

STUDENT LEADERSHIP

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ABSTRACT

This project deals with fostering leadership abilities in grade six students. The literature review explores the important elements of leadership and applies this to student leadership. The research for this project involved a pre and post questionnaire to determine if a leadership program would influence students views on the important qualities of a leader and their personal use of those qualities.

A student leadership group (Spirit Committee), was formed at a Calgary Elementary-Junior High School. This group was taught a twelve week leadership unit to raise the students' awareness as to the characteristics of good leadership. It was discovered that the Spirit Committee provided a much needed forum for the students to assume a leadership role in which to practice learned skills. The results indicate that positive differences in gain scores (0.5 or greater on a 5 point scale) for the class who received leadership training as compared to a control group that did not, were noted in being a good listener, being a mediator, having empathy, having work ethics, being co-operative, being informative, being a team player, being a follower, and in having a positive self-concept.

"We cannot live only for ourselves. A thousand fibers connect us with our fellow men, and among those fibers, as sympathetic threads, our action run as causes, and they come back to us as effects."

Herman Melville

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TABLE OF CONTENTS

ABSTRACT

ACKNOWLEDGEMENTS

| | |
|---------------------------------------|----|
| I. CHAPTER ONE-LEADERSHIP | |
| A. Introduction and Literature Review | 1 |
| B. Leadership | 2 |
| C. Leadership Criteria:Values | 5 |
| Vision | 7 |
| Followership | 8 |
| Communication | 11 |
| Teamwork | 13 |
| II. CHAPTER TWO- STUDENT LEADERSHIP | |
| D. Introduction and Literature Review | 14 |
| E. Leadership Criteria:Values | 16 |
| Vision | 17 |
| Followership | 18 |
| Communication | 18 |
| Teamwork | 21 |
| III. CHAPTER THREE-THE STUDY | |
| F. Introduction | 23 |
| G. Research Design | 23 |
| H. Problem | 25 |
| I. Purpose | 25 |
| J. Research Question | 27 |
| K. Participants | 27 |
| L. Treatment | |
| a. Leadership Activities | 29 |
| b. Spirit Committee: Values | 33 |
| Vision | 33 |
| Followership | 34 |
| Communication | 34 |
| Teamwork | 34 |

| | |
|--|-----|
| M. Instruments | |
| a. Questionnaire Development | 35 |
| b. Piloting the Questionnaire | 35 |
| c. Administering the Questionnaire | 37 |
| | |
| IV. CHAPTER FOUR-RESULTS | |
| N. Questionnaire | 38 |
| O. Summary and Conclusion | 45 |
| P. Critique of Leadership Program | 49 |
| Q. Suggestions for Further Study | 51 |
| | |
| V. BIBLIOGRAPHY | 53 |
| | |
| VI. APPENDICES | |
| Appendix A-Questionnaire | 56 |
| Appendix B-Tabulated Results | 61 |
| Appendix C- Annotated Results | 73 |
| Appendix D-Leadership Lesson Plans | 90 |
| Appendix E-Journal sheets | 100 |
| Appendix F-Activity sheets | 109 |
| Appendix G-Spirit Committee activities | 134 |

CHAPTER ONE- LEADERSHIP

Introduction and Literature Review

Student leadership over the years has been an important element in my approach to students in my classroom. This student-centered approach has made me more aware of the strengths of my students and the extensive challenges which students seek to address when given the encouragement and the opportunity. In the process of deciding on a creative project, my thoughts continued to evolve around the students and how to broaden their windows of opportunity in the same way as my window of opportunity had grown when I moved from teaching into administration, taking on the task of collaborative leadership with teachers.

I decided, therefore, to involve students from Division II in a leadership project for a number of reasons. Firstly, this was the age group that I usually taught. Secondly, these students, especially grade six, seem to be searching for their rightful place in the scheme of things. This search had a fifty-fifty chance of going in a positive direction. I wanted to provide the most opportune direction in this search for identity in order to increase the odds that they would make positive choices. Thirdly, this project was an endeavor to either protect or increase the self-esteem of these students as

they began to encounter an increase in peer pressure. I wanted to help them in their decision-making and problem-solving processes so that the right choice **for them** would result.

I began by delving into the research on student leadership and soon realized that I needed to focus on leadership in general before concentrating on student leadership. This would enable me to look at the broad leadership picture so that I could best prepare a student leadership program that would reflect the higher goals of leadership.

Leadership

"Leadership is a serious meddling in other peoples' lives" (DePree, 1992, p.7) and so it is very important that leaders have well developed inner cores to enable them to be good leaders. The development of a strong inner core is a process that begins in childhood. Parents instill values in their children through role-modeling and consistent adherence to personal ethical standards. When parents are not appropriate role-models; significant adults, often teachers, set limits for children and teach them right from wrong (Unell & Wyckoff, 1995).

In becoming a leader, an individual must assume the responsibilities which accompany it. Leaders need to express their potential while endeavoring to assist others in expressing their potential. It is the success of the "followers" which heralds the success of the leader (Kouzes, 1993; DePree, 1989). The outward symbols of a leader are the actions and contributions made by the leader. Unless the leader has a strong inner core of values, the outward symbols like collegiality, credibility or shared decision-making will not stand the test of time or the test of followership.

If our definition or concept of ourselves comes from what others think of us -from the social mirror- we will gear our lives to their wants and their expectations; and the more we live to meet the expectations of others, the more weak, shallow, and insecure we become.
(Covey, 1990, p.52)

It is in the making of meaning in the lives of followers which enables a leader to be successful. Establishing a strong bond of commitment between leader and follower is a result of the building of trust and credibility. Without these elements, a leader cannot find support and cannot lead (Covey, 1990; Kouzes, 1993). DePree (1992), states that it is necessary to not only make promises to people but to also keep those promises in

order to be an effective leader. This strengthens the bonds of trust and credibility.

"Leadership is a reciprocal relationship between those who choose to lead and those who decide to follow" (Kouzes, 1993, p.1). Unless a leader is worthy of being followed, it will be impossible to lead. For a leader to be successful, those who would follow need to feel that their leader is trustworthy and interested in their needs. Leaders are indebted to their followers for permitting them to reach their potential as leader. To repay that debt, leaders must strive to enable their followers to reach their potential. Determining each individual's potential is a process that is managed by leader and follower.

Greenleaf (1977), feels that a difficult but necessary goal of a leader is to exert a strong pull on all employees to realize their potential.

These leaders lead by pulling rather than by pushing; by inspiring rather than by ordering; by creating achievable, though challenging expectations and rewarding progress toward them rather than by manipulating; by enabling people to use their own initiative and experiences rather than by denying or constraining their experiences and actions.
(Bennis & Nanus, 1985, p.225)

However to enable followers to reach their potential, leaders must first know themselves in order to assist their followers. As leaders search

out the ways they limit or deceive themselves, they continually broaden their self-perceptions and come to understand themselves on a deeper level (Senge, 1990).

Leadership Criteria: Values

Covey (1989), coined the term *Character Ethics* to encompass concepts like integrity, humility, patience, the Golden Rule and other similar values that are the foundation of success. Covey feels that "people can only experience true success and enduring happiness as they learn and integrate these principles into their basic character" (1989, p.18). Leaders need to be honest, not only with their followers, but also with themselves. If a leader's self concept is built on the opinions of others instead of on values, it can be easily swayed and crushed (Covey,1990). This applies to all; however, the impact is greater when a leader is affected. Peer pressure can influence a leader's decision-making in a negative manner if the leader does not feel confident in his/her own ability. Although many agree that leaders need a strong set of values to guide them, there is not a consensus on which is the most important value.

Integrity is considered to be uppermost by Scarnati, 1994; Covey,

1989; DePree, 1992; and Hostetler, 1986. Following through with what they said they would do enables leaders to keep their promises. Honesty, however, is the foundation according to Kouzes, 1993; Carnegie, 1993; and Scarnati, 1994. People need to know where they stand with a leader so they can determine if that person is worthy of their trust. Empathy is considered the most important to DePree, 1989 and Covey, 1990. Being emotionally present to assist others is an important leadership skill. Although various terms are used, they are all focusing on having values as a leader. Having a firm foundation of values enables a leader to lead with a clear conscience and with credibility (Kouzes, 1993; Peters & Waterman, 1982).

Establishing that element of trust is necessary if a leader is to lead and followers are to follow. Trust according to Covey, 1989 & 1990; Bennis & Nanus, 1985; Sergiovanni, 1992; and Kouzes, 1993 is a necessary requirement for a leader to be effective.

Without honesty and integrity an administrator cannot build trust, and without trust a cooperative and collaborative relationship with the staff cannot be attained. Trust is the catalyst that makes it possible for organizations to function. (Scarnati, 1994, p.77)

In establishing trust, both leaders and followers work together to achieve their potential. Trust is the glue that binds leaders and followers

together. Leaders are able to function efficiently and effectively if they have the support of their followers. This support is generated as leaders follow through on their promises. Building a trust relationship is an ongoing cyclical process.

Vision

"A vision is a target that beckons" (Bennis & Nanus, 1985, p.89).

Leaders must have a vision for the future to articulate to their followers. Leaders have to know where they're going in order to have people follow them there. Through a process of self-exploration and communication with others, leaders develop a vision of where the organization should go. It is a process that must be repeated over time in order that the vision be updated to adhere to any new circumstance. In developing their vision, leaders need to get input from their followers so that the vision becomes known and acceptable to all. While developing the vision, leaders and followers must honestly express their needs in order that the vision is true.

When there is a genuine vision, people excel and learn, not because they are told to, but because they want to... The practice of shared vision involves the skills of unearthing shared 'pictures of the future'

that foster genuine commitment and enrollment rather than compliance. In mastering this discipline, leaders learn the counterproductiveness of trying to dictate a vision, no matter how heartfelt. (Senge, 1990, p.9)

Leaders need to look through a variety of lenses so they can acquire and understand the perspectives of many instead of just one (DePree, 1992; Bennis & Nanus, 1985). In gathering information, both fact and opinion, a leader is better able to lead. Once information is collected, a leader can decide on the correct decision. "With a vision, the leader provides the all-important bridge from the present to the future of the organization" (Bennis & Nanus, 1985, p.90). Leaders look for the best way, not their own way.

Followership

"...Leaders give roots and they give wings" (DePree, 1992, p.160).

Leaders provide all the necessary learning to enable their followers to become leaders. The success of the followers clearly demonstrates the true worth of the leader. If the followers are successful, have a strong inner core of values, and are principle-centered, the leader will have done his/her job properly.

