the young Josiah. The prophet Jeremiah came 14 years after Josiah ascended the throne.
8	According to Greek mythology, Sisyphus was a sinner condemned to an eternity of rolling a boulder uphill, then watching it roll back down again. Josiah's position might have seemed as daunting to him.
9	Josiah's job #1 was to rid the country of idols. The Lord blessed his efforts.
10	Josiah reestablished the high celebration of the Passover festival. Goats and lambs today run \$150-300; cattle runs \$1500-2500 a head. Ask a math-proficient student to determine today's cost of such an event.
11	It goes back to the Word – seeking the Lord's direction.
12	Josiah pressed on to cleanse his people of idolatry and restore true spiritual worship.
13	<p>Gastric bypass is a medical breakthrough surgery that helps one lose weight by changing how the stomach and small intestine handle the food eaten. There are two steps during gastric bypass surgery:</p> <p>The first step makes the stomach smaller. The surgeon will use staples to divide the stomach into a small upper section and a larger bottom section. The top section of the stomach (called the pouch) is where the food will go. The pouch is about the size of a walnut. It holds only about one ounce of food. Because of this, one will eat less and lose weight.</p> <p>The second step is the bypass. The surgeon will connect a small part of the small intestine (the jejunum) to a small hole in the pouch. The food will now travel from the pouch into this new opening into the small intestine. Because of this, the body will absorb fewer calories.</p>
14	<p>Josiah pushed for a spiritual breakthrough:</p> <ul style="list-style-type: none"> <li>• He established the need: All humans have a sinful condition.</li> <li>• Through restoration of the Word, Josiah was able to share the Good News of grace.</li> <li>• By means of that Word, the Holy Spirit worked saving faith through the Gospel as a means to eternal life.</li> </ul>
15	Paul, too, leaned on the Lord's providence as he ministered to the Gentiles.
16	This is the first slide of Romans 8:32-39.
17	Josiah grew up in a time of apostasy, and yet not even the abhorrent conditions were able to separate him from the love of God.
18	In groups, have students discuss how the Lord might lead them to victory in each



	<p><b>scenario.</b></p> <p><b>Present these options for when a college student might be challenged regarding his Christian faith:</b></p> <ul style="list-style-type: none"> <li>• <b>He could pray not to have to deal with it.</b></li> <li>• <b>OR he could pray for the strength to deal with the situation.</b></li> <li>• <b>OR he could actually pray for the opportunity to defend his faith!</b></li> </ul>
<b>19</b>	<p><b>Your students are...</b></p> <ul style="list-style-type: none"> <li>• <b>strong in the grace of Christ.</b></li> <li>• <b>reliable people who are qualified to teach others.</b></li> <li>• <b>destined for suffering persecution for their faith.</b></li> <li>• <b>soldiers for Christ.</b></li> </ul>
<b>20</b>	<p><b>Despite persecution, we are encouraged not to depart from the truths that we have learned.</b></p>
<b>21</b>	<p><b>We have the Lord's promises of strength and eternal life as we conduct lives in Christian leadership.</b></p>
<b>22</b>	<p><b>Closing prayer and hymn (Christ's victory is inspiration for us.)</b></p>
<b>23</b>	<p><b>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</b></p>
<b>24</b>	<p><b>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</b></p>

Unit 8B: Viable Victory  
Lesson Plan

<b>Scriptural Standards</b>	Josiah and Solomon
<b>Biblical Basis</b>	2 Chronicles 34 1 Kings 1, 3-5, 9



Consider the following options for review:

- Ask students to share what made Josiah's leadership unique.
- Ask students to share an experience about a "habit" or a "trait" that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening prayer</b>
3	<b>Sometimes an athlete just "gets on a roll" where she can't seem to miss. The key is to keep the momentum going. As with King Josiah, once victory is achieved, the key is to keep the momentum going.</b>
4	<b>See if students can collectively name the first four kings of Israel. The Biblical character of focus is Solomon for this unit. Unlike King Josiah, Solomon's inheritance was not a broken mess; it was a strong kingdom. The mobile of metal balls represents momentum. Solomon's job was not only to sustain momentum, but to build momentum. As a review, ask students to recall how Saul's, David's, and Rehoboam's actions each fit the bill.</b>
5	<b>Under God's blessing, David had built Israel into a major military force, one whose ruler had the respect of other kings. In David, the people had witnessed a ruler who was God-fearing and who, as a result, achieved both fame and fortune. David left behind a legacy: a stable kingdom, resources, wise counsel, and a public endorsement to be the next king.</b>
6	<b>It is believed that Solomon was about eighteen years old when he became king. What would be some things a typical eighteen-year-old male might request if</b>

	<p><b>posed the same question?</b>  <b>Ask students to cite textual evidence of the humility exhibited by Solomon.</b></p>
<b>7</b>	<p><b>Solomon was swift to do away with wrongdoers from the kingdom.</b>  <b>Divide students into five groups and assign each group one individual; ask students to be ready to summarize the situation and Solomon's decision.</b></p>
<b>8</b>	<p><b>Have students cite textual evidence of peace.</b></p>
<b>9</b>	<p><b>Have students cite textual evidence of peace.</b></p>
<b>10</b>	<p><b>Have students cite textual evidence of peace.</b></p>
<b>11</b>	<p><b>Like his father David had done, Solomon surrounded himself with trusted men in his inner circle (1 Kings 4).</b>  <b>U. S. Presidents do the same today with Cabinet members and a host of White House personnel.</b></p>
<b>12</b>	<p><b>Solomon includes all of his people in this extravagant display of gratitude and thanksgiving.</b></p>
<b>13</b>	<p><b>Fourteen days: a double celebration for this event!</b>  <b>The people all went home, glad in heart for the good things the Lord had done for them.</b></p>
<b>14</b>	<p><b>This slide helps the visual students stay engaged. What grandeur is displayed for the Lord!</b></p>
<b>15</b>	<p><b>Closing prayer and hymn</b></p>
	<p><b>Students should journal about lessons learned from Josiah and Solomon.</b></p>

Note: Session 20 of *Building Everyday Leadership in All Teens* would fit well in this unit.

Unit 9: Jesus, Lead Us On  
Lesson Plan


<b>Scriptural Standards</b>	Jesus Christ
<b>Biblical Basis</b>	The Gospels

**Learning Targets**

1. Leaders use their altar-EGO.
2. It's all about serving!

Consider the following options for review:

- Ask students to share their journal entry for Josiah and Solomon.
- Ask students to share an experience about a “habit” or a “trait” that was practiced, including the reaction from others involved.



Follow the PowerPoint provided for this lesson.

Slide	Notes
1	
2	<b>Opening hymn</b>
3	<b>As a review, ask students to work in pairs to group these Biblical leaders in <u>one</u> of the following categories (though more than one may be accurate): Prophet, Judge, King, Other. Then ask four individuals each to write one of the categories on the board for the purpose of discussion and comparison.</b>
4	<b>Students could argue other commonalities here as well, but these three links are key. Now we are going to look at some statements worth considering as we consider lives of leadership for Christ.</b>
5	<b>Ask students (in pairs) to classify each statement as more encouraging, more unsettling, or more empowering.</b>
6	<b>Ask students (in pairs) to classify each statement as more encouraging, more unsettling, or more empowering.</b>
7	<b>We know that our sinful nature thrives on self-focus. The acronym JOY (Jesus, others, yourself) is a good reminder of how to prioritize our goals and our everyday focus. When you do, you have JOY!</b>

8	<p>Give students several minutes to discuss/understand representation of the sinful EGO.</p> <p>Direct students to note 2-3 pieces that will be a challenge for them individually in a potential leadership role.</p>
9	<p>Ask students to choose one of the accounts, to read it independently, and to be ready to answer the question at the top with support from the text.</p>
10	<p>Give students several minutes to discuss/understand representation of the spiritual EGO.</p> <p>Direct students to list 2-3 gems to take with them.</p>
11	<p>Organize students into groups of 3-4.</p> <p>Give each group three minutes to choose a company of which each individual is to consider himself as the future leader.</p> <p>Ask students to consider each of the “Jesus Leadership” references from the Gospels. Which reference forms the best background to serve as a hallmark of your new company?</p> <p>This activity is at a group level for discussion only.</p> <p>Assignment: Each student is to prioritize all of the references, from strongest to weakest, citing the section(s) that make each effective.</p>
12	<p>Closing prayer and hymn</p>
13	<p>Discuss the Trait to Teach. This is part of their Putting into Practice ongoing journal assignment.</p>
14	<p>Discuss the Habit to Harvest. This is part of their Putting into Practice ongoing journal assignment.</p>
	<p>Students should journal about lessons learned from Jesus, the Master Leader.</p>

Note: Session 21 of *Building Everyday Leadership in All Teens* would fit well in this unit.

### Unit 10: Authentic Assessment on Leadership

1. **Organization:** Identify the name of your “organization.” It might be a company, a store, a classroom, a college club, a platoon, a precinct, or even a family: a likely ambition/profession of yours.
2. **Interview:** After you have chosen your organization, select a leader in a similar position and ask if he/she will do an interview for you. Write a questionnaire, submit it in writing to the interviewee prior to the interview, and then conduct the interview. The interview may be in person, on the phone, via Skype, or – if none of those is possible - simply a written response to your questionnaire. Include the results and the date of your interview for this assessment.
3. **Hallmark:** Select a Biblical account of Jesus’ leadership to serve as the cornerstone of your organization. Print the entire account, cite the reference, and then add a paragraph of explanation/application supporting your choice.
4. **Role Models:** In addition to Jesus, select three Biblical examples of leaders who personified an ideal that will identify and propel your organization. Think about the learning targets that are most important to you. Write a paragraph for each, defending your choices.
5. **Mission Statement:** Write a short statement (only one, please) that will explain the purpose of and set the tone for your organization. Consider quoting a phrase from your Hallmark account or Role Model selections.
6. **Song:** Select (or compose!) a song which best complements your organization and mission statement.
7. **Logo:** Design a logo for your organization. Give thoughtful consideration to symbolism and color. Consider incorporating a trademark symbol that identifies each role model or ideal. This may be designed by hand or digitally with graphics. Offer a separate, written explanation of any symbolism that has been generated.
8. **Habits:** Select two to three that you aim to exemplify and engender within your organization. Explain why each is important to the success of your organization.
9. **Traits:** Select two to three that you aim to exemplify and engender within your organization. Explain why each is important to the success of your organization.
10. **Presentation:** This authentic assessment will be presented individually to an approved leader of your choice who will react to it via the rubric. It will then be presented in class to your classmates and teacher.

### Authentic Assessment Meets Criteria

#### Bloom's Taxonomy

1. Evaluation: **Habits, Traits**
2. Synthesis: **Mission Statement**
3. Analysis: **Song, Logo**
4. Application: **Organization, Interview, Presentation**
5. Comprehension: **Hallmark, Role Models**
6. Knowledge: **Hallmark, Role Models**

#### Newmann's Five Standards of Authentic Instruction

1. **Higher-Order Thinking:** This is substantiated through Bloom's Taxonomy above.
2. **Depth of Knowledge:** Students will demonstrate this through parts 3, 4, 7, and 8 .
3. **Connectedness to World Beyond the Classroom:** Students apply this to their future vocation.
4. **Substantive Conversation:** Students have conducted this throughout the lessons.
5. **Social Support for Student Achievement:** This will be nurtured throughout each lesson, made evident in the assessment rubric, and will be emphasized during the sharing of assessments publicly with the student body.

#### Gardner's Multiple Intelligences

1. Linguistic – **Interview, Hallmark, Role Models, Habits, Traits**
2. Logical-Mathematical
3. Visual – Spatial - **Logo**
4. Intrapersonal - **Hallmark, Role Models**
5. Interpersonal – **Interview, Presentation**
6. Naturalist
7. Bodily-Kinesthetic - **Logo**
8. Musical - **Song**

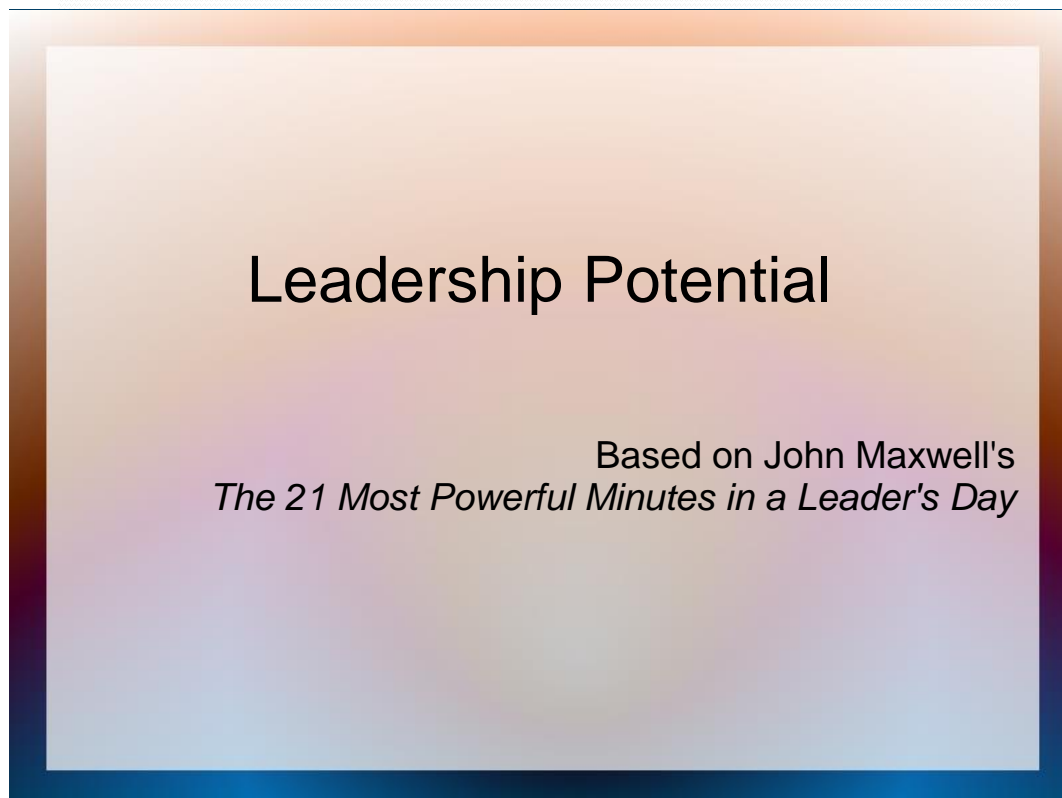
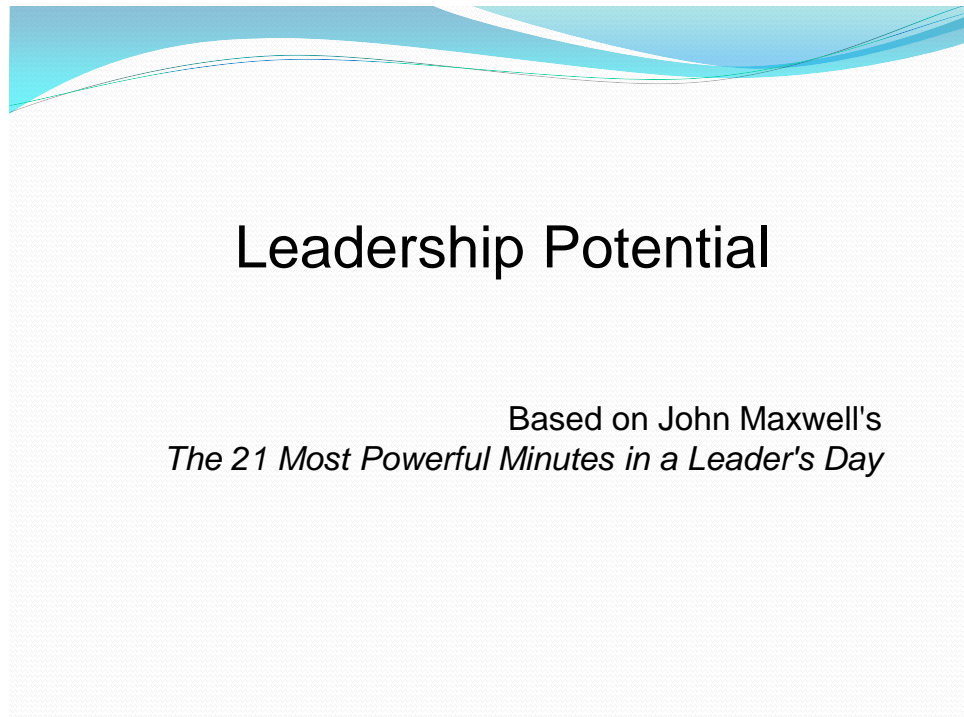
# Authentic Assessment Rubric

Name: \_\_\_\_\_

Elements	Emerging	Developing	Exemplary	Assessment
<b>Organization and Mission Statement</b>	The purpose of the organization lacks both direction and positive tone. 0 pts.	The purpose of the organization lacks direction or positivity. 1 pt.	The purpose of the organization is clearly stated in a positive tone. 2 pts.	
<b>Interview</b>	Interview is missing or is lacking in scope. 0 pts.	Interview is conducted by written means with an appropriate interviewee, includes questions about success, and is appropriately submitted. 1 pt.	Interview is conducted personally and with an appropriate interviewee, includes insightful questions about success, and is appropriately submitted. 2 pts.	
<b>Hallmark and Role Models</b>	Some or all role models are missing and written support is poorly written or absent. 0 pts.	Role models are chosen, but written support is lacking in clarity or completeness. 1 pt.	Jesus and three other role models are chosen, and written support is clear and motivational. 2 pts.	
<b>Song</b>	No appropriate song is chosen. 0 pts.	An existing song is chosen that complements the mission statement. 1 pt.	An original song is written to complement the mission statement. 2 pts.	
<b>Logo</b>	A logo is absent or devoid of color and meaning. Symbolism or its explanation is absent. 0 pts.	The logo is lacking in neatness, color, or meaning. Symbolism may be absent or poorly explained. 1 pt.	A logo has been designed that is neat, colorful, and meaningful. Symbolism is evident and well explained. 2 pts.	
<b>Habits and Traits</b>	Some habits and/or traits are missing. 0 pts.	2-3 habits and traits have been chosen but are not clearly articulated. 1 pt.	2-3 habits and traits have been chosen and clearly articulated. 2 pts.	
<b>Presentation</b>	Assessment was not presented to an approved leader. 0 pts.	Assessment is presented to - but not assessed by - an approved leader. 1 pt.	Assessment is presented to - and assessed by - an approved leader. 2 pts.	



**Appendix C: PowerPoints**

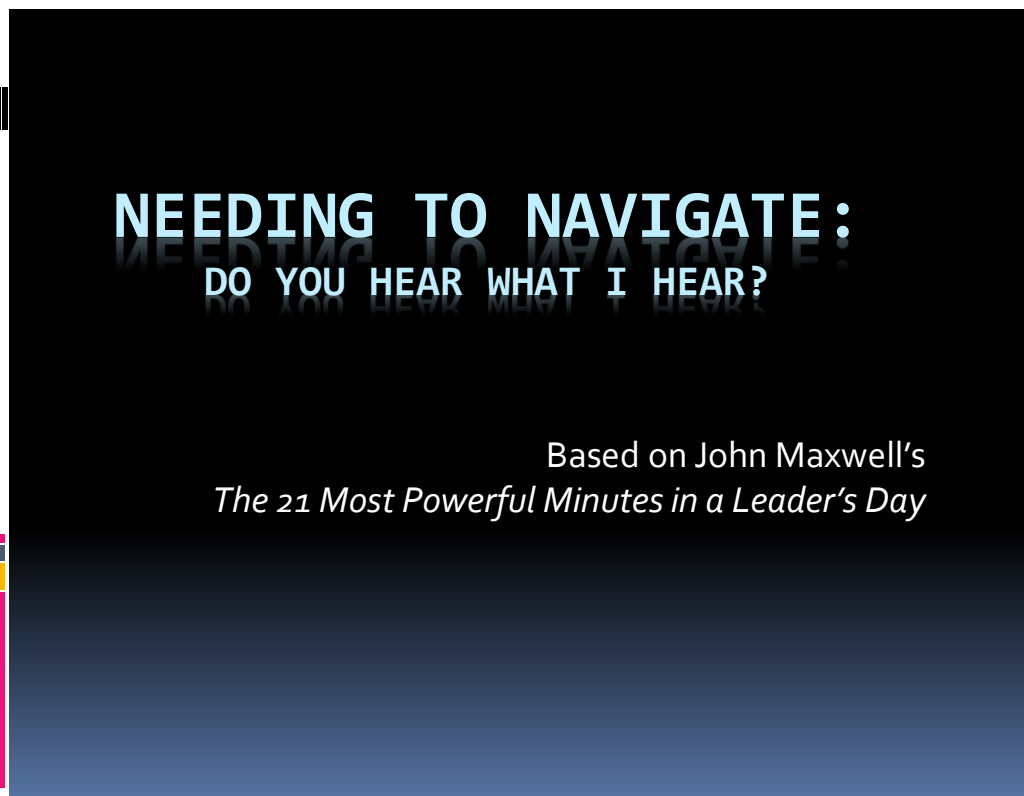
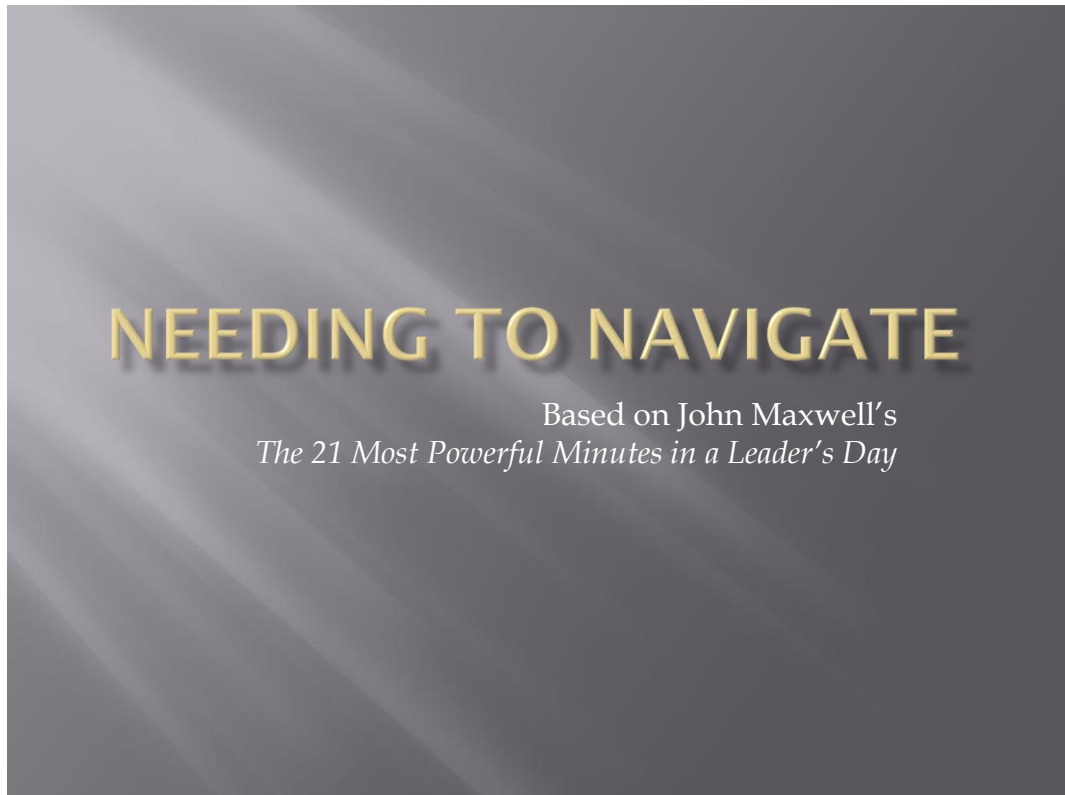


# Inclined to Influence

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*

## INCLINED TO INFLUENCE

BASED ON JOHN MAXWELL'S  
*THE 21 MOST POWERFUL MINUTES IN A LEADER'S DAY*

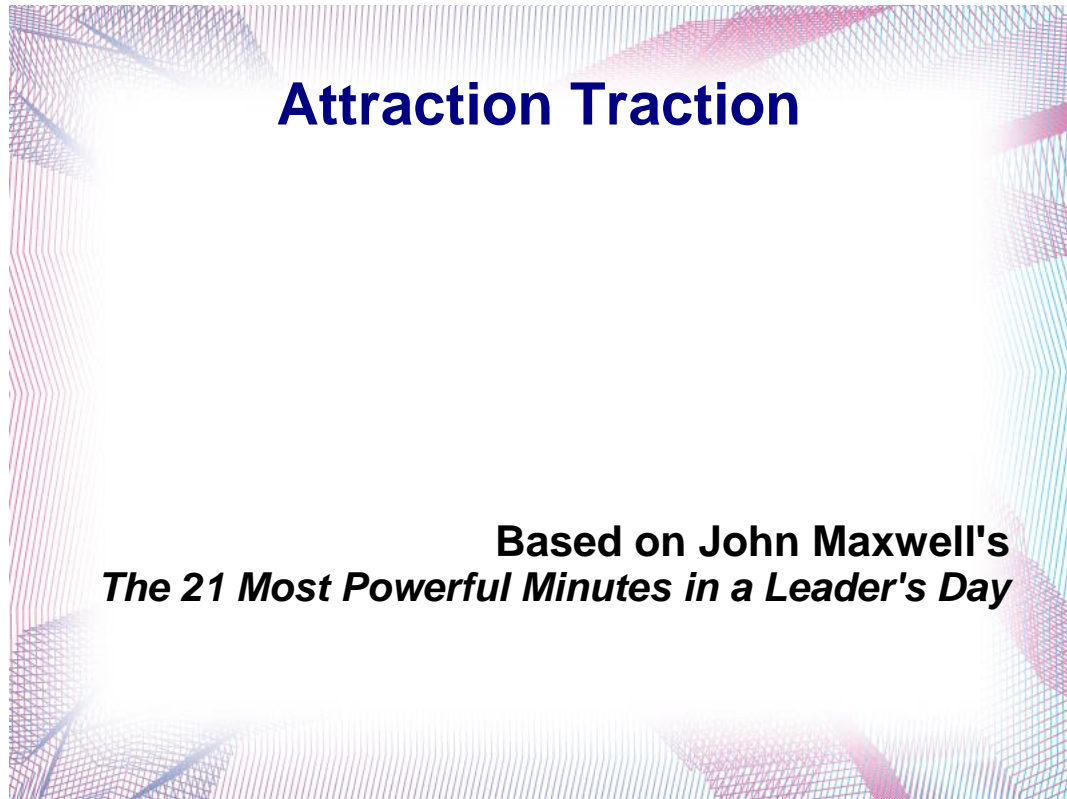


# Christian Character

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*

## Resolve to Respect

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*



## Attraction Traction

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*



# Complementary Cohorts

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*

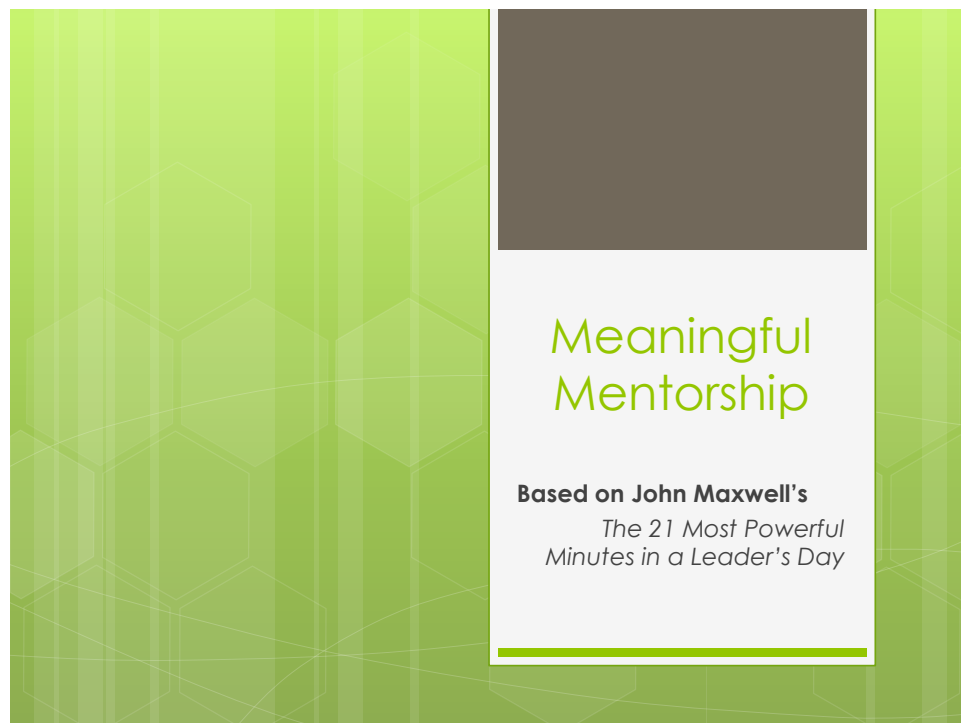
# Complementary Cohorts

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*

# MEANINGFUL MENTORSHIP

## Molding Christian Leaders for Tomorrow

Based on John Maxwell's  
*The 21 Most Powerful Minutes in a Leader's Day*





# **Viabile Victory**

**Based on John Maxwell's**  
*The 21 Most Powerful Minutes*  
*in a Leader's Day*

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**VIABLE VICTORY:  
SEIZE THE MOMENT...UM**

**Based on John Maxwell's**  
*The 21 Most Powerful Minutes*  
*in a Leader's Day*



# Jesus, Lead Us On

Based on *Lead Like Jesus*

by Ken Blanchard and Phil Hodges

and *On Being a Servant of God*



by Warren W. Wiersbe

**Appendix D: Survey Questions**

1. When engaged face-to-face with others, the student gives them his/her complete and undivided attention. He/She avoids texting or taking calls. If a call is very important, he/she apologizes and asks permission before accepting it.