Leaders we admire do not place themselves at the center; they place others there. They do not seek

the attention of people; they give it to others. They do not focus on satisfying their own aims and desires; they look for ways to respond to the needs and interests of their constituents. They are not self-centered; they concentrate on the constituent. (Kouzes, 1993, p.31)

In giving others the opportunity to grow, a leader also grows. A leader carefully guides the process, never taking over, but being available if the need arises. Providing the necessary tools, a leader can assist followers in reaching their potential. The followers then become more confident, more creative, more dynamic.

To affirm a person's worth or potential, you may have to look at him with the eye of faith and treat him in terms of his potential, not his behavior. Goethe put it this way: Treat a man as he is, and he will remain as he is; treat a man as he can and should be, and he will become as he can and should be. (Covey, 1990, p.59)

Working together can achieve a lot. A leader needs to harness this creative force and focus that energy while celebrating the individual (Barth, 1988). Individuals will put forth more if their worth is recognized. By showing confidence in their abilities, a leader builds their confidence and increases their risk-taking. They gain a sense of ownership and will work diligently to increase their success. "People support what they create"

(Jensen, 1992,p.5) so the more involved and listened to people are, the more they will commit to the success of the group.

Assuming a servant's role enables a leader to best meet the needs of his followers. According to Robert Greenleaf in his book Servant Leadership, it is the person who is a servant first who is actually the leader. By considering the needs of others, by making important choices and accepting responsibility for those decisions, a person can rise to greatness as a servant-leader. Greenleaf urges the young to become servant-leaders rather than delegating it to the wisdom of the old.

Servant-leaders are functionally superior because they are closer to the ground- they hear things, see things, know things, and their intuitive insight is exceptional. Because of this they are dependable and trusted, they know the meaning of that line from Shakespeare's sonnet: "They that have power to hurt and will do none..." (Greenleaf, 1977, p.42)

The concept of stewardship as explained by Peter Block in his book Stewardship" reiterates the concept of Greenleaf's servant leader. It is being able to hold power without using it against others in order to get things accomplished. Emphasizing empowerment and partnership enables a servant leader/steward to be effective for the success of the team.

Communication

"Good communication liberates us to do our jobs better" (DePree, 1989, p.94). Listening to the needs and concerns of individuals is a skill acquired by effective leaders. Focusing their attention on an individual as if they were the only concern they had is an important element in communicating effectively. Relying on the 'good old boy's' network to provide them with pertinent information or depending solely on personal information gathering is consciously avoided by successful leaders. Fostering a communications network enables leaders to not only become better informed, but also more confident in their decision-making ability. Leaders willingly invest the time necessary to listen to people in order to understand their needs and to gather additional information. Although the diversity of information gathered makes a leader's job more complex, it creates better decision-making and produces more accurate results (Kouzes, 1993).

As well as fostering a communications network, effective leaders foster their personal communication abilities. Successful leaders are great askers and great listeners (Bennis & Nanus, 1985). Business leaders such as Tom Peters, Peter Senge and Stephen Covey, all focus on the importance

of listening as a stepping stone to achieve success both personally and professionally. Developing this ability enables leaders to be aware of their organization's social architecture or culture, to formulate an appropriate vision, and to gather support to reinforce the vision.

Well developed communication skills such as listening, speaking or writing, enable an effective leader to easily address any issue with finesse. Honestly dealing with the issues and with people establishes a trusting relationship which fosters open communication. Open communication encourages risk-taking, creativity, productivity, and alignment- all necessary elements of a successful organization. Individuals 'hang' together in difficult times because of the bonds of trust that were forged and strengthened daily. "Honesty and integrity must never be intentionally compromised because, as you cannot unring a bell, likewise you cannot gain trust once it is lost" (Scarnati, 1994, p.78).

Teamwork

Roving leadership is a key element in fostering teamwork. This concept allows individuals to assume a leadership role on an as needed basis. Depending on the situation or the people involved, individuals can

take charge or fade into the background. Considering what is best for the organization is necessary if roving leadership is to exist. Effective leaders have a strong sense of personal security which enables them to let someone else to take the lead. Principals in schools or CEO's in companies are relinquishing control in favor of a more collaborative effort. Trust is a crucial component in supporting roving leadership (DePree, 1989).

Credible leaders are not afraid to liberate the leader in everyone. They liberate others by giving them the latitude to make choices, by constantly keeping people informed about what is going on, and by creating a climate that encourages risk-taking, experimenting, and learning from mistakes.(Kouzes, 1996, p.54)

CHAPTER TWO- STUDENT LEADERSHIP

Introduction and Literature Review

How does the foregoing literature on "adult" leadership relate to student leadership? How can the criteria of values, vision, followership, communication, and teamwork enable a student to become an effective leader? Do the same criteria work for students? Do students need to be taught leadership skills? How do students reach their leadership potential? These were the questions I asked myself as I was delving into the research on leadership.

Heath and Vik (1994), feel that schools have the responsibility to provide leadership opportunities for their students. It is the training and the providing of opportunities which develop students' abilities in leadership. As well, it is important to promote emergent leadership which is based on effective leadership, rather than elected leadership which is based on popularity. (Hensel and Franklin, 1983) Although this appears to be one more responsibility that schools must assume, it is an important role that has far reaching repercussions. Fostering the leadership potential in schools enables teachers to develop responsible students who are interested in helping others rather than being self-centered.

According to Morris (1992), the majority of student leaders come from small intact families, were either first or second born, and were involved in a variety of activities. Klonsky (1991), goes one step further in explaining that affection and control in the home also influences the emergence of student leaders. Girls who had only moderate parental warmth or even slight hostility were more likely to assume a leadership role. Boys, however, needed strong maternal nurturance and affection. Providing opportunities to make independent decisions and to assume responsibilities for familial events were also considered to be important.

Thus, family socialization practices would create a type of "readiness" for the further development of leadership qualities that would make one more responsive to environmental models (e.g. teachers, peers, and media figures), opportunities and supports. (Klonsky, 1991, p.131)

Providing students with experiences that will foster this leadership potential is a necessary activity according to Hensel and Franklin (1983) and Buchanan (1993). They feel that students must be actively engaged in problem-solving activities that requires students to seek alternatives solutions to any problems. Simulation games allow students to role play

their problem-solving skills in a non-threatening environment. Guided group discussions can encourage additional problem-solving skills like active listening or asking for clarification.

Leadership Criteria: Values

"Problem-solving, being participating citizens, improving interpersonal relationships and achieving academic success are creating more balanced adults. In such settings, violence has little room to germinate" (Sommers Hill, 1996,p.30-31). Heller (1996), strongly supports the concept of safe schools. To achieve this goal, students must be orderly and courteous. Timely intervention is often necessary to assist those students who are still learning courtesy and tact. Looking for and rewarding positive behavior is more productive than punishing bad.

"Schools with good discipline have programs, strategies, and philosophies that support and value student responsibility and proper citizenship as fundamental components of good discipline" (Heller, 1996, p.6). Student leaders emerge easily in a well run school. Feelings of security and support enable students to focus on achieving. Reducing the factors that lead to violence, which according to Johnson and Johnson

(1996), are poor academic performance, alienation from schoolmates, and psychological pathology, enable students to use their time more constructively. Thus, students can reach their potential while encouraging others to reach theirs. Conflict resolution is one way students learn to regulate their own behavior. "Self-regulation is a central and significant hallmark of cognitive and social development" (Johnson and Johnson, 1996, p.18). Peer mediation and mentoring are also programs which can further develop students' interpersonal skills for the benefit of the school climate.

Vision

Student leadership empowers students to accept responsibilities for the good of themselves and the school. Carl Rogers (Corey, 1992), has a deep faith in the ability of humans to develop in a positive and constructive manner. School personnel need to believe the same of their students in order to establish a climate of respect and trust so that student leadership can succeed. Without the belief in the goodness of human nature, doubt and suspicion result and student leadership is impossible.

Followership

Through group activities, self-confidence and group trust is developed. Students learn to support each other and support the group activity even if they're not the leader. Community service according to Buchanan (1993), is an opportunity for students to put into practice what they've learned about personal initiative and leadership. Increasing students feelings of self worth comes from giving and serving says Sommers Hill (1996). Giving to their community provides them with a variety of experiences and helps them develop empathy and tolerance.

Communication

Students want to do important work and be actively involved. Engaging students in part of the decision making for the school and taking their suggestions seriously creates a positive school climate that students will actively promote. Teaching students the tools to be actively and responsibility involved is a necessary component of leadership training. Student leaders need to acquire a variety of skills in order to act productively. "Fostering practice in brainstorming, problem-solving, action

planning and implementation equips students with valuable tools"

(Sommers Hill, 1996, p.24).

According to Cawood (1992), every student should be given the opportunity to develop their potential. If schools fail to develop this leadership ability, it will either be lost or emerge in a negative manner. Schools need to provide the content and structure of leadership education in order to develop all students' leadership potential. Roland Barth (1990), explains that students need to be given meaningful opportunities to exercise leadership in order to develop a community of leaders. Heath and Vik (1994), found that surveyed principals felt that schools should not only train students for leadership, but also ensure that they have opportunities to use that training. Another benefit for involving students in leadership training is that it keeps the adults in the school aware of student concerns and enhances their ability to work with students.

Student leadership is an important part of the development of community- community of learners, of leaders, of responsible individuals. Jensen (1992), in the Middle Level Leadership Handbook, states that students need:

- to feel success

- to belong
- to feel compassion
- to be able to make a difference
- to be able to contribute positively
- to live comfortably
- to cope with threats against their identity
- to feel control
- to be responsible
- to own self-concepts that are real
- to have a number of chances to become better people than they are right now and the freedom to want to
- to share strong feelings of affection
- to be open to change and personal growth
- to have ideas they value and share
- to search for truth
- to have a chance to learn as much as they can, as well as they can, as fast as they can
- to have a will and reason to try

Teamwork

If we believe in the needs of students, then we must also believe in providing them with opportunities to fulfill those needs. Student leadership and the training and practice that is involved in becoming a leader endeavors to fulfill those needs. Student leadership has its foundation in the person-centered therapy of Carl Rogers. The aim of Rogers' therapy is to help clients to grow so that they can better cope with their current and future problems. Similarly student leadership enables students to work on their own current and future problems as well as assist others in working on their own.

When this philosophy is lived, it helps people develop their capacities, and it stimulates constructive change in others. Individuals are empowered, and they are able to use this power for personal and social transformation. (Corey, 1991, p.207)

In using a person-centered approach to student leadership, school personnel can be assured that a psychology degree is not a necessary pre-requisite. Instead, by focusing on "the techniques of listening, accepting, respecting, understanding, and sharing," (Corey, 1991, p.215), school personnel can honestly form therapeutic relationships with students

which enable students to reach their potential.