Always     Often     Seldom     Never     Don't know

2. The student texts or reads texts while driving.

Always     Often     Seldom     Never     Don't know

3. The student always silences and stores his/her phone before being seated for dinner with others.

Always     Often     Seldom     Never     Don't know

4. The student respects the personal space of others: When needing to talk on his/her phone in public, he/she tries to keep a distance of at least 10 feet from others.

Always     Often     Seldom     Never     Don't know

5. The student does small acts of kindness.

Always     Often     Seldom     Never     Don't know

6. The student utilizes his/her God-given talents!

Always     Often     Seldom     Never     Don't know

7. The student exhibits a positive attitude, even in the face of adversity; he/she doesn't dwell on the obvious negative components, but finds and focuses on the silver lining.

Always     Often     Seldom     Never     Don't know

8. The student is proactive rather than reactive. This is evidenced in both speech and action.

Always     Often     Seldom     Never     Don't know

9. The student works to be – and stay – clutter-free. He/She organizes his/her work in a binder so that he/she can put his/her hands on any assignment in a matter of moments.

Always     Often     Seldom     Never     Don't know

10. The student uses good posture: standing tall with shoulders back.

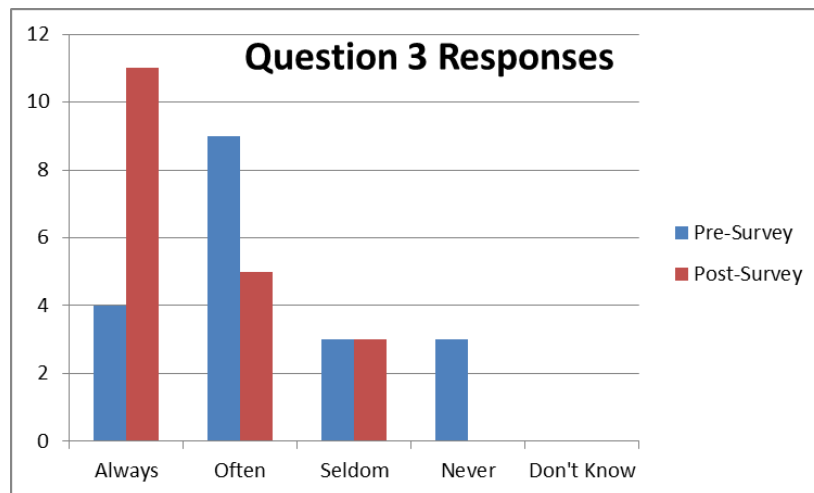
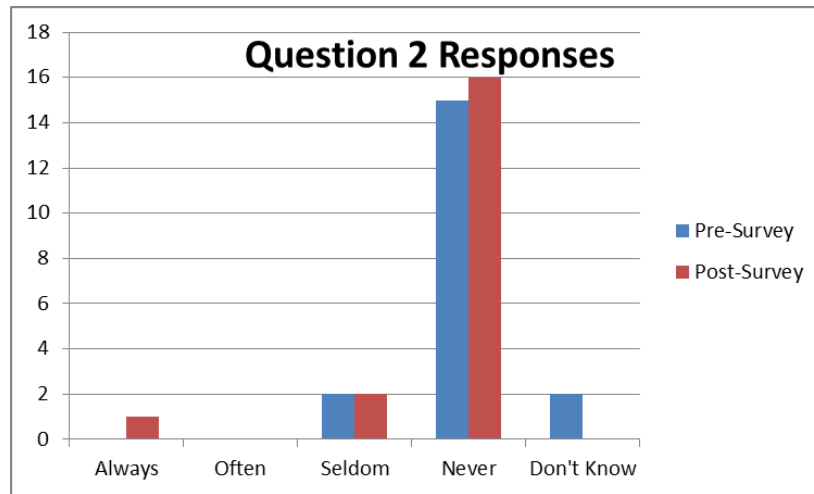
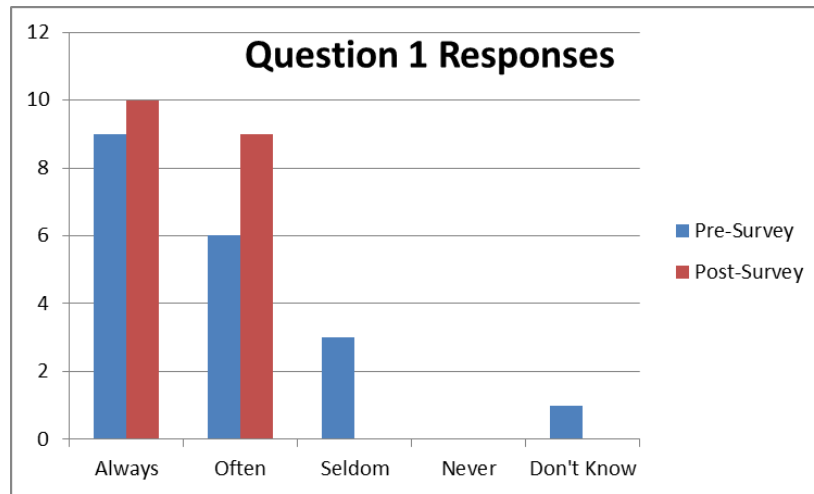
Always     Often     Seldom     Never     Don't know

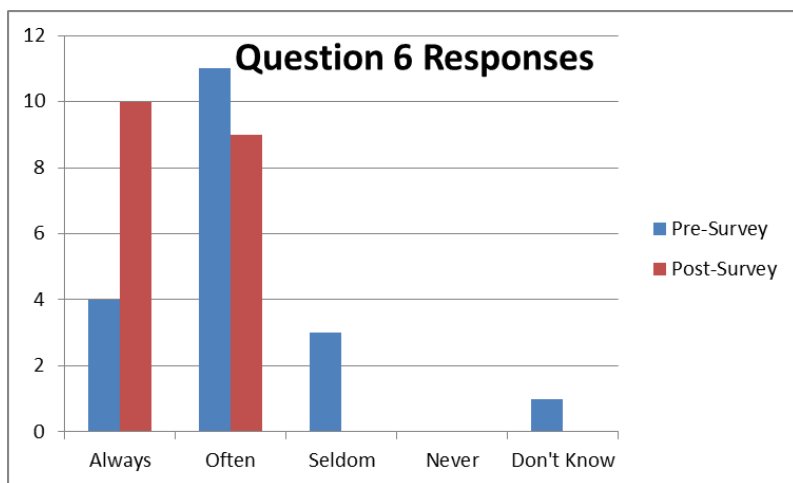
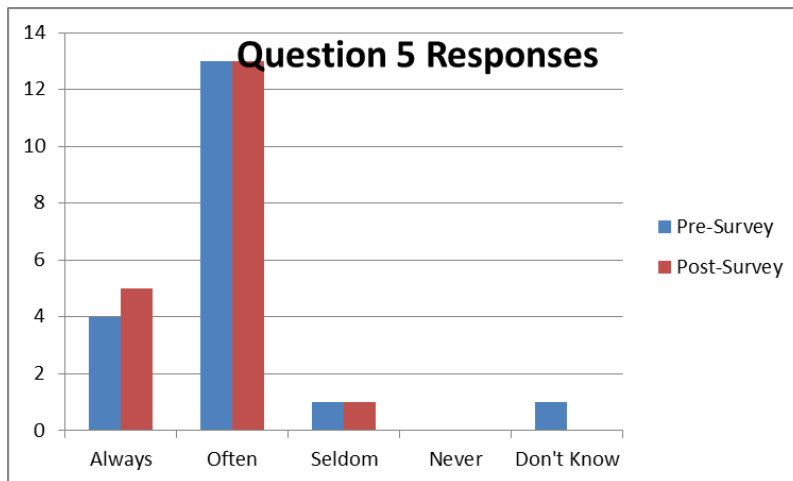
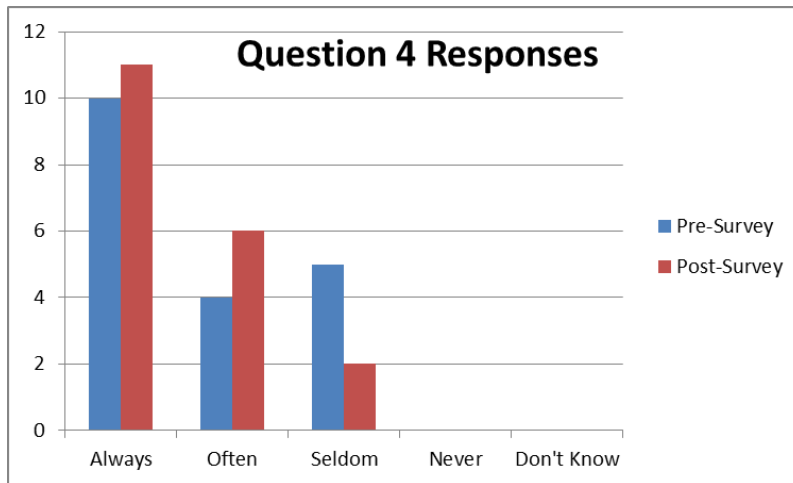
11. The student uses good eye contact: solid, with a smiling face.  
 Always     Often     Seldom     Never     Don't know
12. The student uses gestures that are purposeful, deliberate, and meaningful.  
 Always     Often     Seldom     Never     Don't know
13. The student uses speech that is slow and clear.  
 Always     Often     Seldom     Never     Don't know
14. The student uses a voice tone that is moderate.  
 Always     Often     Seldom     Never     Don't know
15. The student begins projects with the end in mind: he/she sets goals.  
 Always     Often     Seldom     Never     Don't know
16. The student shows respect to others.  
 Always     Often     Seldom     Never     Don't know
17. The student is honest and admits mistakes.  
 Always     Often     Seldom     Never     Don't know
18. The student demonstrates synergism in relationships by celebrating differences, working as a team, and being open-minded.  
 Always     Often     Seldom     Never     Don't know
19. When meeting new people, the student shakes hands and repeats their names.  
 Always     Often     Seldom     Never     Don't know
20. When given something, the student says, "Thank you."  
 Always     Often     Seldom     Never     Don't know
21. The student greets campus visitors with a smile and makes them feel welcome.  
 Always     Often     Seldom     Never     Don't know
22. When someone bumps into the student, he/she says, "Excuse me," even if it wasn't his/her fault.  
 Always     Often     Seldom     Never     Don't know
23. The student keeps promises and is loyal to family and friends.  
 Always     Often     Seldom     Never     Don't know

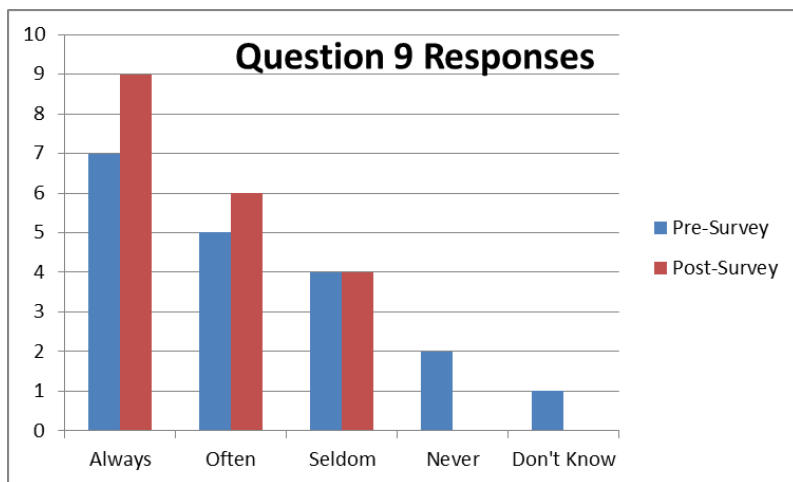
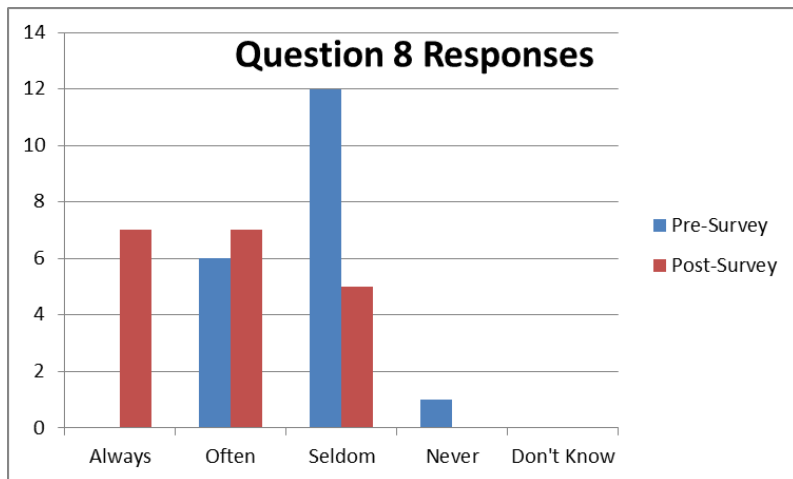
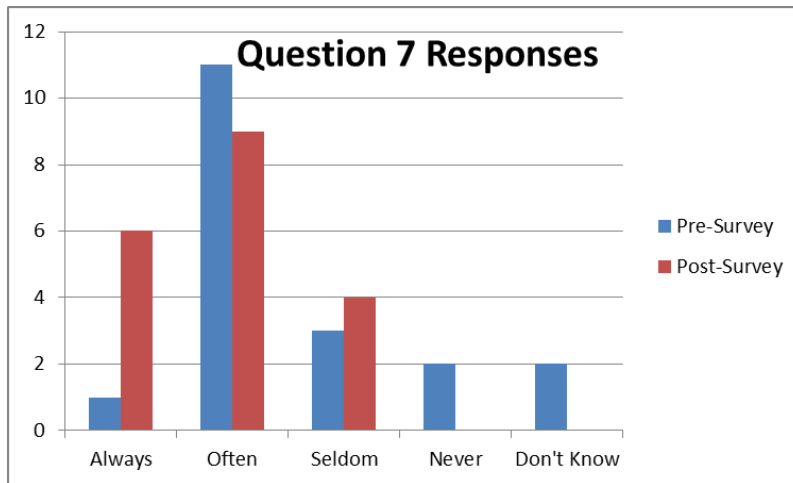
24. Whether talking or listening, the student makes eye contact with people.  
 Always     Often     Seldom     Never     Don't know
25. When listening to admonition, the student uses mirroring: repeating the same meaning in his/her own words.  
 Always     Often     Seldom     Never     Don't know
26. When given the opportunity, the student holds the door for someone else.  
 Always     Often     Seldom     Never     Don't know
27. When someone nearby drops something, the student stops and helps him/her pick it up.  
 Always     Often     Seldom     Never     Don't know
28. When needing to sneeze, cough, burp, or yawn, the student covers his/her mouth and says, "Excuse me."  
 Always     Often     Seldom     Never     Don't know
29. The student tends to procrastinate starting homework or studying for tests.  
 Always     Often     Seldom     Never     Don't know
30. The student tends to be late or last-minute for school.  
 Always     Often     Seldom     Never     Don't know
31. The student gets regular exercise, even in the off-season.  
 Always     Often     Seldom     Never     Don't know
32. The student responds immediately to others' interruptions (including texts) or little problems.  
 Always     Often     Seldom     Never     Don't know
33. The student responds to peer pressure.  
 Always     Often     Seldom     Never     Don't know
34. The student has trouble regulating TV or social media time.  
 Always     Often     Seldom     Never     Don't know
35. The student has trouble regulating video games or shopping time.  
 Always     Often     Seldom     Never     Don't know
36. The student does not expect or ask for a reward.  
 Always     Often     Seldom     Never     Don't know

37. The student strives to do his/her best and to give God the glory for all successes.  
 Always     Often     Seldom     Never     Don't know
38. The student demonstrates a win-win mentality. For example, he/she gets elected class president but praises those who elected him/her.  
 Always     Often     Seldom     Never     Don't know
39. If the student wins or does well at something, he/she does not brag; if he/she loses, he/she shows no anger.  
 Always     Often     Seldom     Never     Don't know
40. The student waits until someone acknowledges his/her accomplishments rather than acknowledging his/her own. In competition, he/she congratulates the opponent.  
 Always     Often     Seldom     Never     Don't know
41. The student takes care of his/her body by eating healthily, sleeping well, and using good hygiene.  
 Always     Often     Seldom     Never     Don't know
42. The student spends some leisure time reading and learning new skills.  
 Always     Often     Seldom     Never     Don't know
43. The student spends time in service to others.  
 Always     Often     Seldom     Never     Don't know
44. The student takes time for praying and worshipping.  
 Always     Often     Seldom     Never     Don't know

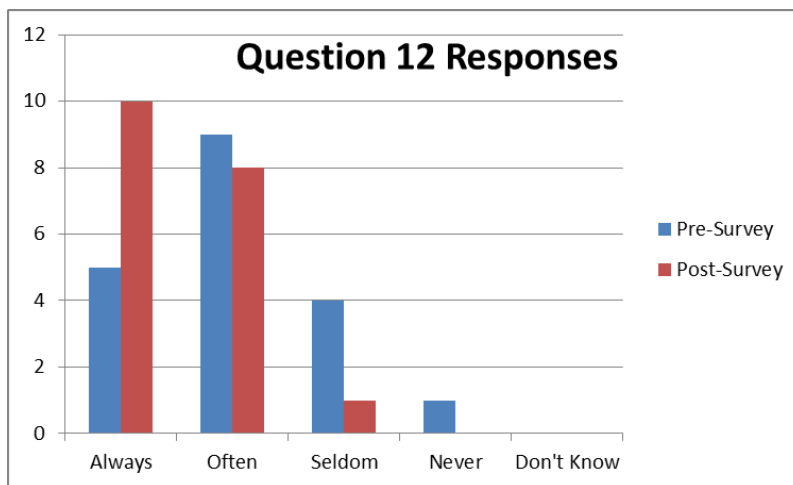
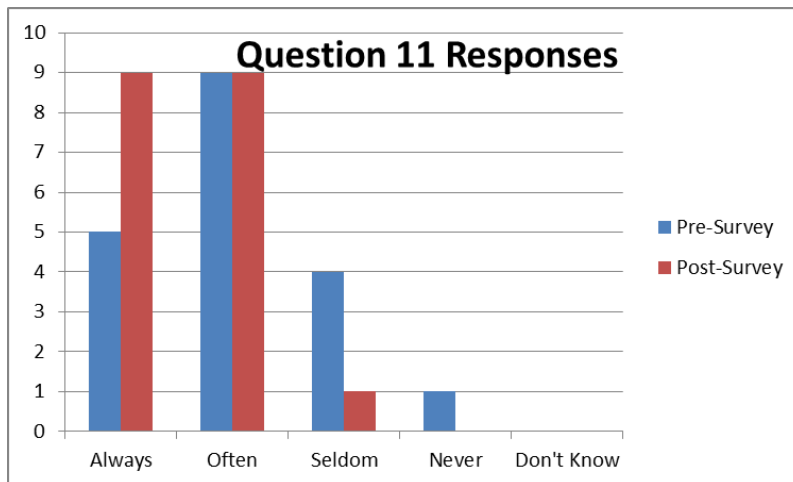
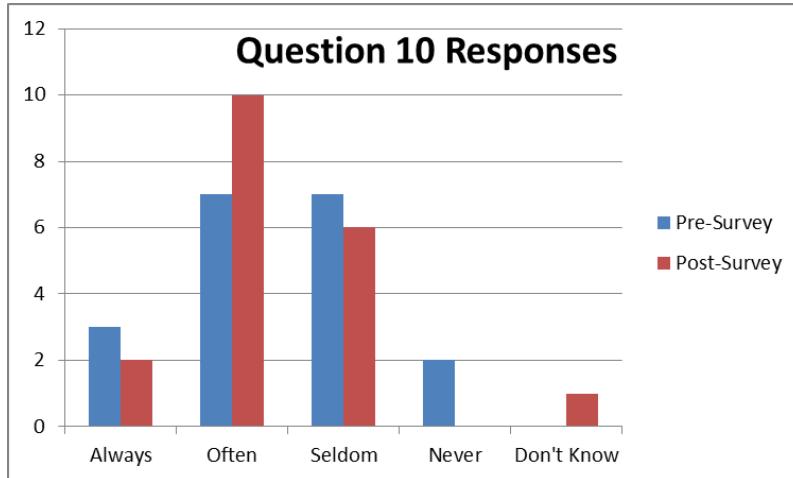
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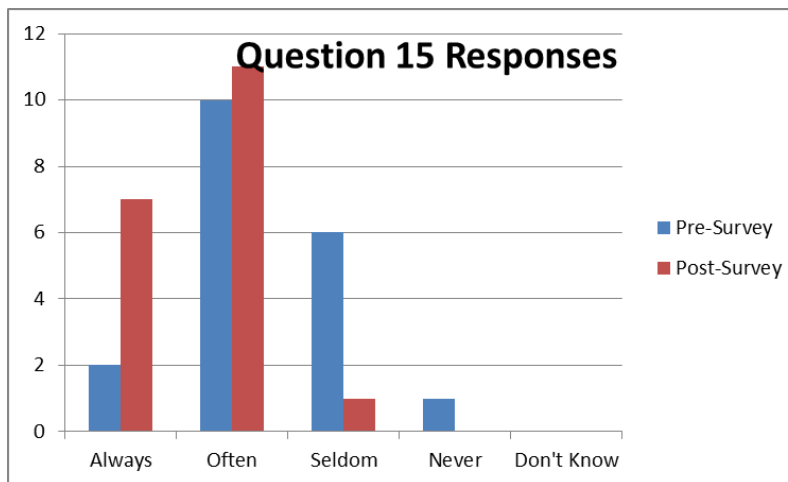
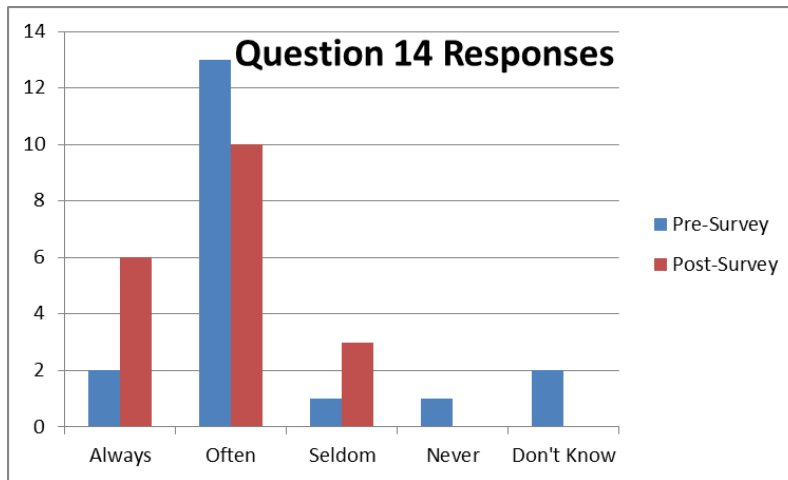
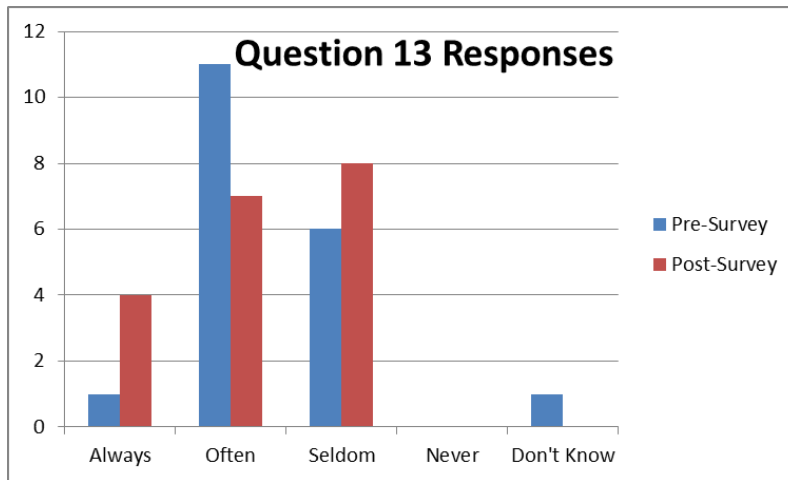


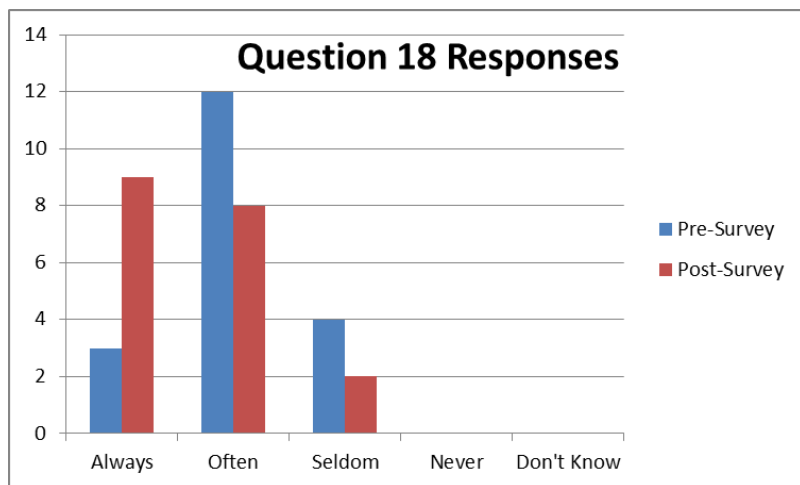
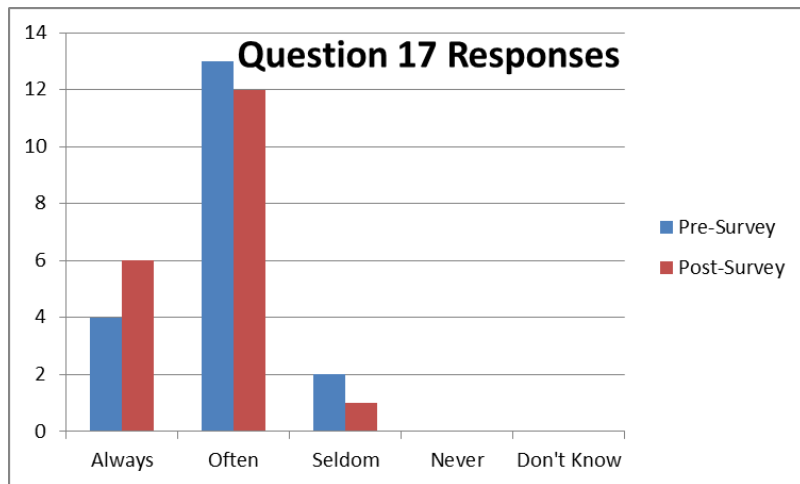
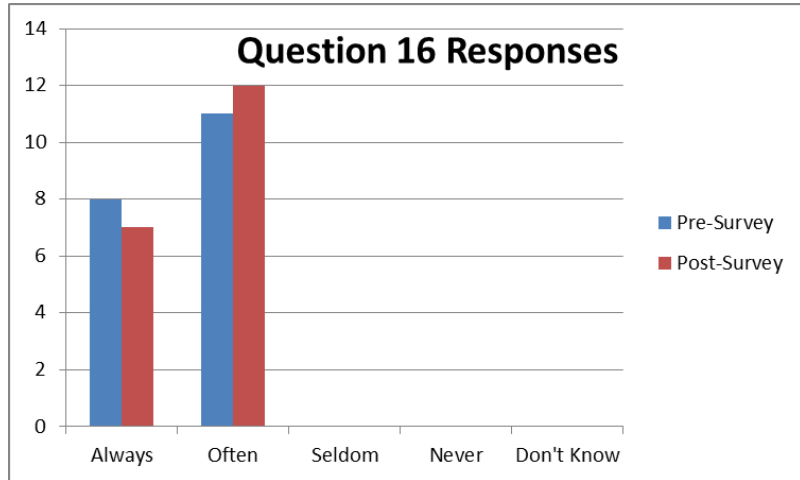


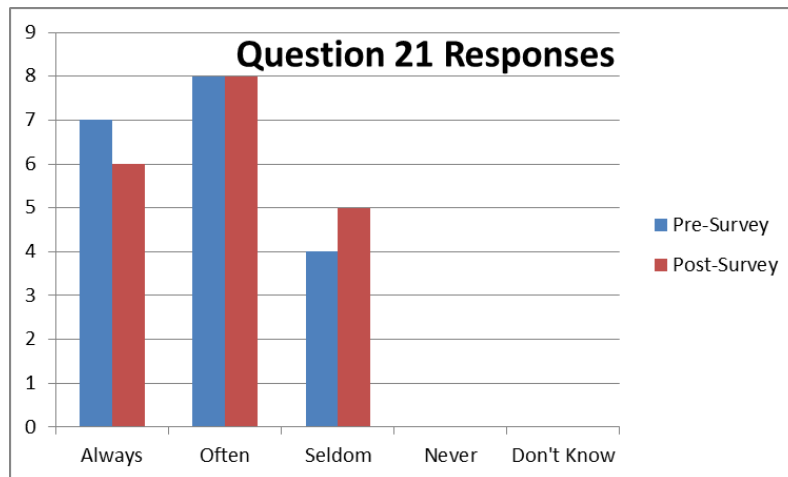
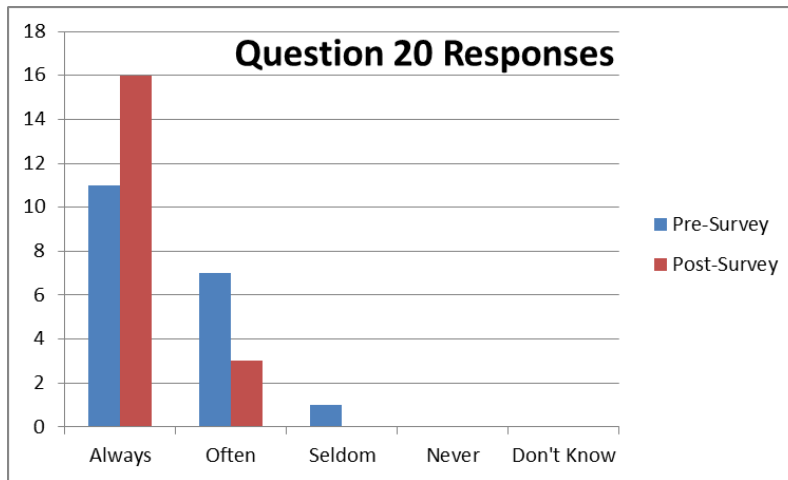
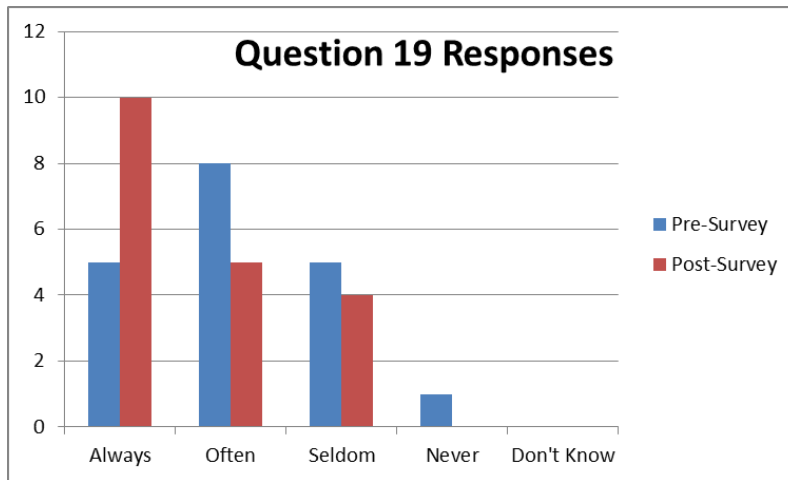