As previously mentioned, honesty is a crucial component in the making of a successful leader. So too, honesty is crucial in bringing out the best in students. If you don't believe in their intrinsic worth, they will sense this lack of faith in their abilities. Believe in them and they will meet your expectations. Mistakes that are made are learning experiences, not opportunities to resume control or instill self doubt. By learning from their mistakes, student's confidence and skill level grows.

Student leadership is all about releasing the potential within. It is not about imposing your views on their ideas; it is about protecting those ideas and watching them come to fruition. Students need to feel their own self worth. Learning to problem solve, to listen, to organize, and to celebrate are ways to assist students in recognizing and accepting their strengths and weaknesses.

CHAPTER THREE- THE STUDY

Introduction

After reviewing the literature on student leadership, a leadership program was developed to address some key areas mentioned - the importance of the training of students and providing them with opportunities in which to exercise their learning and the importance of fostering student potential through problem-solving activities and simulation games. (Hensel & Franklin, 1983; Buchanan, 1993; Heath & Vik, 1994) The leadership program would assist students in developing their leadership abilities and enable them to take a stronger role in the school's organization.

Research Design

This research project was ethnographic in design, with the researcher engaged in field research as she investigated the development of leadership skills in Grade six students. It was a purposive sampling, involving Grade six students at two schools. There was direct contact and direct response between the researcher and participants. The data collection was characterized by the following organizational framework.

1. The students at the two schools were administered a pre and post leadership questionnaire.

2. The students and researcher at school #1 kept journals to record thoughts, feelings and queries.

3. The students at school #1 were involved in leadership activities which they self or peer evaluated.

4. The students at school #1 completed a number of information collection sheets. Examples being "How Assertive are You?" and "Are You a Good Listener?"

5. The researcher gathered observation notes on students as they engaged in the leadership discussions and activities.

The questionnaire was used as a pre/post test of their growth in leadership awareness and use. This was a quasi experimental comparison group design with the results from two schools being compared. School #2 was the control group and School #1 was the experimental group. All differences between the two groups were not eliminated. The dependent variables for this study were the student responses on the questionnaires, while the independent variables were the Spirit committee and the

leadership program.

Problem

How can the leadership criteria of values, vision, followership, communication, and teamwork enable a student to become an effective leader? Do students need to be taught leadership skills? Would teaching grade six students leadership skills and providing opportunities for them to exercise those skills, increase their leadership potential? How do students reach their leadership potential?

Purpose

The purpose of this study was to develop a leadership program for the Grade six students at School #1 and to measure its effectiveness in terms of the growth in leadership skills. The program was incorporated with units 1-4 in the Religion text God Believes in Me! The study, Student Leadership, began in October 1996 and continued until March 1997. At these times a pre and post leadership questionnaire was administered. Initially, the program involved a teaching component to ensure that the students had a clear understanding of leadership and the skills and responsibilities which

that entails. The topics covered included goal setting, self-concept, communication skills, and problem-solving. Once the foundation was laid, the students were involved in activities in which they could apply these skills. These activities were developed cooperatively between students and researcher.

This program was scheduled during their regular Religion period and integrated into the existing curriculum. Many of the activities impacted on the classroom as students accepted more responsibility for their actions and practiced their newly acquired skills. The Grade six teacher had minimal involvement in the actual leadership program but was naturally involved with her students.

It is expected that this research project will result in personal benefits to the participants of the study as they learn leadership skills and to school #1 as the participants practice their learned skills. There is also the added social benefit to the participants as they learn to better deal with problems, people and difficult situations. There is no perceived benefit to the participants of school #2.

Research Question

Will there be better growth for the grade six students in terms of gains scores in the leadership questionnaire in:

- 1) their understanding of what leadership means
 - 2) their awareness of student leadership at their school
 - 3) their involvement in any of the activities at the school (only at School #1)
 - 4) their view of the importance of certain leadership qualities
 - 5) an increase in the leadership qualities that they use
- as compared to gains scores of a control group.

Participants

The participants involved in the leadership program were one class of 27 grade six students in a low to average socio-economic area in a large urban centre. This was a purposive sampling as this age group (10-14 yrs.) was targeted as the age group which should have a number of chances to become a better person than they are, to be able to make a difference, to be able to contribute positively, and are open to change. (Jensen, 1992) As well, the school only had one grade six class. The school had a large student population, however, the majority of the students were in junior high (7-9).

The elementary (K-6) population was one third the size of the junior high. There were thirty-five teachers, three administrators and fourteen support staff. As this was a Catholic school, the resulting student leadership program was aligned with the grade six religion curriculum (Born of the Spirit series), which emphasized the recognition and development of individual talents.

The control group (School #2) consisted of one class of 27 grade six students in a low to average socio-economic area in a large urban centre. The school only had one grade six class. The school had a large student population, however, the majority of the students were in junior high (7-9). The elementary (K-6) population was one third the size of the junior high. As this was also a Catholic school, the students were taught the same religion curriculum (Born of the Spirit series), which emphasized the recognition and development of individual talents. The control group was given the pre and post leadership questionnaire, however, they were not given the leadership program.

Treatment

Leadership Activities

The students in the grade six class at School #1 were taught leadership activities once a week for a period of three months from October to December. The learning component of the program explored such topics as self-concept, communication skills, and problem-solving. As previously mentioned, the leadership program was tied into the Grade six Religion program because not only was this a Catholic school where Jesus was already a relevant example of positive leadership, but there was a leadership component in the *Born of the Spirit* series as part of the Religion curriculum. The following is an overview of the lessons and their connections to the religion program. (The complete set of lesson plans can be found in Appendix C)

- | | |
|------------|---|
| Lesson #1: | Complete the Questionnaire |
| (October) | <i>U1-T3- How do my gifts grow?</i> |
| Lesson # 2 | Team Building activities |
| (October) | <i>U1-T3- Recognizing our Gifts from God.</i> |

- Lessons # 3-4 Leaders
(October) *U1-T3- Following Jesus-the struggles that result and
the strengths needed.*
*U1-T3- Relate to Peter who took on the
responsibility given by Jesus.*
U2-T4- Making choices to help others.
- Lessons # 5-6: Self-Concept
(November) *U2-T4- Choosing to act- Life challenges us.
What do we do?*
- Lessons # 7-10: Communication
(November *U2-T6- Experiencing hurt that comes from other's
December) actions.*
U2-T6- Communicating God's love.
*U2-T6- Opening up the lines of communication so
misunderstanding doesn't result.*
U3-T8- We are called to stewardship.
- Lessons # 11-12 Problem-Solving
(December) *U3-T9- Problem-solve with Jesus in mind. We
become servants of God.*

(January-June) Leadership Activities

U3-T8&9- Stewardship

Throughout the teaching component of the program, the students completed journals (See Appendix D) and/or activity sheets (See Appendix E) which either reinforced the concept learned that day or provided them the opportunity to express their views /opinions /experiences on the topic. The journal entries were very important as there was not enough class time available to adequately discuss some issues. The journals provided a forum for the students to express themselves more fully.

Generally students were provided opportunities for hands-on sharing through simulations or problem-solving. By practicing the skills they had learned, students were able to realize that being a good leader is work.

In November, students at School #1 were invited to become members of the Spirit Committee. *(The original concept for the Spirit Committee was to be a combination of peer support so that the members could use their problem-solving and reflective listening skills with that of a cheer-leader so that the students could use their communication skills and demonstrate team spirit. This was quickly changed to meet the ongoing needs of the school).* The Spirit Committee was composed of teachers and students

who were interested in promoting spirit at the school. During the month of December, the teachers on the Spirit Committee developed a number of activities that the school could participate in while providing a teaching/learning experience for the students in the Spirit Committee. (See Appendix F) A door decorating contest enabled classes to participate in an easy first. The criteria was to show the Christmas spirit and to use recycled materials. A second activity was the carol fest which grouped four classes to prepare a carol to present on the last day before Christmas holidays. A red and green day was also held. Pictures with Santa and a junior-high dance were part of the festivities for that day. The organization of these events was facilitated by the teachers on the Spirit Committee and observed/monitored/ facilitated by the students.

For the remainder of the year, the students were the accountables for developing, organizing, and overseeing the events that they decided would be welcomed choices for the school population. Every two to three weeks, the Spirit Committee would meet to decide in what they would like to be involved. In February, the events were red and white day, jellybean guess, and tie day. March was the Easter egg contest and green day. May was the "grand finale" of a Penny carnival for all the elementary students.

For each of these events, the Spirit committee members made posters and flyers to advertise the events, went to the twenty-eight classrooms to herald the event and to encourage participation, established criteria for judging and were involved in the judging for each of the contests. They assumed responsibility for the smooth running of each event and were cognizant of what needed to be accomplished (*with the help of a few reminders*). (See Appendix F)

Spirit Committee

The criteria for leadership (values, vision, followership, communication and teamwork), were addressed in the leadership program at School #1 within the teaching component and the creation of the Spirit committee.

Values Working through problems, accepting leadership responsibility, and trying to assist others were activities that emphasized the importance of having a value base. Using Jesus as an example provided a wealth of examples in which to call upon to reinforce the importance of values and helping others.

Vision Discovering their own self-concept through discussions, charades,

and case studies enabled the students to better "know" themselves and thus become more open to "knowing" others. The Spirit committee worked hard for the benefit of the school- What activities would the majority of the students enjoy? Who can we donate funds to when we raise money? How can we promote school spirit and increase participation?

Followership Discussing stewardship and practicing reflective listening and problem-solving during the leadership program gave students the base in which to deal with group mechanics. Working on Spirit activities gave the students practice in the concept of roving leadership as different students assumed, then relinquished their role as leader depending on the activity.

Communication Verbal and nonverbal communication, listening skills, and open/closed questioning were taught and practiced during the leadership program. (See Appendix C) Participating in the Spirit committee provided students with brainstorming, problem-solving, and decision-making opportunities while developing and implementing the various special events at the school.

Teamwork Working on team building activities at the beginning of the leadership program gave the students practical experience in working together to accomplish a task. Spirit committee work further expanded that

role as the students worked as a team to develop special activities for the school. Looking at the current situation and what they wanted for the school in the future helped the committee to decide in what to become involved.

Instruments

Questionnaire Development

This questionnaire was developed as a result of the literature review of the research on leadership. The characteristics of leadership that were repeated or emphasized in the literature were used to create questionnaire items. In the questionnaire, the students were asked to determine which characteristics they felt were important for a leader to possess. Next, they had to determine which of those same characteristics they use.