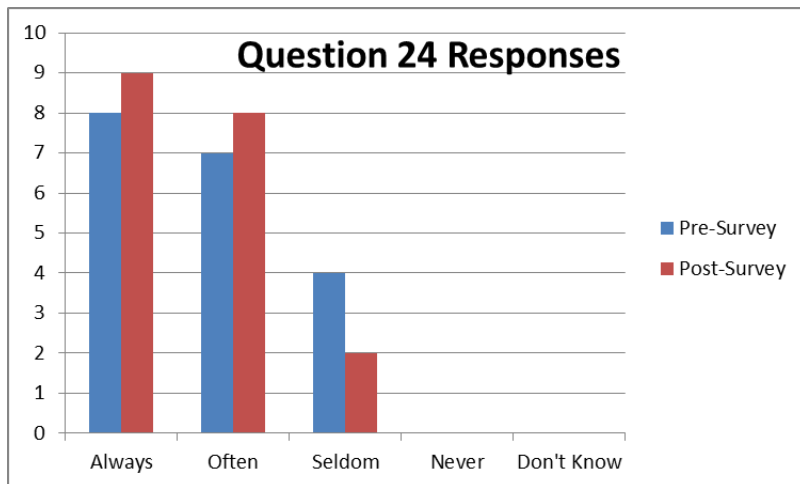
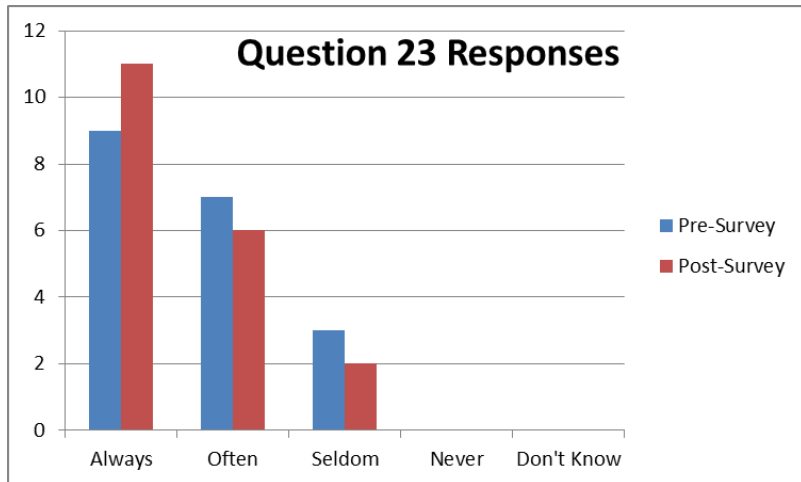
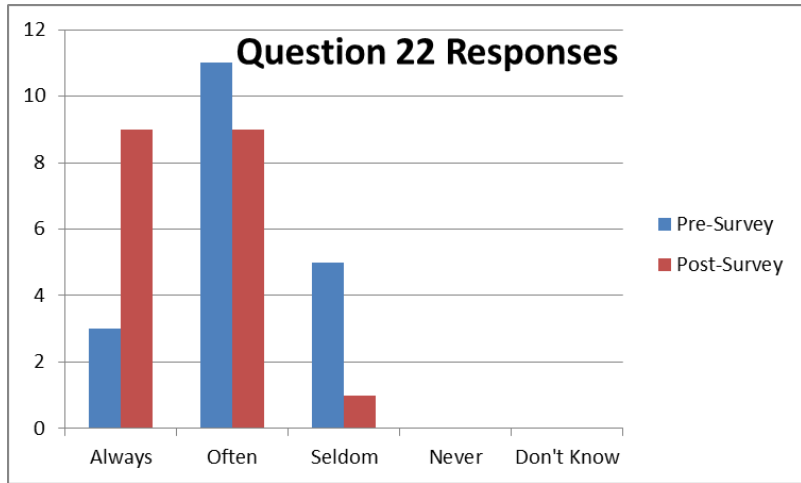


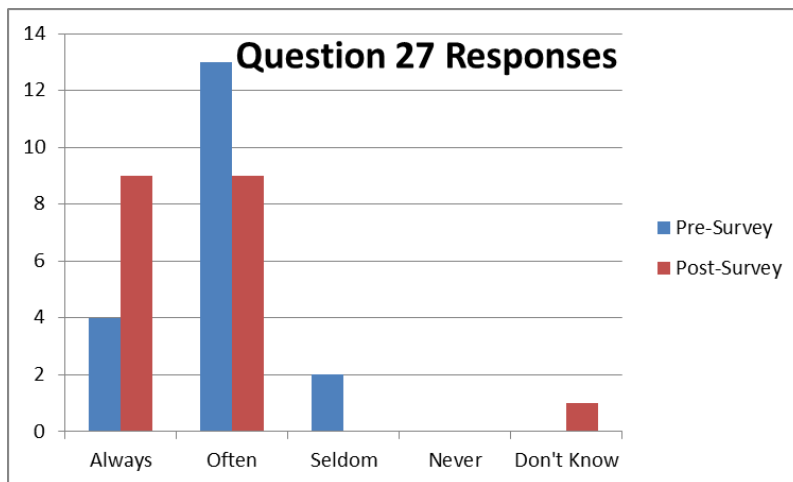
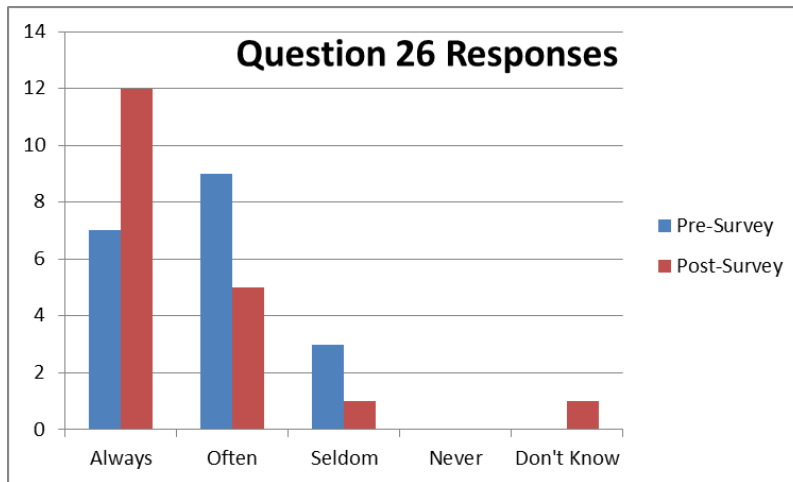
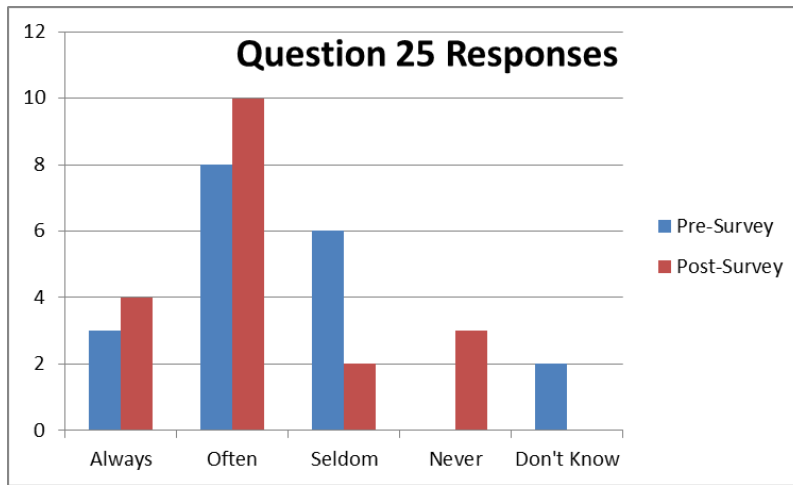


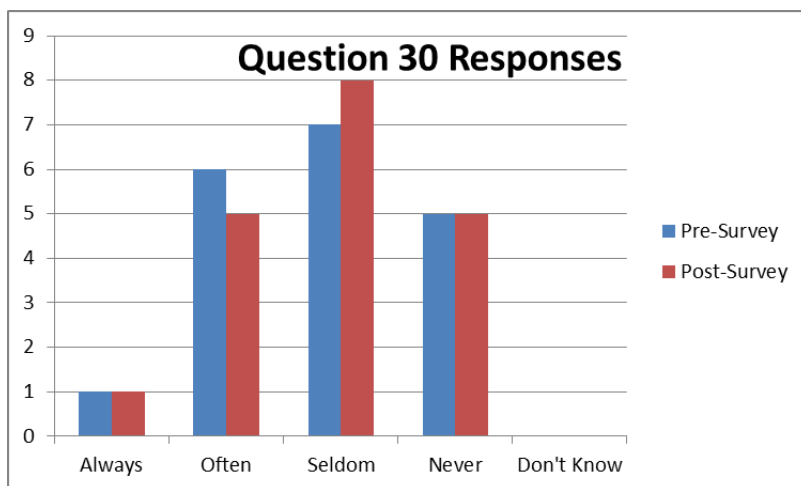
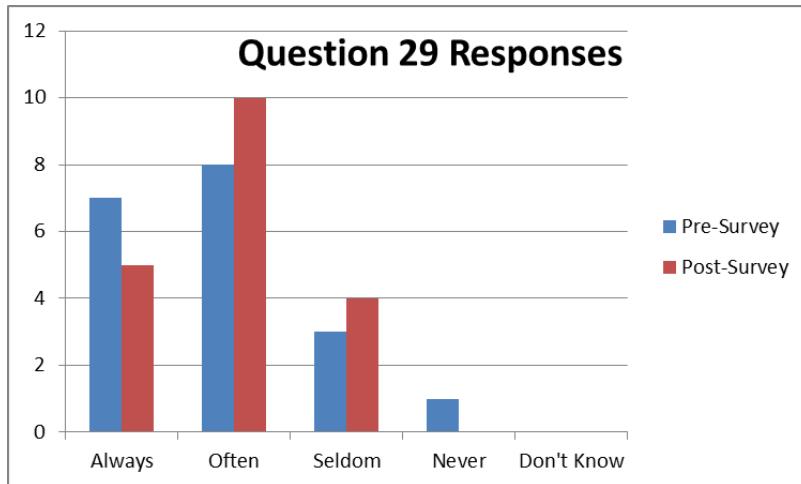
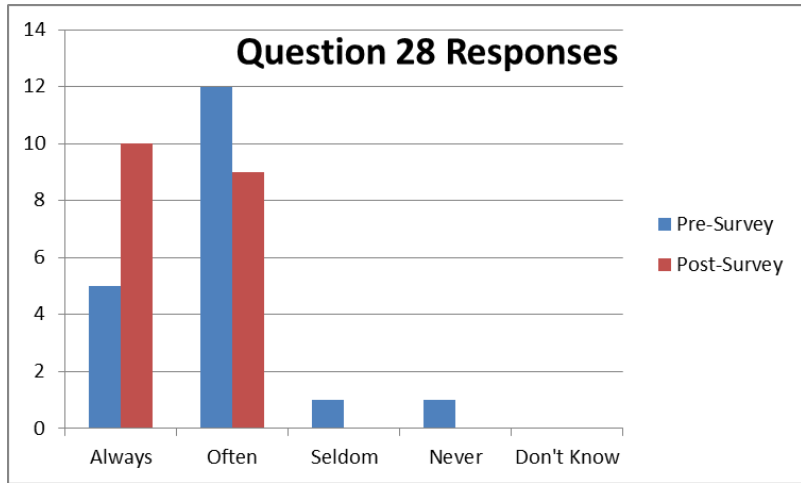


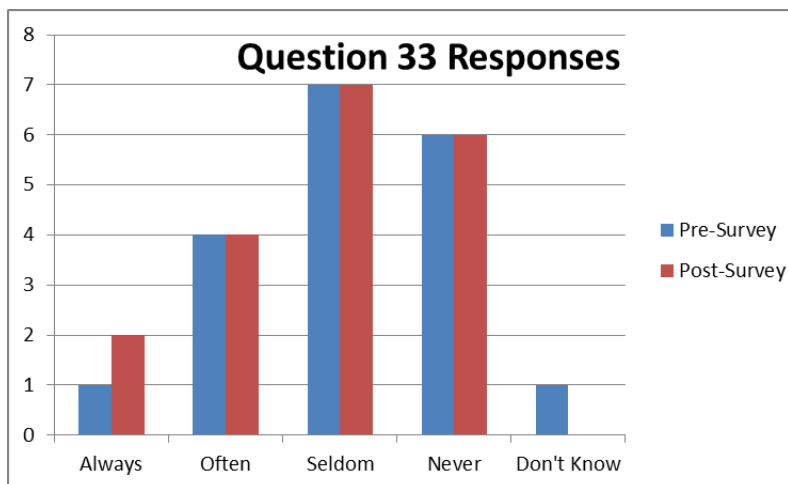
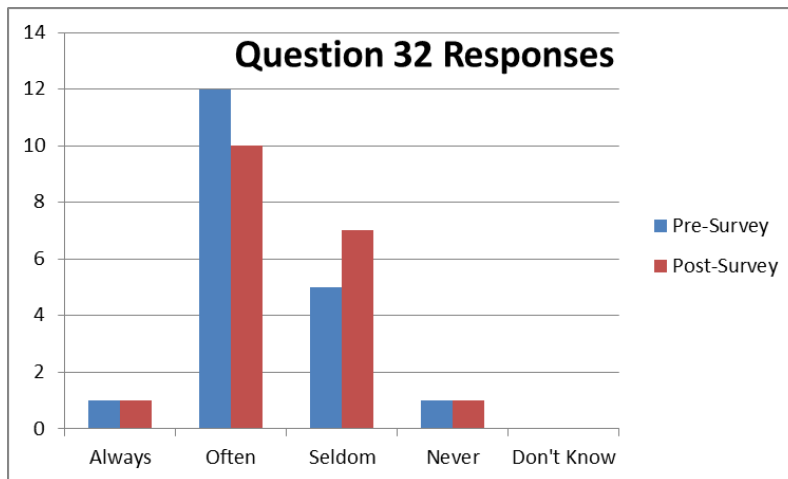
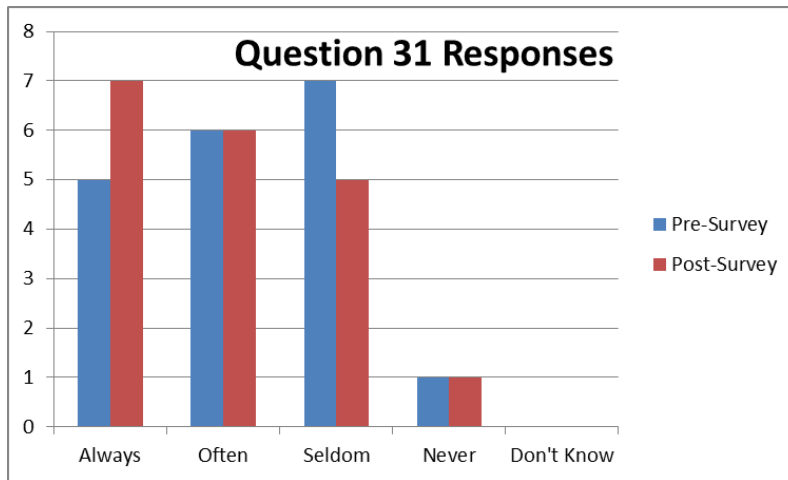




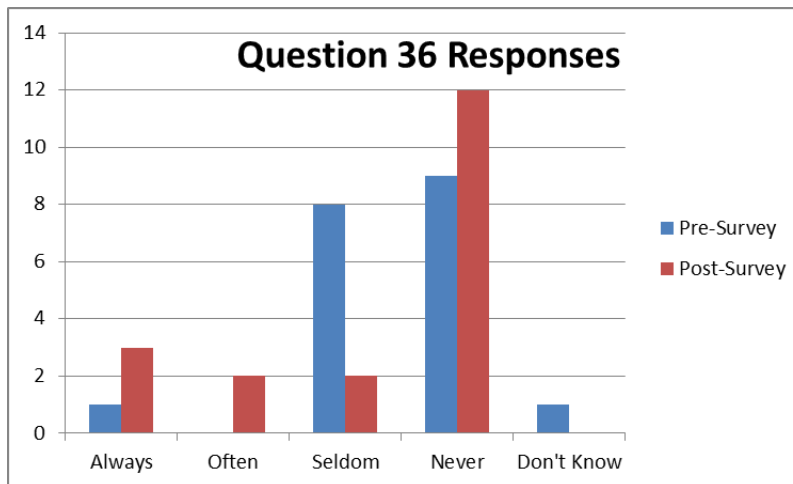
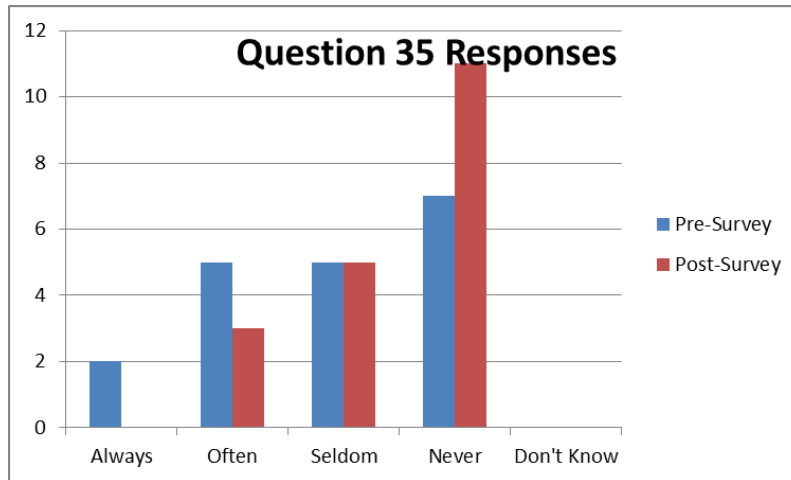
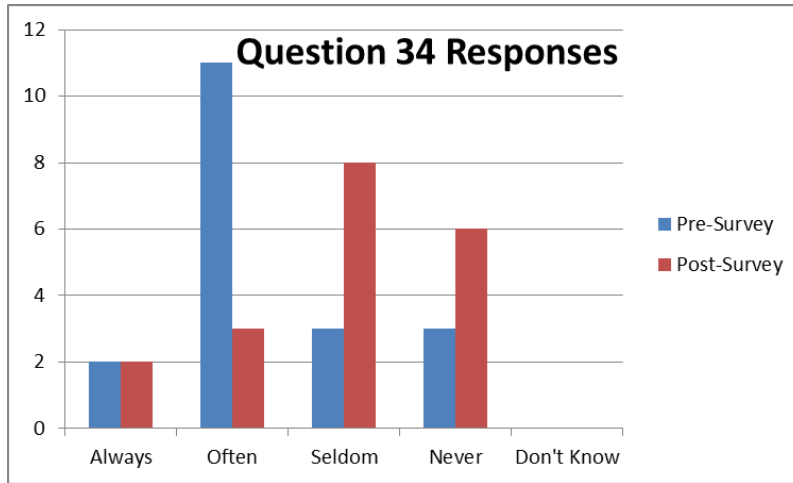


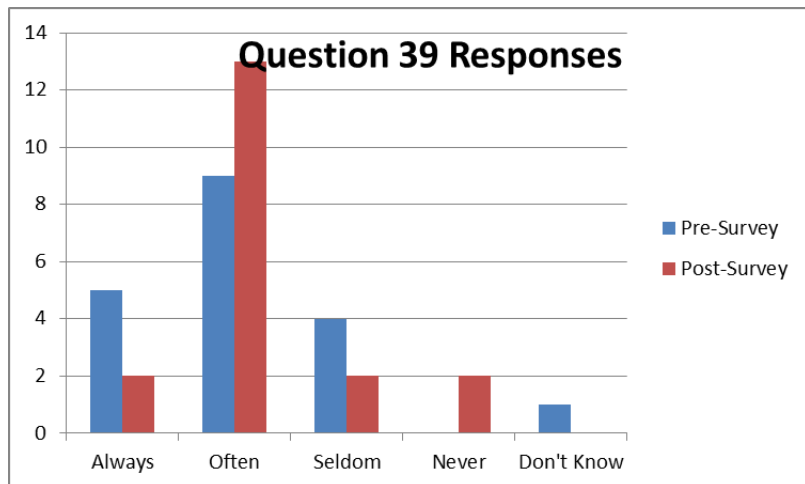
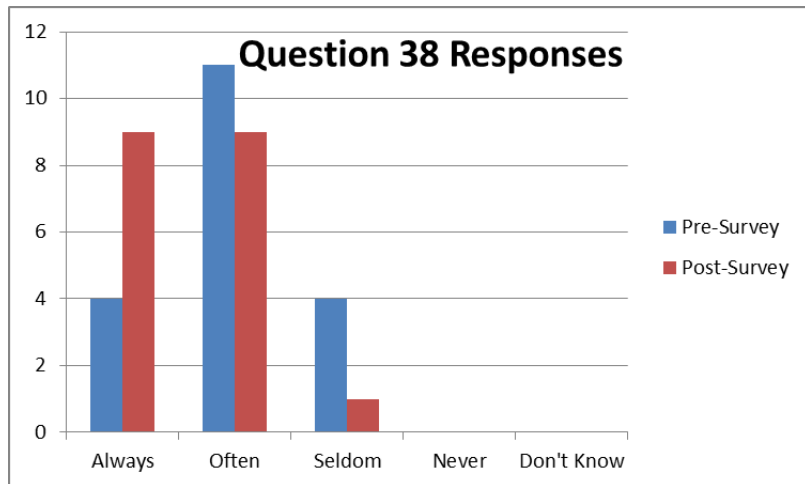
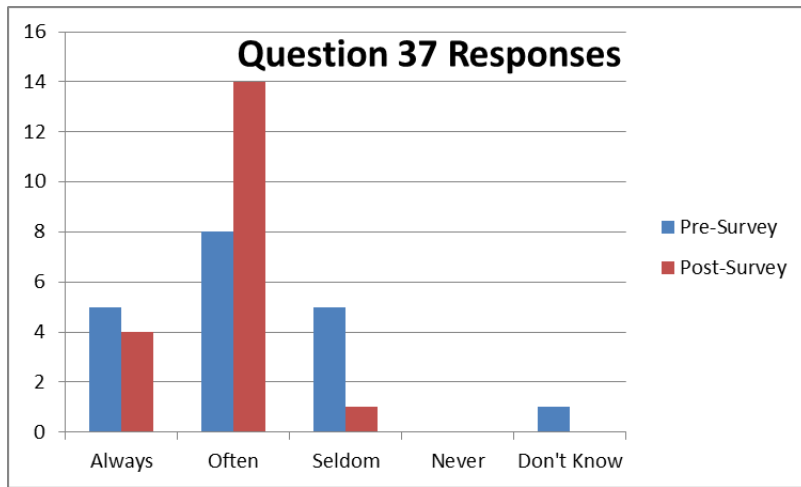


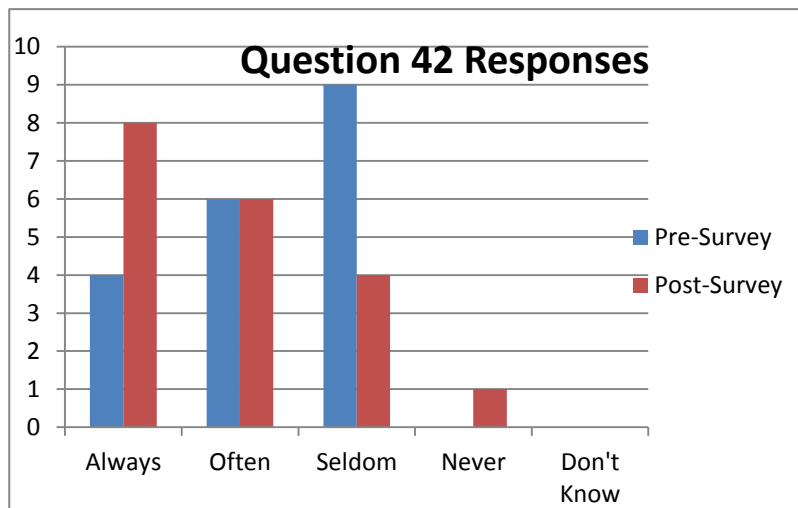
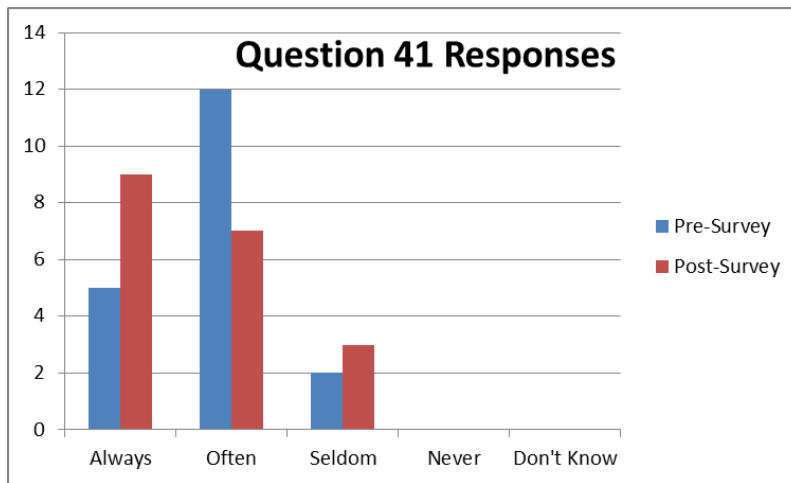
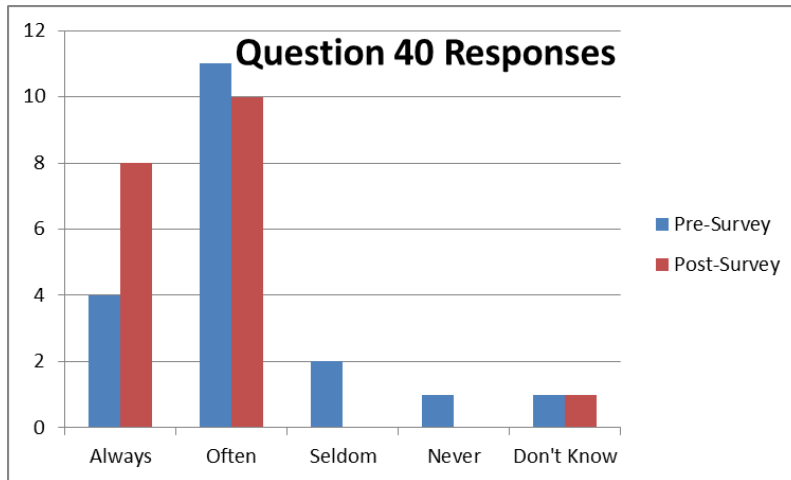


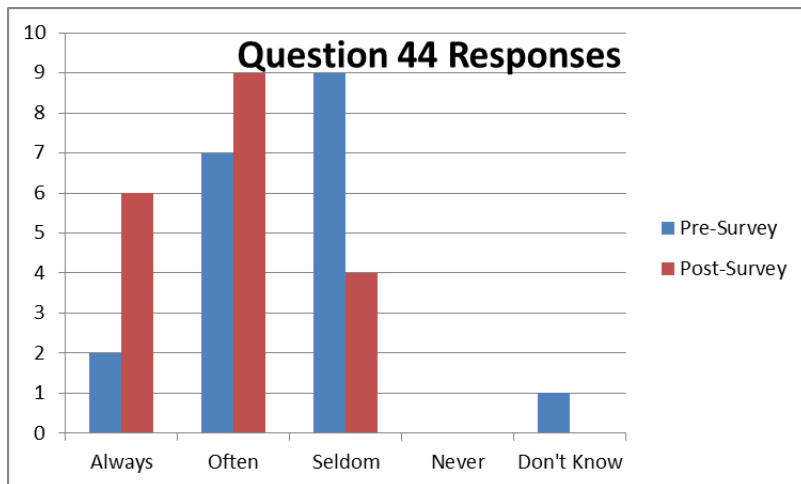
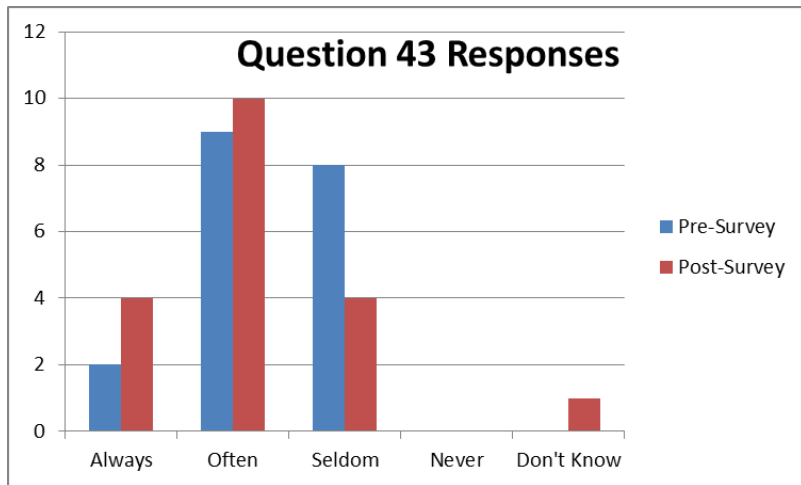