Piloting the Questionnaire

Prior to administering the questionnaire to the grade six group, it was piloted through administering it to another grade six group at another elementary-junior-high school (School #3) which had the same basic population as the test school (School #1). The feedback from School #3

facilitated changes to the original questionnaire to make it more user friendly. Question #2 on examples of student leadership and Question #3 on other student leadership activities had caused the most confusion. The word student in question #2 was underlined and the word other was placed in question #3. Also underlined were the key words in question #3 -other and should. This seemed to alleviate some of the problems, however, there were still some queries with these two questions.

The list of leadership characteristics with the accompanying explanation was quite clear to the students and there were minimal queries concerning these terms. The last section dealing with family background caused some confusion. It was not specific enough for grade six students. Therefore, the example of 1st, 2nd, 3rd, etc. birth order was inserted to guide them. The last question #8, needed to be reworked. Initially it read: *Do you feel you have too much responsibility at home? In what way? Do you feel you should be given more responsibility at home? In what way?* The repetitive questioning format was confusing for them, plus the replies were inconclusive. As a result it was changed to: *Do you feel you should have more say in the decision-making at home? Why or why not?*

Administering the Questionnaire

After reworking the questionnaire, it was distributed to two schools- School #1 and School #2. Both schools were elementary- junior high schools with similar socio-economic backgrounds. The questionnaires were administered during the same week to the same grade level. The only difference was that School #2 would not be involved in a leadership program. The results from both surveys were tabulated to determine if there was any growth in:

- 1) their understanding of what leadership means
- 2) their awareness of student leadership at their school
- 3) their involvement in any of the activities at the school (only at School #1)
- 4) a change in their view of the importance of certain leadership qualities
- 5) an increase in the leadership qualities that they use

CHAPTER FOUR- RESULTS

Questionnaire

In order to analyze the changes which have occurred at either of the two schools, it is important to look at the results from the questionnaire from each school. Only the results from questions four and five (in response to research questions four and five) will be presented here. These results exhibit clear patterns and are easy to interpret. The data from the other questions (in response to research questions one, two and three) are less easy to interpret. Only very speculative notions can be posited with respect to these questions. These possibilities are addressed in the conclusion. The remainder of the results from the questionnaire can be found in Appendices B and C.

In general, negative gain scores were noted, particularly in School One which did not receive the leadership program, with some in School Two, indicating that a maturation/developmental phenomenon was perhaps at work. The fact that this was noted much less for School One than for School Two, indicates that perhaps the leadership program was impacting these students in opposition to the developmental trend.

Question four asked students to determine if they felt a particular

characteristic was important to have in a leader. Table 1 shows the gain scores made at School One (the leadership program), the gain scores at School Two, and a comparison of those gain scores between the two schools.

In comparing the two schools, positive differences in gains scores of 0.5 or greater were noted for School One over School Two in being a good listener, being organized, being a mediator, having empathy, having work ethics, being co-operative, being informative, and being a learner. Reflective listening was emphasized in the leadership program in order to develop their problem-solving abilities and to increase their mediation skills. Also included in the program were activities which gave them practice in or exposure to; active listening, paraphrasing, the importance of being aware of feelings (theirs and others) and how to communicate those feelings. Co-operative groups were formed so that each member felt a sense of ownership for the success of the group. Each lesson dealt with a concept to be learned accompanied by an activity to reinforce the learning. This emphasized for the students the importance of gathering information in order to use it effectively. As a result, positive gain scores in these areas can be linked to the leadership program.

Table 1

Gain Scores for the Importance of Leadership Characteristics for School One and School Two

| Importance of Characteristics | School One Gains | School Two Gains | School One-Two Gains |
|-------------------------------|------------------|------------------|----------------------|
| team player | 0.3 | 0.2 | 0.1 |
| good listener | 0.2 | -0.3 | 0.5 |
| follower | 0.4 | 0.1 | 0.3 |
| organized | 0.3 | -0.4 | 0.7 |
| informative | 0.3 | -0.6 | 0.9 |
| honest | 0 | -0.2 | 0.2 |
| aggressive | 0.6 | 0.1 | 0.5 |
| responsible | -0.5 | -0.2 | -0.3 |
| sense of humor | -0.4 | -0.2 | -0.2 |
| mediator | 0 | -0.8 | 0.8 |
| independent | 0.2 | 0 | 0.2 |
| empathy | 1.2 | -0.2 | 1.4 |
| work ethics | 1.4 | -0.4 | 1.9 |
| self concept | 0.1 | -0.3 | 0.4 |
| co-operative | 0.1 | -0.4 | 0.5 |
| communicator | -0.1 | 0 | -0.1 |
| assertive | 0.1 | -0.2 | 0.3 |
| learner | 0.6 | -0.3 | 0.9 |
| confident | 0 | -0.2 | 0.2 |
| decision-maker | 0 | 0.2 | -0.2 |
| enthusiastic | 0 | 0 | 0 |
| observant | 0 | -0.2 | 0.2 |
| initiator | 0.2 | -0.1 | 0.3 |
| nonassertive | 0.4 | 0 | 0.4 |
| fair | 0 | -0.1 | 0.1 |
| courage | -0.3 | 0.2 | -0.5 |

Being responsible, having a sense of humor, and being courageous were the characteristics which showed negative growth. The decrease in the importance of being responsible was unexpected as the leadership program emphasized the importance of being responsible for their actions and provided them with opportunities to engage in activities which focused on being a responsible participant. The decreases in having a sense of humor and in being courageous relate to a deficiency in the leadership program. In reviewing the program, it must be noted that these items were not addressed in the teaching component and therefore, the results are not surprising. Although aggression and nonassertive behavior showed positive gain scores, this actually showed negative growth as the idea was to reduce these behaviors. Aggression and nonassertive behaviors were discussed in the leadership program, however, it would appear that the information and accompanying activities were insufficient to reduce the students' belief in their importance as a leadership quality.

Question five asked the students to determine which of the leadership characteristics they used in their every day behaviors. Table 2 illustrates the gain scores for School One (leadership program), the gain scores for School Two, and a comparison of those gain scores between the two schools.

Table 2

Gain Scores for the Use of Leadership
Characteristics for School One and School Two

| Importance of Characteristics | School One Gains | School Two Gains | School One-Two Gains |
|-------------------------------|------------------|------------------|----------------------|
| team player | 0.4 | -0.2 | 0.6 |
| good listener | -0.1 | -0.2 | 0.1 |
| follower | 0.4 | -0.2 | 0.6 |
| organized | 0.1 | -0.2 | 0.3 |
| informative | 0.5 | -0.1 | 0.6 |
| honest | -0.1 | -0.3 | 0.2 |
| aggressive | 0.5 | 0 | 0.5 |
| responsible | -0.1 | 0.4 | -0.5 |
| sense of humor | 0 | 0 | 0 |
| mediator | 0.1 | -0.1 | 0.2 |
| independent | 0.2 | 0.3 | -0.1 |
| empathy | 0.4 | 0 | 0.4 |
| work ethics | -0.1 | -0.3 | 0.2 |
| self concept | 0.1 | -0.4 | 0.5 |
| co-operative | 0.2 | 0 | 0.2 |
| communicator | -0.1 | 0.1 | -0.2 |
| assertive | 0 | 0 | 0 |
| learner | 0.3 | -0.1 | 0.4 |
| confident | 0.2 | 0.1 | 0.1 |
| decision-maker | -0.1 | 0.1 | -0.2 |
| enthusiastic | 0.3 | -0.1 | 0.4 |
| observant | 0.3 | 0.3 | 0 |
| initiator | 0.5 | 0.1 | 0.4 |
| nonassertive | 0.5 | -0.5 | 1 |
| fair | 0.3 | 0.4 | -0.1 |
| courage | -0.5 | 0 | -0.5 |

In comparing the two schools, positive differences in gains scores of 0.5 or greater were noted for School One over School Two in being a team player, being a follower, being informative, and in having a positive self-concept. Team building exercises were used to begin the leadership program. As well, many of the activities were done in small groups to emphasize the importance of working together as a team. The issue of being a follower was debated during the program as originally the students felt that a leader couldn't/shouldn't be a follower. In working together as a team and in assuming different leadership roles throughout the program, students learned that a leader can and should be a follower.

The importance of having a positive self-concept was reinforced in the teaching of stereotypes and in discussing how they treated each other on a day to day basis. Put downs seem to be common place and often students don't realize the negative impact their off the cuff remarks have on others.

Two negative differences in gain scores of -0.5 or greater for School One over School Two were found to be in assuming responsible behavior and in courage. Students were provided with opportunities to assume leadership roles through Spirit Committee activities; however, it was often quite noticeable that the grade six students, although quite willing to help

out, were reluctant to be the person in charge. Reasons provided by the students were that they were either too busy, didn't know what to do, didn't think they would like it or didn't think they could do it. Even after encouragement and detailed explanation of the work involved, most were still reluctant.

Age and grade level may have had a significant impact on this decision making process. Spirit committee members in grade nine were quite willing to assume the leadership roles in September. As the year progressed, the grade eight students became eager to assume more responsibility. The grade six and seven students often assumed a worker role rather than a leadership role even when encouraged to take charge. If the Spirit Committee had been composed of grade four, five and six students rather than grade six, seven, eight, and nine students, the results from the questionnaire may have been different.

An indication of growth was shown in the importance of, and in the use of the characteristics of aggressive and nonassertive behaviors for School One. However, in School Two there was minimal or no growth in the importance of these characteristics and no growth or a decrease in the use of these characteristics. As it was expected that there would be a

decrease in these characteristics for School One, this was a disturbing result. This growth could be attributed to students' exposure to aggressive acts not only at school, but at home, on television, in movies/videos, or in the news resulting in the aggressive nature of some students in society today. Another possible contributor to this negative indicator could be that, although the leadership program brought forth the terms of aggressive, assertive, and nonassertive, they may not have been adequately addressed in relation to the meaning of the terms, the distinction between those terms and the pros/cons of each behavior and their impact on society.

Summary and Conclusion

The research question asked was will there be better growth for the grade six students in School One over School Two in terms of comparing the positive differences in the gains scores in the leadership questionnaire in:

- 1) their understanding of what leadership means
- 2) their awareness of student leadership at their school
- 3) their involvement in any of the activities at the school (only at School One)

- 4) their view of the importance of certain leadership qualities
- 5) an increase in the leadership qualities that they use

As mentioned in the previous chapter, the data only exhibits clear patterns for the research questions four and five, however, we will attempt to speculate as to what may have influenced the Grade six students.

Grade six students appear to have an adequate understanding of what leadership is and what it means to be a leader; however, it is primarily based on values as indicated in responses to Question One. (See Appendix B, p.55) This could be due to the fact that both schools are Catholic schools which have a strong value base emphasized by the Religion program which uses Jesus as an example of an exemplary leader.

Students who were involved in the leadership program, however, also focused on **teamwork** (helping with problems), **vision** (looking after other people), and **communication** (excellent attitude, organize things) when defining their meaning of leadership. (See Appendix B, p.99) Having a variety of activities in which students can not only become involved but assume a leadership role appears to be an important element to grade six students. It would seem that students at this age are searching for their place in the "scheme" of things and need adult role models to guide them in

this endeavor. They are not willing to assume a leadership role unless their comfort level is high. They want to be in charge but there is a definite lack of willingness to “go out on a limb” and take charge of a situation. This willingness seems to come with age and experience. The leadership program, in conjunction with the Spirit Committee, provides students with the opportunity to test the leadership “waters” without getting in over their heads. (See Appendix C-Spirit Committee)

The students at both schools have a strong awareness of the various student leadership activities at their school. Although School One had more specific examples of student leadership, it is unknown whether this is due to the number of leadership activities at each school or simply their awareness of the activities. The students at School One were involved in many “other” student leadership activities- Spirit committee, choir, milk maids, intramurals, club moo, patrols and library club. (See Appendix C- Questions two and three)

Grade six students in School One seem to be interested in seeking involvement that will make a difference. The activities that they suggested for the Spirit Committee often involved a fund raising component in order to give to those less fortunate, or an activity that would benefit others and

be an enjoyable experience. (See Appendix C- Spirit Committee)

In terms of viewing the leadership characteristics as important (see Table 1, p.40), there were positive gain scores for School One for fifteen of twenty-six characteristics as compared to the positive gain scores for five of twenty-six characteristics for School Two. This seems to indicate that the leadership program had a significant influence in assisting students in recognizing leadership characteristics.

Overall, the leadership program seemed to provide grade six students with the opportunity to increase their use of leadership characteristics. (See Table 2, p.43) There were positive gain scores on seventeen of twenty-six characteristics for School One as compared to the positive gain scores for eight of twenty-six characteristics for School Two. The Spirit Committee seemed to provide students with a forum in which to practice using their leadership skills in a safe environment.

However, three factors need to be considered when addressing the growth rate in the importance of, or in the use of leadership characteristics as indicated by the questionnaire. First is the natural growth rate or maturation of the subjects involved. Eight months occurred between the administration of the first and second questionnaire. During that time, many

students have occurred physically, socially, intellectually, emotionally, and spiritually. Secondly, the fact that the questionnaire was administered twice can have an affect on the results. Being familiar with the questionnaire the second time around could have influenced the results either positively or negatively. Thirdly, there is the impact of the Religion program itself to be considered. Both schools were Catholic schools and as such were taught the same program. However, certain concepts may have been emphasized by the homeroom teacher as a result of having the leadership program at the school. As well, the students may have become more conscious of the importance of certain concepts due to this emphasis.

However, the data appears to indicate that the leadership program had a positive impact on the students' beliefs and actions.

Critique of Leadership Program

In reviewing the leadership program and in comparing it to the results from the questionnaire, it is possible that the increase in the importance of, and use of being empathic, honest, a mediator, co-operative, and in being observant could be attributed to a number of lessons devoted to understanding stereotyping and related activities as they apply to how we

deal with others and why people react the way they do. Linking our own self-concept to this understanding served to build a strong foundation for identifying and dealing with positive and negative feelings. Increased importance of, and use of developing a self-concept, being a team player, having a good work ethics, being a follower and initiator suggest that the activities completed in the leadership program could have impacted on their performance. Program activities enabled students to practice good listening skills, resulting perhaps in positive growth in this area. Even though the importance of clear communication was taught, this did not manifest itself in the questionnaire results. Perhaps the reason for this, is that, although listening was emphasized in terms of problem-solving, it was not clearly connected to how it impacts on our communication ability.

As previously mentioned, the perceived importance of aggressive and nonassertive behaviors increased. Although the program dealt with these concepts, it seems that more than one lesson on each of these concepts might be needed in order to have an impact. Incorporating additional aggressive/nonassertive/assertive activities into the program would allow the students to better understand both the differences between the concepts and how to decrease the perceived importance and use of aggressive and

nonassertive behaviors, while at the same time, increasing assertive behaviors.

For question five, using assertive behavior had a gain score of zero at both schools, indicating that the leadership program did not have a strong enough influence in this area to impact on their behavior.

Selecting activities which challenge the students in terms of maintaining and defending a position may enable them to become more courageous and responsible in their actions. The activities would need to deal with issues relevant to grade six students in order for them to deal with it seriously and learn from it.

Suggestions for Further Study

One suggestion for continued study in this area would be to compare schools in the Catholic system to those in the Public system using the leadership program in both to determine the impact of the Religion program on the leadership program. Another consideration would be to compare the results of the program in a regular Elementary school to those in an Elementary/Junior high school to determine if the age level combinations have an influence on the leadership results. Thirdly, because of the

indication of growth in the use of aggressive and nonassertive behaviors at School One, a further emphasis on reducing aggression, being assertive and in using peaceful problem-solving solutions should be made in the leadership program in order to offset the negative exposure to violence that students receive daily. Lastly, further studies should build on this exploratory case study by increasing the sample size and by using inferential statistics to test the efficacy of the leadership program.

Overall, it appears that the leadership program does have a positive influence on the leadership behaviors exhibited by students in grade six. It is felt that instituting a student leadership program at the grade six level is a worthwhile endeavor as it provides them with much needed direction and with a voice in an adult world.

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APPENDIX A

QUESTIONNAIRE

Leadership Questionnaire

Name _____

1. Leadership means _____

2. Presently, what are some examples of student leadership at XXX School?

3. What other student leadership activities do you feel should be available at XXX School?

4. How important do you feel each of the following characteristics are as leadership qualities?

**1=not important 2=of little importance 3=50/50 4=important
5=very important**

team player-is willing to work with others 1 2 3 4 5

good listener-listens to what people say 1 2 3 4 5

follower-follows others when they become leaders 1 2 3 4 5

organized-can do two or three things at once 1 2 3 4 5

informative-knows where things are and what's going to happen 1 2 3 4 5

honest-tells the truth without hurting anyone and stands by their word 1 2 3 4 5

**1=not important 2=of little importance 3=50/50 4=important
5=very important**

| | | | | | |
|---|----------|----------|----------|----------|----------|
| aggressive -makes decisions for others and expects things done his/her way | 1 | 2 | 3 | 4 | 5 |
| responsible -accepts the good and bad of his/her decision-making | 1 | 2 | 3 | 4 | 5 |
| sense of humor -can laugh at themselves | 1 | 2 | 3 | 4 | 5 |
| mediator -helps others to solve their own problem, doesn't solve it for them | 1 | 2 | 3 | 4 | 5 |
| independent -doesn't need help from others | 1 | 2 | 3 | 4 | 5 |
| empathy -tries to put themselves in the other person's situation | 1 | 2 | 3 | 4 | 5 |
| work ethics -works hard and puts in extra time if needed | 1 | 2 | 3 | 4 | 5 |
| self-concept -knows and likes who they are | 1 | 2 | 3 | 4 | 5 |
| co-operative -assumes an active role for getting the job done | 1 | 2 | 3 | 4 | 5 |
| communicator -explains ideas clearly | 1 | 2 | 3 | 4 | 5 |
| assertive -expresses thoughts honestly but with consideration for others | 1 | 2 | 3 | 4 | 5 |
| learner -always trying to learn something new | 1 | 2 | 3 | 4 | 5 |
| confident -feels sure of their abilities | 1 | 2 | 3 | 4 | 5 |

**1=not important 2=of little importance 3=50/50 4=important
5=very important**

| | | | | | |
|---|----------|----------|----------|----------|----------|
| decision-maker -able to decide when a decision is needed-doesn't sit on the fence | 1 | 2 | 3 | 4 | 5 |
| enthusiastic -excited about the job ahead | 1 | 2 | 3 | 4 | 5 |
| observant -notices things, both good and bad, about people | 1 | 2 | 3 | 4 | 5 |
| initiator -starts things going | 1 | 2 | 3 | 4 | 5 |
| nonassertive -goes along with other, doesn't express true feelings | 1 | 2 | 3 | 4 | 5 |
| fair -takes other opinions into consideration, doesn't decide based on one opinion | 1 | 2 | 3 | 4 | 5 |
| courage -take a stand based on beliefs and stick with it | 1 | 2 | 3 | 4 | 5 |

5. What leadership qualities do you use?

1=not really 2=seldom 3=50/50 4=most of the time 5=almost always

| | | | | | |
|--|----------|----------|----------|----------|----------|
| team player -I'm willing to work with others | 1 | 2 | 3 | 4 | 5 |
| good listener - I listen to what people say | 1 | 2 | 3 | 4 | 5 |
| follower - I follow others when they become leaders | 1 | 2 | 3 | 4 | 5 |
| organized -I can do two or three things at once | 1 | 2 | 3 | 4 | 5 |

1=not really 2=seldom 3=50/50 4=most of the time 5=almost always

| | | | | | |
|--|----------|----------|----------|----------|----------|
| informative -I know where things are and what's going to happen | 1 | 2 | 3 | 4 | 5 |
| honest -I tell the truth without hurting anyone and stands by my word | 1 | 2 | 3 | 4 | 5 |
| aggressive -I make decisions for others and expects things done my way | 1 | 2 | 3 | 4 | 5 |
| responsible -I accept the good and bad of my decision-making | 1 | 2 | 3 | 4 | 5 |
| sense of humor -I can laugh at myself | 1 | 2 | 3 | 4 | 5 |
| mediator -I help others to solve their own problem, I don't solve it for them | 1 | 2 | 3 | 4 | 5 |
| independent -I don't need help from others | 1 | 2 | 3 | 4 | 5 |
| empathy -I try to put myself in the other person's situation | 1 | 2 | 3 | 4 | 5 |
| work ethics -I work hard and put in extra time if needed | 1 | 2 | 3 | 4 | 5 |
| self-concept -I know and like who I am | 1 | 2 | 3 | 4 | 5 |
| co-operative -I assume an active role for getting the job done | 1 | 2 | 3 | 4 | 5 |
| communicator -I explain ideas clearly | 1 | 2 | 3 | 4 | 5 |
| assertive -I express my thoughts honestly but with consideration for others | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