### Appendix F: Evaluation Tool for Students

*Rate your feeling of accomplishment in the class by placing an X on the line and offering a comment:*

---

1	2	3	4	5
Benefited little				Benefited much

**Explain why:**

**Explain what you appreciated about spending time in the following ways (and why):**

- † studying Biblical examples
- † learning hymns
- † doing leadership activities
- † authentic assessment

---

**Complete the following sentences.**

*I [did/did not] feel comfortable in class because...*

*Mr. Rosenbaum set an example of good leadership by...*

**Personal comment(s) for your teacher:**

**Appendix G: Leadership Ledger Exhibit****Traits to Teach**

1. When you're engaged face-to-face with others, give them your complete and undivided attention. Avoid texting or taking calls. Do let voicemail do its job. If a call is important, apologize and ask permission before accepting it.
2. Never text while driving!
3. Always silence and store your phone before being seated for dinner with others.
4. Do respect the personal space of others. When you must use your phone in public, try to keep at least 10 feet between you and others.
5. Exhibit a positive outlook, even in the face of adversity.
6. Organization: Keep your workspace clutter-free.
7. Body language:
  - a. Posture: standing tall with shoulders back
  - b. Use eye contact when you talk with someone
  - c. Gestures are purposeful and deliberate
  - d. Speech is slow and clear
  - e. Tone of voice is moderate to low
8. Respect, honesty, admission of mistakes.
9. Practice good manners:
  - a. When greeting new people, shake their hands and repeat their names.
  - b. Always say "thank you" when given something.
  - c. Greet campus visitors and make them feel welcome.
  - d. When someone bumps into you, say "Excuse me," even if it wasn't your fault.
10. Eye contact: Make eye contact with people to whom you are talking or listening.
11. Acts of Politeness
  - a. Hold the door for someone.
  - b. When someone nearby drops something, stop and help them pick it up.
  - c. When you need to sneeze, cough, burp, or yawn, cover your mouth and say, "Excuse me."
12. Do not expect or ask for a reward.
13. If you win or do well at something, do not brag. If you lose, do not show anger.

Trait #	How I Displayed That Trait	Date
4	I went back to my room when I talked to my parents on my phone.	02-05
3	I put my phone aside when I was eating lunch in the dorms.	02-08
1	I put away my phone when I was talking to Sara.	02-09
1	I set my phone aside before I talked to Jaidy.	02-18
5	I acted happily even if I had two tests in a row.	02-18
3	I did not use my phone during lunch and dinner today.	02-19
6	I cleaned my room after school.	02-20
3	I silenced and stored my phone before I ate dinner with Jieun.	02-23
7c	I used body language when I talked about hairstyle with Jaidy.	02-24
6	I made my bed before I went to school this morning.	02-25
8	I apologized for my mistake in math class.	02-26
5	I told Miss. S personally even though I was having a fever in the morning.	02-27
5	I went to the play-off game and cheered for the basketball girls though I was not totally recovered.	02-28
6	I vacuumed my room today.	03-01
9b	I said "thank you" when Jaidy gave me my breakfast in the morning.	03-02
7b	I was looking into Maddy's eyes the whole time when we were having the discussion in Word of God class.	03-03
7de	I talked to others in a clear voice even though I was sick.	03-04
9c	I greeted Miss. Yang who is from MLC.	03-05
9b	I said "thank you" when I was given my drink at Starbucks.	03-06
7a	I stood tall and straight all day.	03-07
7b	I made eye contact with Johnathan when he talked to me.	03-08
3	I set my phone aside while eating dinner.	03-09
9c	I greeted Miss. Matteucci today on campus.	03-10

7d&e	I moderated my voice when I represented my group to present in Word of God class today.	03-11
9b	I said "thank you" when Maddy gave me the worksheet in Word of God class.	03-12
8	I admitted my mistake of putting wrong solutions into the microplates when Sara, Jieun, and I were doing the lab in chemistry class.	03-13
9c	Jieun and I greeted and welcomed people at the auction.	03-14
8	I left Jaidy's room when she was talking to her mother on the phone.	03-15
9d	I said "excuse me" when Monique bumped into me at lunch.	03-16
9c	I greeted the campus visitors this morning during photography class.	03-17
9a	I greeted Mr. T by shaking hands and repeating his name at the beginning of my E period study hall today.	03-18
9c	I greeted Mrs. Hussman in the computer lab this morning.	03-19
10	I made eye contact with the people I talked to during the activity in Word of God class.	03-20
7b	I looked at Johnathan's eyes when I talked to him.	03-21
3	I put my phone away when I ate dinner at Johnathan's house.	03-22
7d&e	Everyone could hear my voice clearly when I spoke as the "leader" in Word of God class today.	03-23
8	I said sorry when I accidentally stepped on Jieun today.	03-24
11a	I held the door for Lucas after photography class this morning.	03-25
6	I cleaned my desk after school.	03-26
10	I looked into Joanne's eyes when I talked to her.	03-27
11c	I said "Excuse me" when I burped in the car today.	03-28
3	I put my phone away when I had lunch with Johnathan's family.	03-29
1	I put my phone away and gave Mrs. Faust my complete attention when we had a conversation at lunch today.	03-30
11b	I picked up Monica's water bottle for her.	03-31
9a	I greeted Angel Dong's friend politely when I first met her.	04-01
7a	I sat up straight when I was eating dinner.	04-02



11a	I held the door for an old man at the mall.	04-03
11c	I said "Excuse me" when I burped in public.	04-04
9b	I said "thank you" when I was given my drink at the restaurant.	04-05
7d	I spoke clearly when I called my friend on the phone.	04-06
7c	I used proper postures when I was explaining a math problem to my friend.	04-07
11a	I held the door for a group of people even though I was holding two boxes.	04-08
11b	I picked up the chopstick that a lady next to me dropped.	04-09
3	I put my phone away before I had dinner.	04-10
11c	I said "Excuse me" when I burped after eating.	04-11
8	I admitted my mistake of leading my friend to the wrong way.	04-12
11a	I held the door for my classmates during photography class this morning.	04-13
11b	I picked up the cup that Mr. Faust dropped in the computer lab during photography class this morning.	04-14
11b	I picked up the phone that Lana had dropped in the senior hallway.	04-15
3	I stored my phone away when I had dinner in the cafeteria.	04-16
6	I vacuumed my room after school.	04-17
4	I went back to my room when I talked to my friend on the phone.	04-18
11c	I said "Excuse me" when I yawned.	04-19
11a	I held the door for dorm supervisors after dinner.	04-20
11b	I picked up the periodic table paper that Rebecca Y. dropped before chemistry test.	04-21
10	I made eye contact with Anna when I was listening to her presentation.	04-22
7d&e	I spoke clearly when I gave my presentation in economics class.	04-23
3	I had conversations with my friends instead of using my phone during dinner.	04-23
9b	I said "thank you" when I was given my dinner at prom.	04-24
6	I cleaned my room in the afternoon.	04-25
13	I did not brag after I beat Jaidy when we played badminton in the gym.	04-25
12	All the girls in the dorms helped clean the bathroom after lunch.	04-26

5	I stayed positive even though I did not finish my independent reading book before writing the essay today.	04-27
6	I cleaned my desk before doing homework after school.	04-28
11a	I held the door for my classmates after photography class.	04-29
3	I silenced and put my phone aside at lunch.	04-30

## Habits to Harvest

### 1. Personal Bank Account

PBA Deposits	PBA Withdrawals
Keep commitments to yourself.	Break personal commitments.
Do small acts of kindness.	Keep to yourself.
Be honest.	Be dishonest.
Renew and rejuvenate yourself.	Wear yourself out.
Utilize your talents!	Neglect your talents.

### 2. Be Proactive

Reactive Language	Proactive Language
I'll try...	I'll do it.
That's just the way I am.	I can do better than that.
There's nothing I can do.	Let's look at our options.
I have to...!	I choose to.
I can't!	There's gotta be a way....
You ruined my day!	I'm not going to let your bad mood rub off on me.

### 3. Synergism in Relationships

Synergy is...	Synergy is not...
---------------	-------------------

<b>Celebrating differences</b>	<b>Tolerating differences</b>
<b>Teamwork</b>	<b>Working independently</b>
<b>Open-mindedness</b>	<b>Thinking you are always right</b>

#### 4. Relationship Bank Account

<b>Deposits</b>	<b>Withdrawals</b>
<b>Keep promise</b>	<b>Break promise</b>
<b>Random act of kindness</b>	<b>Ignore someone</b>
<b>Be loyal</b>	<b>Gossip</b>
<b>Listen carefully</b>	<b>Don't pay attention</b>
<b>Apologize</b>	<b>Be arrogant or unforgiving</b>

#### 5. Communication skills

**Listen with your eyes, heart, and ears.**

Stand in their shoes: Put yourself in their position.

Use mirroring: Repeat the same meaning in your own words.

Remember, God gave you two ears and only one mouth!

#### 6. Prioritizing and Planning

### **The Prioritizer**

- Planning, goal-setting
- Essay due next week
- Regular exercise
- Build relationships

#### 7. Win-win mentality

You get elected captain but praise those who elected you. Form a study group to study for an upcoming assessment, sharing knowledge, strengths, and insights.

#### 8. To avoid or overcome stress, take time for your body, brain, heart, and soul.

Body	Exercise, eat healthy, sleep well, relax
Brain	Read, educate, write, learn new skills
Heart	Grow a relationship, give service, laugh
Soul	Meditate, journal, pray, worship

Habit #	How I Demonstrated That Habit	Date
1B	I cooked wontons for my friend Jieun.	02-05
1C	I did not finish my literature homework and told Mrs. Faust the truth.	02-06
2D/1E	I made a Chinese dish for the whole dorms at lunch.	02-08
2A	I studied for the literature test.	02-09
1E	I cooked porridge for breakfast.	02-18
2A	I finished economics homework with my partner Jieun.	02-19
1B	I helped Jaidy get water.	02-21
2D	I helped Miss. S cook dinner.	02-21
2E	Dorm supervisors did not have time to drive us to the 99 Ranch market.	02-22
2A	I helped clean up after lunch even though I did not eat.	02-22
3A	Jieun and I shared our own cultures when we were eating dinner.	02-22
1B	Jieun and I let the snail go instead of killing it after she captured it.	02-22
1E	I cooked fried rice for Jieun.	02-22
1A	I have not eaten ice-cream since I made the commitment.	02-23
3B	Aimee, Sora, and I did a presentation on glass today in Chemistry class.	02-23
2E	I tried to think of suggestions for peer editing on others' papers.	02-24
3B	Sara and I worked together in Chemistry class today.	02-25
1D	I worked out after school.	02-25
1E	I helped Jaidy draw her poster for the Lip Dub video.	02-25

1E	I made a poster about Chinese culture for the Lip Dub video.	02-26
2E	I asked Jaidy to bring my poster to Miss. G since I did not go to school.	02-27
2D	I chose to go to the play-off game and cheered for our team.	02-28
1D	I did a paper mask before taking shower.	03-01
2D	I signed up to help the auction.	03-02
4D	I listened carefully in all the classes today.	03-03
3C	I learned the solutions of the problems from other classmates in math class today.	03-04
3B	Hugh and I worked together in ESL class today.	03-05
2C	Richard, Jaidy, and I walked 45 minutes to Target.	03-06
4A	Johnathan, Jaidy, and I kept our promise playing Mahjong with Jasper.	03-07
1E	Johnathan taught me how to make red bean buns.	03-08
2D	I helped Johnathan prepare dinner.	03-09
2E	I tried to take pictures that fit the requirement of our photography projects for Jieun and Jaidy.	03-10
1D	I worked out after school.	03-10
3B	Monica, Taylor, and I worked on a project in Word of God class today.	03-11
3A	Jaafar and I had different opinions when we were having the discussion in Word of God class.	03-12
1E	I cut Jaidy's hair tonight.	03-13
3B	Sara, Jieun, and I did the lab together as a group in chemistry class.	03-13
1E	I sang a song called L-O-V-E at the auction.	03-14
4B	I lent my phone to Simon when he needed to use the calculator.	03-15
3B	Everyone in the class helped Mr. Rosenbaum move things from the gym back to the chapel during Word of God class.	03-16
2A	I greeted our campus pastor when I saw him after school.	03-16
4B	I printed Jieun and Jaidy a copy of photography study guide even though they did not ask for it.	03-17
4D	I listened carefully when my classmates were reading and acting out the	03-18

	play called Oedipus the King in literature class.	
1B	I picked up a small piece of paper for Maddy even though she did not ask me to.	03-19
2F	I smiled after Breana knocked down my chopsticks without apologizing.	03-19
2A	I sat down next to pastor Schroeder in chapel today.	03-20
1E	I cooked brunch for both Jaidy and myself.	03-21
2A	I helped Jaidy take the suitcase downstairs at Johnathan's house.	03-22
4B	I held the bathroom door open for Lana and Jaidy.	03-23
5	I was being a patient listener when I was listening to Jieun's horrible story of the day.	03-24
6	I work out regularly after school.	03-25
6	I finished my ESL homework which is due next Tuesday.	03-26
3B	Everyone helped carry chairs from the chapel to the gym.	03-27
3B	Johnathan, Jaidy, and I made bread at home together.	03-28
4B	I brought Jaidy's water bottle upstairs without her asking.	03-29
1B	I opened the door for Zinnia when I found out she was locked out of the dorms.	03-30
2B	I kept studying for the literature test tomorrow until nine o'clock.	03-31
6	I met two of Angel Dong's friends and became friends with them.	04-01
2CDE	Angel and I walked back to her apartment after dinner.	04-02
2A	Angela, one of Angel's friends, and I went to buy lunch for Angel so she could have more time to get ready for her next class.	04-03
4B	I closed the door of the washer in the laundry room.	04-04
2C	We went to 99 Ranch Market when we couldn't find the things we wanted at Zion Market.	04-05
2D	I chose to read my independent reading book when I was bored this afternoon.	04-06
4E	I said sorry when I accidentally kicked my friend's foot under the table.	04-07
2C	We changed our movie time to 9:30 when we were told that the one we bought contains a bar section.	04-08