**TABULATED
RESULTS**

| School # 1 Results October 1996 | |
|------------------------------------|-------------------------------------|
| 1. Leadership means: | good example (6) |
| | cooperate (3) |
| | lead others (5) |
| | not a follower |
| | follow rules (2) |
| | be friendly (2) |
| | help others (3) |
| | influence others |
| | don't make fun |
| | enthusiastic |
| | organized (2) |
| | team player (2) |
| | to be responsible (2) |
| | make others feel good (2) |
| | to be a winner |
| | honest |
| | good listener (2) |
| | respectful |
| | being in charge (2) |
| | wise decisions |
| 2. Examples of student leadership: | XXX-she wants whats good for others |
| | XXX-organized, does her work |
| | mediator |
| | school store (7) |
| | milk maids (7) |
| | patrols (7) |
| | club moo |
| | recyclers |
| | student council |
| | buddies |
| | ED+ |
| 3. Other Activities: | more ED+ |
| | science lab |
| | fun activities |
| | intramurals (4) |
| | class president (2) |
| | group activities |
| | drama/band (2) |
| | class supervisor |
| | mediator |
| | club moo |
| | library club |
| | peer support |
| | pop sellers |
| | tutors |
| | school council |

| 4.Importance of Characteristics: | | | | | | | | |
|----------------------------------|-------|-------|----------|------|-------|----|-------|-----|
| | 1(NI) | 2(LI) | 3(50/50) | 4(I) | 5(VI) | NA | Means | |
| team player | | 0 | 0 | 3 | 5 | 14 | 0 | 4.3 |
| good listener | | 0 | 0 | 2 | 7 | 14 | 1 | 4.5 |
| follower | | 4 | 4 | 7 | 5 | 3 | 0 | 3 |
| organized | | 2 | 1 | 8 | 4 | 8 | 0 | 3.7 |
| informative | | 0 | 4 | 2 | 8 | 9 | 1 | 4 |
| honest | | 0 | 0 | 1 | 4 | 18 | 0 | 4.7 |
| aggressive | | 16 | 3 | 3 | 0 | 1 | 0 | 1.6 |
| responsible | | 0 | 1 | 1 | 7 | 14 | 0 | 4.7 |
| sense of humor 0 | | 0 | 1 | 10 | 6 | 6 | 0 | 3.7 |
| mediator | | 2 | 1 | 2 | 10 | 7 | 1 | 3.9 |
| independent | | 0 | 3 | 12 | 5 | 2 | 1 | 3.3 |
| empathy | | 4 | 10 | 5 | 8 | 5 | 0 | 3.4 |
| work ethics | | 1 | 0 | 1 | 7 | 14 | 0 | 4.4 |
| self concept | | 0 | 0 | 3 | 3 | 17 | 0 | 4.6 |
| cooperative | | 0 | 2 | 1 | 9 | 11 | 0 | 4.3 |
| communicator | | 0 | 0 | 3 | 7 | 13 | 0 | 4.4 |
| assertive | | 0 | 0 | 3 | 12 | 8 | 0 | 2.1 |
| learner | | 1 | 0 | 2 | 7 | 12 | 0 | 4.1 |
| confident | | 0 | 0 | 5 | 7 | 11 | 0 | 4.3 |
| decision-maker | | 0 | 1 | 3 | 10 | 9 | 0 | 4.2 |
| enthusiastic | | 1 | 0 | 4 | 13 | 4 | 1 | 3.9 |
| observant | | 0 | 4 | 4 | 8 | 6 | 1 | 3.7 |
| initiator | | 0 | 1 | 8 | 5 | 9 | 0 | 4 |
| nonassertive | | 9 | 6 | 5 | 1 | 2 | 0 | 2.2 |
| fair | | 0 | 1 | 2 | 7 | 13 | 0 | 4.4 |
| courage | | 0 | 1 | 2 | 9 | 11 | 0 | 4.3 |
| 5.Use of Characteristics: | | | | | | | | |
| | 1(NR) | 2(S) | 3(50/50) | 4(M) | 5(AA) | NA | Means | |
| team player | | 0 | 0 | 6 | 8 | 9 | 0 | 4.1 |
| good listener | | 0 | 0 | 4 | 9 | 10 | 0 | 4.3 |
| follower | | 4 | 4 | 9 | 3 | 3 | 0 | 2.9 |
| organized | | 3 | 2 | 6 | 4 | 8 | 0 | 3.5 |
| informative | | 0 | 3 | 7 | 7 | 6 | 0 | 3.7 |
| honest | | 0 | 0 | 10 | 6 | 7 | 0 | 3.9 |
| aggressive | | 13 | 8 | 1 | 1 | 0 | 0 | 1.6 |
| responsible | | 0 | 0 | 4 | 11 | 8 | 0 | 4.2 |
| sense of humor 0 | | 0 | 3 | 4 | 6 | 10 | 0 | 4 |
| mediator | | 1 | 2 | 3 | 12 | 5 | 0 | 3.8 |
| independent | | 1 | 2 | 11 | 5 | 3 | 1 | 3.3 |
| empathy | | 4 | 4 | 6 | 5 | 4 | 0 | 3 |
| work ethics | | 1 | 1 | 3 | 7 | 10 | 1 | 4.1 |
| self concept | | 1 | 0 | 3 | 2 | 17 | 0 | 4.5 |
| cooperative | | 1 | 0 | 4 | 8 | 10 | 0 | 4.1 |
| communicator | | 0 | 1 | 6 | 11 | 5 | 0 | 3.9 |

| | | | | | | | |
|------------------------------|-----|-----|---------------------|-----|-----|----|-----|
| assertive | 0 | 0 | 6 | 11 | 5 | 1 | 3.9 |
| learner | 2 | 0 | 3 | 10 | 8 | 0 | 4 |
| confident | 0 | 1 | 2 | 10 | 8 | 2 | 4.2 |
| decision-maker | 0 | 0 | 5 | 9 | 8 | 1 | 4.1 |
| enthusiastic | 2 | 1 | 6 | 7 | 6 | 1 | 3.6 |
| observant | 0 | 1 | 6 | 7 | 8 | 1 | 4 |
| initiator | 3 | 3 | 8 | 4 | 4 | 1 | 3.1 |
| nonassertive | 9 | 6 | 5 | 1 | 0 | 2 | 1.9 |
| fair | 0 | 1 | 5 | 7 | 9 | 1 | 4.1 |
| courage | 0 | 1 | 1 | 7 | 13 | 1 | 4.5 |
| 6. Birth Order: | | | | | | | |
| | 1st | 2nd | 3rd | 4th | 5th | NA | |
| | 4 | 7 | 5 | 2 | 1 | 0 | |
| 7. Responsibilities at home: | | | | | | | |
| | | | room clean (13) | | | | |
| | | | clean the house (6) | | | | |
| | | | pets (7) | | | | |
| | | | garbage (2) | | | | |
| | | | homework (5) | | | | |
| | | | dishes (10) | | | | |
| | | | siblings (2) | | | | |
| | | | sweeping (2) | | | | |
| | | | set table (2) | | | | |
| | | | respect elders | | | | |
| 8. More say? | | | | | | | |
| | Yes | No | N/A | | | | |
| | 8 | 12 | 3 | | | | |

School # 1 Results May 1997

1. Leadership means:
- taking charge (2)
 - following people into doing the right thing
 - teaching people to do the right thing (8)
 - being an individual (6)
 - setting a good example (6)
 - being assertive (2)
 - ready for action
 - considers others opinions (2)
 - responsible (2)
 - looking after other people (2)
 - caring
 - being fair
 - helping with problems (2)
 - excellent attitude
 - start things
 - organize things (2)

2. Examples of student leadership:
- Spirit committee (10)
 - Patrols (8)
 - Room Reps (3)
 - Club Moo (7)
 - Intramurals (4)
 - Canteen (3)
 - Band (2)
 - Drama club
 - Choir (4)
 - Milk Maids (3)
 - Library club (3)

3. Other Leadership activities:
- No Need (8)
 - Student council (4)
 - Leadership course (2)
 - More games/activities (4)

4. Importance of Characteristics:

| | 1(NI) | 2(LI) | 3(50/50) | 4(I) | 5(VI) | NA | Means | Gains | |
|----------------|-------|-------|----------|------|-------|----|-------|-------|------|
| team player | | 0 | 0 | 1 | 8 | 14 | 0 | 4.6 | 0.3 |
| good listener | | 0 | 0 | 1 | 6 | 16 | 0 | 4.7 | 0.2 |
| follower | | 1 | 4 | 7 | 6 | 4 | 1 | 3.4 | 0.4 |
| organized | | 0 | 1 | 5 | 11 | 6 | 0 | 4 | 0.3 |
| informative | | 0 | 0 | 6 | 5 | 12 | 0 | 4.3 | 0.3 |
| honest | | 0 | 1 | 0 | 4 | 18 | 0 | 4.7 | 0 |
| aggressive | | 9 | 4 | 7 | 2 | 1 | 0 | 2.2 | 0.6 |
| responsible | | 0 | 1 | 4 | 8 | 10 | 0 | 4.2 | -0.5 |
| sense of humor | | 2 | 3 | 5 | 13 | 0 | 0 | 3.3 | -0.4 |
| mediator | | 0 | 1 | 6 | 10 | 6 | 0 | 3.9 | 0 |
| independent | | 0 | 1 | 12 | 8 | 2 | 0 | 3.5 | 0.2 |
| empathy | | 0 | 1 | 0 | 7 | 15 | 0 | 4.6 | 1.2 |