4C	I decided to keep the secret that my friend has told me instead of telling it to someone else.	04-09
1A	I kept making my bed after waking up everyday so far.	04-10
6	I worked out in the afternoon today.	04-11
1B	I threw away the trash in the laundry room.	04-12
5	I listened to Jieun's fun experiences in Korea and commented on her complaints.	04-13
4E	I apologized to Mr. Bahn about turning in my senior picture late.	04-14
6	I exercised after school.	04-15
1B	I put new toilet paper in the bathroom.	04-15
7	Lane and I shared the lists of our leadership ledgers in Word of God class today.	04-16
3BC	Maddy, Lana, and I worked together in literature class, we listened to one another's opinions.	04-16
6	I worked out for an hour after school.	04-17
4B	I bought a box of chocolate at the mall to share with Johnathan, Jasper, and Jaidy.	04-18
2D	I chose to wash Johnathan's bowl for him after lunch.	04-19
4A	I shared green tea KitKat with Jieun as I promised.	04-20
8A	I had oatmeal and milk for both breakfast and lunch.	04-21
4D	I listened carefully to Anna's presentation.	04-22
4D	I listened to my classmates' presentations during economics class.	04-23
6	I greeted many people and parents at prom.	04-24
4B	I put a new pack of napkin in the basket when I saw it was empty in the kitchen.	04-25
1E	I drew a symbol for Word of God project.	04-26
1B	I shared my snack with Jieun after chapel.	04-27
3B	I worked with Zinnia on our independent reading book review form in literature class.	04-28
8A	I exercised before dinner.	04-29

3B/4B	I helped Julie put up the water jar in the morning.	04-30
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## Leadership and Human Behavior

1. I see myself as a helpful leader when I solve math problems with my friends in a group. I would normally tell my group members to read the examples in the textbook first and try some problems by themselves. I see myself as a faithful follower when I am at church or doing Bible studying. As I read God's Word and listen to the pastor, I consider myself as a follower of Christ.
2. I see members in my group as partners when I guide them as a leader. I would work with them as a group and give them instructions when needed since I am the leader.
3. A group-centered leader would motivate me better because I would be more capable of achieving goals with other group members. We would be able to come up with new ideas and creative ways of solving problems since we are not limited by certain directions.

02-10

Time to Mature:

1. 1 Samuel 17:34-36 He grows up working as a shepherd.
2. 1 Samuel 18:5 David does whatever Saul commands.
3. 1 Samuel 24:10-12 David has been treated Saul well.

Trials to Strengthen:

1. 1 Samuel 17:42-44 The philistine despised and cursed David.
2. 1 Samuel 19:10-12 Saul wanted to kill David.
3. 1 Samuel 30:5 David's two wives were captured.
4. 2 Samuel 12:15-19 God struck the child that Uriah's wife had borne to David.



## Trinity to Bless:

1. 1 Samuel 16:13 The Spirit of the LORD came upon David in power.
2. 1 Samuel 17:45-47 David believed that God was with him.
3. 1 Samuel 18:12-14 God was with David.
4. 1 Samuel 23:4 God told David to go down to Keilah.
5. 1 Samuel 23:14 God did not give David into Saul's hands.
6. 1 Samuel 26:12 God helped David to get the spear and water jug near Saul's head.
7. 1 Samuel 28:17 God gave the kingdom of Israel to David.
8. 2 Samuel 3:1-2 The house of David lasted a long time, and he was blessed with sons.
9. 2 Samuel 5:10 David became more and more powerful because God was with him.
10. 2 Samuel 8:6-8 God gave David victory wherever he went.
11. 2 Samuel 22 David sang to God for everything He had done for him.

## 03-10

1. One of the challenges of having coworkers with very different values is that it might be harder to get along with them at work. Although having different values is common or even beneficial in teamworking, it creates more complications as we try to achieve same goals at work. It might be more challenging to cooperate and come to an agreement since different values lead people's minds to different opinions and ideas.
2. I felt I had to minimize my values when I played video games with my friends. They were more familiar with the games when I was not. So I chose to put aside my values in order to be accepted into their group. However, I learned from them even if they dominated in the games. I have asked one of my father's friends not to smoke at the restaurant. In my opinion, it is rude to smoke while people are eating. So I requested him to smoke after the meal or outside of the restaurant.
3. I think leaders must set aside their knowledge when they seek advice from the elders. In this case, they need to lower themselves in order to absorb wisdom. Leaders also need to put their independence aside when they work with others as a group. Though it is

helpful to have their own opinions and ideas, they need teamwork to achieve goals together. Furthermore, leaders need to minimize themselves after making mistakes. Great leaders are willing to admit their errors and take responsibilities for their faults.

03-11

- If a friend of mine did what I am about to do, how would I feel?

I would feel pleasant and even cheerful because my friend has the same thoughts as me while facing an ethical dilemma. I might not feel as worried if I do the same thing. More important, I would possibly be more confident of what I am about to do since one of my friends has done it before.

- If the newspaper writes an article on what I am about to do, how will I feel?

To be honest, I might feel stressful by the pressure from public opinion afterwards. I would worry about others' thoughts and judgements before I make my final decision since people don't generally agree or approve a person's actions and behaviors easily. The readers might judge my decision according to their secular vision after reading the article about me.

- Do I have to keep my decision a secret from anyone?

I don't think I have to keep my decision a secret from anyone unless it will be harmful to someone who is related to the situation. I would be confident of my final decision because I would have thought twice before making it. Therefore, I don't feel the need of keeping it a secret from others. Yet, I would keep it a secret as long as it undermines the principles.

- What do I feel in my gut are the possible outcomes of my decision?

I might be worrying about others' opinions and views on my decision. I might be afraid of people's criticism since everyone has different thoughts while facing an ethical dilemma. Some might agree with me, but some might rebuke me for making the decision. I feel like I would either be acclaimed or blamed.

- Will my decision minimize harming others? Will my actions show my compassion for others?

I will try my best to minimize the harm to others for sure. However, my actions might cause other issues, such as pressure from the public opinion. I think my actions would show my

compassion for others because I am willing to give everything I've got to help. Consequently, the people who are being helped would have a feeling of being empathized.

03-12

- **Competing style:** I would be mad at the coach of cutting my friend and tell my friend to debate with the coach. I would like to get involved and help my friend to solve the issue because I was the one who told him to try out for basketball.
- **Avoiding style:** I would listen to my friend's complaint first but not making any comment or taking any action afterwards. I wouldn't want to be involved in their conflict since it's not worth losing a friend in such a situation. I believe the problem could be resolved as time goes by.
- **Accommodating style:** I would tell my friend to calm down first and analyze the issue with him later. I would also tell him it's no big deal because he might be able to make it next year if he takes time to improve his skills. However, I should tell him that it's not an appropriate way to release his resentment by talking behind the coach's back.
- **Compromising style:** I would ask my friend to deal with the situation in a positive way instead of hurting the coach's feeling by saying bad things about him to others. I would also suggest him to talk to the coach face to face and try to figure out the reason why he got cut rather than assuming the coach doesn't like him. In my opinion, they are more likely to come up with a compromise by communicating with each other. Hopefully, listening makes the conflict less complicated.
- **Collaborating style:** I would go talk to the coach with my friend in hope of solving the conflict fairly. But I think I need to get my friend settled down first so that he doesn't talk impolitely in front of the coach. Besides, he needs to be honest about his own ability and admit that he was upset after being cut. Next, I would recommend the coach to give my friend more time to improve his skills, and he can consider if my friend is qualified afterwards.

I would choose the collaborating style among the five styles to deal with the conflict. In this case, I think it's better to talk it out instead of letting the resentment grow stronger and stronger in both of their hearts. After all, they might have a chance to work with each other later on. More

important, I am positive that my friend would use his time wisely and try his best to seize the opportunity if the coach is willing to give him more time to work on his basketball skills.

03-19

The activity about communication in class today was effective. We practiced communicating with others by tossing a ball to one person who is not next to you in the group after calling his or her name. Also, we needed to start it all over if anyone dropped the ball on the floor or anyone called on a person who had been called by someone before. The person who was called on last had to toss the ball back to the starter in order to finish a round. We started with one ball first, and one ball was added each time when we successfully finished a round. After encountering some failures, we decided to look at the person who was going to toss the ball to us in order to keep ourselves in focus. We did better and better; we finished the last round with four balls decently.

Apparently, the purpose of the activity is to inform us of the importance of communication. Besides, it made such an abstract concept easier to be understood and put into practice. Fortunately, we experienced how to effectively communicate with people through the activity in class today. As future Christian leaders, we need to know how to communicate with others. In my opinion, it not only helped us realize the importance of listening, but also the significance of talking to others. Generally, these two skills are the essence of communication.

03-20

We did three activities that were related to the importance of communication in class today. We practiced using nonverbal communication with hand gestures in the first activity. Everyone in class was told to line up in order according to the birthday of one of his or her parents. Although one pair messed up the order, we accomplished the task within a minute. Afterwards, we learned some more types of nonverbal responses, including posture, voice, gestures, eye contact, facial expressions, and appearance.

I found the second activity interesting because it required the people who participated to restate the situation that were told by the previous person without telling them to memorize the details ahead of time. In my opinion, listening skill plays a critical role in this activity. More important, the activity showed that many people do not pay attention to details while they are

listening. Yet, listening is one of the most significant factors of communication because the more information we hear, the better responses we will give.

The third activity was also helpful for our communication learning. Half of the class have partners who are the other half of the class. We lined up facing our partners and asked them questions. In a minute, only half of the class were allowed to talk and give response to the other half, the listeners who were not supposed to talk. I think it was challenging for everyone since the listeners could not say a word, and the speakers had to keep talking. Luckily, everyone got the chance of being a listener and a speaker at a time, so that each person in the class had an opportunity of practicing two major factors in communication: listening and speaking.

03-23

We went through two activities about majority rule and consensus rule in class today. In the first one, everyone in class was asked to choose five people to stay with him or her on an isolated island. Besides, these five people have to be someone who are well-known to us. A leader was picked to help guide the class to choose the final five people out of the ones that were on the board. In this case, the leader encouraged open discussion by using the majority rule. Although we did not come up with a final decision due to the limited time frame, we narrowed down the options eventually. I think it was a good idea to use majority rule because the class had been informed of the options ahead of time. Yet, we need to speed up and make a final decision in a shorter time period since our time was limited.

I personally participated as the leader in the second activity. I was asked to use consensus rule to guide the group to make a decision. The task was to choose a leader in the group to carry out the task in part B. First, I asked for suggestions since I did not count as a vote. After listening to the nominations and reasons, I asked if there were any disagreements. Eventually, the group successfully made a final decision of choosing Rebecca as the next leader within the time limit.

We were given some particular characteristics and asked to choose a color for the flag of the organization under the consensus rule. Similarly, the leader asked the group for suggestions first. Everyone responded according to his or her given description. We stirred up as a mess because of our given characteristics. Then, the suggestions that some people gave were written on the board, and the group was asked to decide between those options. The leader tried her best to control the group and take nominations, though we failed to reach a final decision at last. I think Rebecca did a good job in the decision-making process. In my

opinion, it was real hard to have such a large group agreed on a particular issue by using consensus rule in a short period of time. Fortunately, the activities demonstrated what a leader say and how the leader guide a group would make the majority rule and the consensus rule effective and helpful.

03-25

The video talks about how the popular singer Katy Perry fell into the hand of Satan even if her goal was to be a pop Christian singer like Amy Grant. Perry turned from God to the devil in order to fulfill her desire of music. She once admitted that she had sold her soul to the devil in an interview. She even put on bright color clothes and tried to get little children to fall into satanism with her. The video also reveals that some of Perry's music videos contain ungodly lyrics and scenes, such as "Rock God," "I Kissed A Girl," "E. T. ," and "Dark Horse." Yet, those sinful doings are opposed by the gospel. The narrator in the video uses Bible passages to disprove those behaviors.

I feel sorry for Katy Perry after watching the video. I feel bad not because of her sins, but her change of mind. To be honest, I appreciate her dream of being a pop Christian singer like Amy Grant at the beginning of the video. However, I am disappointed by her "I sold my soul to the devil." It is hard to believe the reason why such a girl who was raised in a loving Christian family fell into the hand of Satan. After knowing many of Perry's music contain ungodly sayings, I would think twice before listening to her songs in the future. In the video, another thing that surprises me is that Perry tries to get little children to fall into sin. This is such an evil deed! I believe that it makes no sense in God's eyes. He wants everyone to turn to Him and be strong in faith. God's Word is so powerful and wise that it presents the truth to everyone, including Perry and many other unbelievers. I would like to pray for Perry for her sin and the evil deeds that she has done. I hope someday in the future she will realize her sin and look back to the One who is always there for her.

04-14

Excellent leaders sometimes have different valuable qualities or talents to assist them to overcome and solve difficulties. Both Gideon and Solomon were great leaders back in the days. Apparently, they had their own ways of dealing with complex situations or issues.

Gideon was a chosen leader who was told to save Israel out of Midian's hand. "The LORD turned to him and said, 'Go in the strength you have and save Israel out of Midian's hand. Am I not sending you?'" (Judges 6:14). Gideon was chosen by God when the Israelites were having a hard time. On the other hand, Solomon became king at a peaceful time. "So Solomon sat on the throne of his father David, and his rule was firmly established." (1Kings 2:12). The opportunity of being the king encouraged Solomon to continue building momentum after his father, King David had created momentum when he reigned.

Not surprisingly, God's blessings and unfailing love was with Gideon and Solomon. God promised to be with Gideon and help him defeat the Midianites when Gideon did not have confidence because of his own weaknesses. "The LORD answered, 'I will be with you, and you will strike down all the Midianites together.'" (Judges 6:16). Eventually, Gideon won the battle under God's guidance. Likewise, Solomon sought God's wisdom to govern His people and distinguish between right and wrong. God promised to give him what he wanted and blessed him and his throne graciously. "I will do what you have asked. I will give you a wise and discerning heart, so that there will never have been anyone like you, nor will there ever be." (1Kings 3:12). It is clear that God was with these two fabulous leaders and gave them merciful blessings and wisdom.

There is no doubt that Gideon and Solomon were fortunate enough to be able to be chosen and seek God's Word. Moreover, they were mighty leaders who carried out their duties faithfully. They were both effective leaders in God's eyes even if they got different values and characteristics.

#### 04-16

Motivations help people achieve their goals effectively. Similarly, most people put extra effort when they are motivated. As a result, motivations become one of the critical factors that lead to success.

There are two types of motivations: internal motivation and external motivation. Each of them is effective for different people with distinguished characteristics. Internal motivations work better for those who are driven by how they feel about their own actions. External motivations work better for the people who are driven to act by worldly materials. Most importantly, being motivators let us put our leaderships into practice and help others around us.

Apparently, it is helpful for everyone to be a motivator. Being helpful could be one of the motivations for us to motivate others. After all, no one does not want to be motivated and encouraged. However, it is important for us, the motivators, to give realistic and practical advice to others. As the encouragers, we want the receivers to believe that they have the abilities and power to accomplish what they are aiming for.