| | | | | | | | | |
|----------------------------|-------|------|----------|------|-------|----|-------|-------|
| work ethics | 0 | 1 | 0 | 8 | 20 | 0 | 5.8 | 1.4 |
| self concept | 0 | 1 | 0 | 3 | 19 | 0 | 4.7 | 0.1 |
| cooperative | 0 | 1 | 1 | 9 | 12 | 0 | 4.4 | 0.1 |
| communicator | 0 | 0 | 2 | 12 | 9 | 0 | 4.3 | -0.1 |
| assertive | 0 | 1 | 1 | 12 | 9 | 0 | 4.3 | 0.1 |
| learner | 0 | 0 | 2 | 3 | 18 | 0 | 4.3 | 0.6 |
| confident | 0 | 0 | 2 | 11 | 10 | 0 | 4.7 | 0 |
| decisionmaker | 0 | 2 | 4 | 8 | 9 | 0 | 4.3 | 0 |
| enthusiastic | 0 | 1 | 7 | 8 | 7 | 0 | 3.9 | 0 |
| observant | 1 | 0 | 7 | 11 | 4 | 0 | 3.7 | 0 |
| initiator | 0 | 2 | 5 | 7 | 9 | 1 | 4.2 | 0.2 |
| nonassertive | 8 | 3 | 4 | 6 | 2 | 0 | 2.6 | 0.4 |
| fair | 0 | 0 | 3 | 7 | 13 | 0 | 4.4 | 0 |
| courage | 0 | 0 | 7 | 9 | 7 | 0 | 4 | -0.3 |
| | | | | | | | | |
| | | | | | | | | |
| 5. Use of Characteristics: | | | | | | | | |
| | 1(NR) | 2(S) | 3(50/50) | 4(M) | 5(AA) | NA | Means | Gains |
| team player | 0 | 1 | 1 | 7 | 14 | 0 | 4.5 | 0.4 |
| good listener | 0 | 1 | 3 | 9 | 10 | 0 | 4.2 | -0.1 |
| follower | 2 | 4 | 6 | 7 | 4 | 0 | 3.3 | 0.4 |
| organized | 0 | 6 | 2 | 10 | 5 | 0 | 3.6 | 0.1 |
| informative | 0 | 0 | 5 | 9 | 9 | 0 | 4.2 | 0.5 |
| honest | 0 | 1 | 6 | 7 | 8 | 0 | 3.8 | -0.1 |
| aggressive | 9 | 7 | 3 | 4 | 0 | 0 | 2.1 | 0.5 |
| responsible | 0 | 1 | 5 | 8 | 9 | 0 | 4.1 | -0.1 |
| sense of humor 0 | 0 | 3 | 4 | 5 | 11 | 0 | 4 | 0 |
| mediator | 0 | 4 | 1 | 12 | 6 | 0 | 3.9 | 0.1 |
| independent | 0 | 2 | 9 | 10 | 2 | 0 | 3.5 | 0.2 |
| empathy | 3 | 3 | 3 | 9 | 5 | 0 | 3.4 | 0.4 |
| work ethics | 0 | 2 | 4 | 8 | 9 | 0 | 4 | -0.1 |
| self concept | 0 | 1 | 2 | 3 | 17 | 0 | 4.6 | 0.1 |
| cooperative | 0 | 0 | 3 | 10 | 10 | 0 | 4.3 | 0.2 |
| communicator | 0 | 1 | 5 | 14 | 3 | 0 | 3.8 | -0.1 |
| assertive | 2 | 1 | 4 | 7 | 9 | 0 | 3.9 | 0 |
| learner | 0 | 1 | 1 | 9 | 11 | 0 | 4.3 | 0.3 |
| confident | 0 | 0 | 3 | 7 | 13 | 0 | 4.4 | 0.2 |
| decision-maker 0 | 0 | 0 | 5 | 12 | 6 | 0 | 4 | -0.1 |
| enthusiastic | 0 | 1 | 6 | 11 | 5 | 0 | 3.9 | 0.3 |
| observant | 0 | 0 | 5 | 7 | 11 | 0 | 4.3 | 0.3 |
| initiator | 0 | 4 | 6 | 8 | 5 | 0 | 3.6 | 0.5 |
| nonassertive | 5 | 8 | 4 | 3 | 2 | 0 | 2.4 | 0.5 |
| fair | 0 | 1 | 0 | 10 | 12 | 0 | 4.4 | 0.3 |
| courage | 1 | 1 | 3 | 9 | 9 | 0 | 4 | -0.5 |
| | | | | | | | | |
| 6. Birth Order: | | | | | | | | |
| | 1st | 2nd | 3rd | 4th | 5th | NA | | |
| | 3 | 7 | 5 | 2 | 0 | 2 | | |
| | | | | | | | | |

| | | | |
|----------------------|-----------------|----|----|
| 7. Responsibilities: | clean room (19) | | |
| | vacuum (6) | | |
| | dishes (10) | | |
| | dust | | |
| | siblings (2) | | |
| | homework (3) | | |
| | yard work (2) | | |
| | pets (7) | | |
| | garbage (2) | | |
| | chores (4) | | |
| | laundry | | |
| 8. More Say? | | | |
| | Yes | No | NA |
| | 11 | 11 | 1 |

School # 2 Results October 1996

1. Leadership means: to follow the captain
 be responsible (4)
 organized
 respect everyone's decision (3)
 set a good example (6)
 co-operative
 lead the group (7)
 nice to people
 helping others (4)
 takeover (2)
 help those younger to do good things (3)
 respect people (2)
 being trustworthy
 believing in yourself
 role model (2)
 being kind
 putting in 100%

2. Examples of Student Leadership: patrols (4)
 intramurals (4)
 student council (3)
 buddies
 grade 6 supervisors
 captain of teams (2)
 making students feel better (3)
 helping others (5)
 concession
 not leaving others out (3)
 yearbook committee
 no answer (6)

3. Other Activities: expand buddy system
 field trips
 no fighting (2)
 setting examples
 having faith in others
 keeping playground clean
 stay inside when cold
 sports
 no answer (15)

4. Importance of Characteristics:

| | 1(NI) | 2(LI) | 3(50/50) | 4(I) | 5(VI) | NA | Means |
|---------------|-------|-------|----------|------|-------|----|-------|
| team player | 0 | 1 | 4 | 9 | 9 | 0 | 4.1 |
| good listener | 0 | 0 | 2 | 13 | 8 | 0 | 4.3 |

| | | | | | | | |
|----------------|---|---|----|----|----|---|-----|
| follower | 1 | 3 | 9 | 8 | 2 | 0 | 3.3 |
| organized | 2 | 1 | 11 | 7 | 2 | 0 | 3.3 |
| informative | 0 | 1 | 4 | 10 | 8 | 0 | 4.1 |
| honest | 0 | 0 | 0 | 3 | 20 | 0 | 4.9 |
| aggressive | 9 | 6 | 6 | 2 | 0 | 0 | 2 |
| responsible | 0 | 0 | 7 | 8 | 8 | 0 | 4 |
| sense of humor | 3 | 2 | 5 | 6 | 7 | 0 | 3.5 |
| mediator | 2 | 0 | 4 | 12 | 5 | 0 | 3.8 |
| independent | 2 | 0 | 14 | 4 | 3 | 0 | 3.3 |
| empathy | 2 | 1 | 6 | 10 | 4 | 0 | 3.6 |
| work ethics | 0 | 0 | 1 | 8 | 14 | 0 | 4.6 |
| self concept | 0 | 0 | 1 | 4 | 18 | 0 | 4.7 |
| cooperative | 0 | 0 | 1 | 10 | 12 | 0 | 4.5 |
| communicator | 0 | 0 | 7 | 10 | 6 | 0 | 4 |
| assertive | 0 | 0 | 5 | 10 | 8 | 0 | 4.1 |
| learner | 0 | 1 | 4 | 8 | 10 | 0 | 4.5 |
| confident | 0 | 1 | 3 | 10 | 9 | 0 | 4.2 |
| decisionmaker | 1 | 2 | 6 | 10 | 4 | 0 | 3.6 |
| enthusiastic | 0 | 2 | 7 | 10 | 4 | 0 | 3.7 |
| observant | 0 | 1 | 7 | 8 | 6 | 1 | 3.9 |
| initiator | 0 | 1 | 7 | 10 | 4 | 1 | 3.8 |
| nonassertive | 6 | 7 | 8 | 1 | 0 | 1 | 2.2 |
| fair | 0 | 3 | 2 | 7 | 10 | 1 | 4.1 |
| courage | 0 | 1 | 4 | 6 | 12 | 0 | 4.3 |

5. Use of Leadership Qualities:

| | 1(NR) | 2(S) | 3(50/50) | 4(M) | 5(AA) | NA | Means |
|----------------|-------|------|----------|------|-------|----|-------|
| team player | 0 | 0 | 4 | 12 | 7 | 0 | 4.1 |
| good listener | 0 | 1 | 7 | 9 | 6 | 0 | 3.9 |
| follower | 1 | 1 | 11 | 7 | 3 | 0 | 3.4 |
| organized | 1 | 2 | 11 | 7 | 2 | 0 | 3.3 |
| informative | 1 | 2 | 8 | 7 | 5 | 0 | 3.6 |
| honest | 1 | 0 | 7 | 9 | 6 | 0 | 3.8 |
| aggressive | 6 | 8 | 4 | 4 | 0 | 1 | 2.3 |
| responsible | 0 | 0 | 10 | 7 | 5 | 1 | 3.8 |
| sense of humor | 3 | 1 | 3 | 10 | 6 | 0 | 3.7 |
| mediator | 2 | 2 | 9 | 5 | 5 | 1 | 3.4 |
| independent | 2 | 2 | 13 | 4 | 2 | 0 | 3.1 |
| empathy | 2 | 4 | 8 | 6 | 3 | 0 | 3.2 |
| work ethics | 0 | 1 | 9 | 9 | 4 | 0 | 3.7 |
| self concept | 0 | 0 | 1 | 6 | 16 | 0 | 4.7 |
| cooperative | 0 | 0 | 5 | 13 | 5 | 0 | 4 |
| communicator | 0 | 1 | 11 | 7 | 4 | 0 | 3.6 |
| assertive | 0 | 2 | 8 | 8 | 5 | 0 | 3.5 |
| learner | 0 | 1 | 6 | 6 | 10 | 0 | 4.1 |
| confident | 0 | 1 | 4 | 11 | 7 | 0 | 4 |
| decisionmaker | 0 | 1 | 7 | 9 | 6 | 0 | 3.9 |
| enthusiastic | 0 | 3 | 10 | 2 | 8 | 0 | 3.7 |
| observant | 0 | 3 | 3 | 12 | 5 | 2 | 3.8 |

| | | | | | | | |
|----------------------|-----|-----|-----|-----|-----|----|-----|
| initiator | 1 | 5 | 4 | 8 | 3 | 2 | 3.3 |
| nonassertive | 5 | 6 | 5 | 4 | 3 | 0 | 2.7 |
| fair | 0 | 2 | 7 | 10 | 4 | 0 | 3.7 |
| courage | 0 | 1 | 4 | 5 | 13 | 1 | 4.3 |
| | | | | | | | |
| | | | | | | | |
| 6. Birth Order: | 1st | 2nd | 3rd | 4th | 5th | NA | |
| | 10 | 5 | 4 | 2 | 1 | 1 | |
| | | | | | | | |
| 7. Responsibilities: | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| 8. More Say? | Yes | No | NA | | | | |
| | 7 | 13 | 3 | | | | |

| School # 2 Results May 1997 | | | | | | | | | |
|-----------------------------------|--|--|-------|----------|------|-------|----|-------|-------|
| 1. Leadership means: | | to lead people (9) | | | | | | | |
| | | co-operate | | | | | | | |
| | | help others (3) | | | | | | | |
| | | role model | | | | | | | |
| | | earning a place | | | | | | | |
| | | showing a good example (7) | | | | | | | |
| | | do thing right, have people follow (3) | | | | | | | |
| | | in charge (4) | | | | | | | |
| | | be responsible | | | | | | | |
| | | letting others lead | | | | | | | |
| | | making good choices | | | | | | | |
| | | following you (2) | | | | | | | |
| | | to follow | | | | | | | |
| 2. Examples: | | grade 6 supervise (2) | | | | | | | |
| | | captains on play day (2) | | | | | | | |
| | | stars of the month (2) | | | | | | | |
| | | student council (2) | | | | | | | |
| | | intramural council | | | | | | | |
| | | no answer (13) | | | | | | | |
| 3. Other Activities: | | class president (2) | | | | | | | |
| | | buddies (2) | | | | | | | |
| | | after school activities | | | | | | | |
| | | no need (3) | | | | | | | |
| | | no answer (16) | | | | | | | |
| 4. Importance of Characteristics: | | | | | | | | | |
| | | 1(NI) | 2(LI) | 3(50/50) | 4(I) | 5(VI) | NA | Means | Gains |
| team player | | 0 | 1 | 2 | 8 | 12 | 0 | 4.4 | 0.2 |
| good listener | | 0 | 0 | 6 | 10 | 7 | 0 | 4 | -0.3 |
| follower | | 1 | 3 | 9 | 6 | 4 | 0 | 3.4 | 0.1 |
| organized | | 3 | 2 | 11 | 4 | 2 | 0 | 2.9 | -0.4 |
| informative | | 1 | 3 | 6 | 10 | 3 | 0 | 3.5 | -0.6 |
| honest | | 0 | 0 | 2 | 4 | 17 | 0 | 4.7 | -0.2 |
| aggressive | | 11 | 5 | 2 | 4 | 1 | 0 | 2.1 | 0.1 |
| responsible | | 0 | 1 | 5 | 10 | 6 | 0 | 3.8 | -0.2 |
| sense of humor | | 2 | 2 | 9 | 6 | 4 | 0 | 3.3 | -0.2 |
| mediator | | 5 | 0 | 8 | 6 | 3 | 0 | 3 | -0.8 |
| independent | | 1 | 4 | 9 | 5 | 4 | 0 | 3.3 | 0 |
| empathy | | 3 | 3 | 2 | 12 | 3 | 0 | 3.4 | -0.2 |
| work ethics | | 0 | 2 | 1 | 10 | 9 | 1 | 4.2 | -0.4 |
| self concept | | 0 | 0 | 5 | 4 | 14 | 0 | 4.4 | -0.3 |
| cooperative | | 0 | 1 | 3 | 13 | 6 | 0 | 4.1 | -0.4 |
| communicator | | 0 | 1 | 4 | 12 | 6 | 0 | 4 | 0 |

| | | | | | | | | |
|---------------|---|---|---|----|----|---|-----|------|
| assertive | 1 | 1 | 5 | 9 | 7 | 0 | 3.9 | -0.2 |
| learner | 0 | 1 | 4 | 8 | 10 | 0 | 4.2 | -0.3 |
| confident | 0 | 0 | 5 | 13 | 5 | 0 | 4 | -0.3 |
| decisionmaker | 1 | 2 | 4 | 9 | 7 | 0 | 3.8 | 0.2 |
| enthusiastic | 0 | 3 | 6 | 8 | 6 | 0 | 3.7 | 0 |
| observant | 0 | 4 | 6 | 10 | 4 | 0 | 3.7 | -0.2 |
| initiator | 1 | 0 | 8 | 9 | 5 | 0 | 3.7 | -0.1 |
| nonassertive | 7 | 6 | 6 | 3 | 0 | 1 | 2.2 | 0 |
| fair | 0 | 3 | 3 | 7 | 10 | 0 | 4 | -0.1 |
| courage | 0 | 0 | 1 | 9 | 13 | 0 | 4.5 | 0.2 |

5. Use of Leadership Qualities:

| | 1(NR) | 2(S) | 3(50/50) | 4(M) | 5(AA) | NA | Means | Gains |
|----------------|-------|------|----------|------|-------|----|-------|-------|
| team player | 1 | 2 | 6 | 4 | 10 | 0 | 3.9 | -0.2 |
| good listener | 0 | 1 | 10 | 8 | 4 | 0 | 3.7 | -0.2 |
| follower | 2 | 3 | 9 | 4 | 4 | 1 | 3.2 | -0.2 |
| organized | 3 | 1 | 7 | 6 | 6 | 0 | 3.5 | -0.2 |
| informative | 0 | 2 | 12 | 4 | 5 | 0 | 3.5 | -0.1 |
| honest | 0 | 3 | 9 | 7 | 4 | 0 | 3.5 | -0.3 |
| aggressive | 6 | 11 | 3 | 0 | 3 | 0 | 2.3 | 0 |
| responsible | 0 | 0 | 3 | 12 | 8 | 0 | 4.2 | 0.4 |
| sense of humor | 2 | 1 | 6 | 8 | 6 | 0 | 3.7 | 0 |
| mediator | 2 | 3 | 7 | 7 | 4 | 0 | 3.3 | -0.1 |
| independent | 1 | 2 | 10 | 6 | 4 | 0 | 3.4 | 0.3 |
| empathy | 3 | 2 | 9 | 5 | 4 | 0 | 3.2 | 0 |
| work ethics | 1 | 4 | 7 | 5 | 5 | 1 | 3.4 | -0.3 |
| self concept | 0 | 1 | 3 | 8 | 11 | 0 | 4.3 | -0.4 |
| cooperative | 0 | 0 | 5 | 12 | 6 | 0 | 4 | 0 |
| communicator | 0 | 2 | 6 | 11 | 4 | 0 | 3.7 | 0.1 |
| assertive | 1 | 0 | 12 | 6 | 4 | 0 | 3.5 | 0 |
| learner | 0 | 1 | 4 | 12 | 6 | 0 | 4 | -0.1 |
| confident | 0 | 2 | 4 | 7 | 10 | 0 | 4.1 | 0.1 |
| decisionmaker | 0 | 2 | 5 | 8 | 8 | 0 | 4 | 0.1 |
| enthusiastic | 1 | 2 | 9 | 7 | 4 | 1 | 3.6 | -0.1 |
| observant | 0 | 1 | 4 | 10 | 8 | 0 | 4.1 | 0.3 |
| initiator | 0 | 4 | 6 | 10 | 1 | 2 | 3.4 | 0.1 |
| nonassertive | 11 | 2 | 5 | 4 | 1 | 0 | 2.2 | -0.5 |
| fair | 0 | 1 | 4 | 10 | 8 | 0 | 4.1 | 0.4 |
| courage | 1 | 0 | 3 | 6 | 13 | 0 | 4.3 | 0 |

6. Birth Order:

| | | | | | |
|-----|-----|-----|-----|-----|----|
| 1st | 2nd | 3rd | 4th | 5th | NA |
| 10 | 5 | 4 | 2 | 2 | 0 |

7. Responsibilities:

- chores (3)
- lawn (30)
- snow shoveling

| | | | | | |
|--------------|-----|----------------|----|--|--|
| | | vacuum (7) | | | |
| | | dishes (10) | | | |
| | | laundry (2) | | | |
| | | clean room (9) | | | |
| | | set table | | | |
| | | garbage (4) | | | |
| | | pets (3) | | | |
| | | bed (5) | | | |
| | | plants | | | |
| | | siblings (5) | | | |
| | | flyers | | | |
| | | | | | |
| 8. More Say? | Yes | No | NA | | |
| | 10 | 11 | 2 | | |

APPENDIX C

ANNOTATED
RESULTS

ANNOTATED RESULTS

Question 1. (Leadership means:)

School #1 Results (See Table 1.1)

There was a match of three answers from October to May -good example, responsible, and organize things. There was a significant addition of a number of comments which focus on caring or considering other, rather than focusing on "influencing or leading others" such as looking after other people, considers others opinions, or helping with problems, The comment in October, "not a follower" has been replaced by "following people into doing the right thing".

Question 1. (Leadership means:)

School #2 Results (See Table 1.1)

There were five matches between October and May- lead people, cooperate, good example, responsible, and to follow

There were more "value" based answers in the October results, however, doing the "right thing" was a new addition to the May responses. Respect was not mentioned in the May results.

In comparing School 1 & 2 in May, there were only three matches for the question about the meaning of leadership-taking charge, good example,

1. Leadership means:

Table 1.1

| School #1 Results October 1996 | School #1 Results May 1997 |
|---|--|
| <p>good example (6) cooperate (3) lead others (5) not a follower follow rules (2) be friendly (2) help others (3) influence others don't make fun enthusiastic organized (2) team player (2) to be responsible (2) make others feel good (2) to be a winner honest good listener (2) respectful being in charge (2) wise decisions</p> | <p>taking charge (2) following people into doing the right thing teaching people to do the right thing (8) being an individual (6) setting a good example (6) being assertive (2) ready for action considers others opinions (2) responsible (2) looking after other people (2) caring being fair helping with problems (2) excellent attitude start things organize things (2)</p> |
| School #2 Results October 1996 | School #2 Results May 1997 |
| <p>to follow the captain be responsible (4) organized respect everyone's decision (3) set a good example (6) co-operative lead the group (7) nice to people helping others (4) takeover (2) help those younger to do good things (3) respect people (2) being trustworthy believing in yourself role model (2) being kind putting in 100%</p> | <p>to lead people (9) co-operate help others (3) role model earning a place showing a good example (7) do thing right, have people follow (3) in charge (4) be responsible letting others lead making good choices following you (2) to follow</p> |

and responsibility. School #1 had more responses which focused on looking out for the interests of others as compared to School #2.

Question 2. (Examples of student leadership:)

School #1 Results (See Table 2.1)

There were more specific examples of student leadership at School #1. The answers seemed more focused and less examples of "good deeds".

Question 2. (Examples of student leadership:)

School #2 Results(See Table 2.1)

There was an increase in the number of "no answer" responses. More actual examples of leadership were given and there was a reduction in the number of behavior type answers.

In comparing School 1 & 2 in May, School #1 had more answers to this question as School #2 had 13 no responses. School #1 listed specific committees as examples of student leadership rather than leadership activities as listed by School #2.

| School #1 Results | October 1996 | School #1 Results | May 1997 |
|--|--------------|---|----------|
| <p>XXX-she wants what's good for others XXX-organized, does her work mediator school store (7) milk maids (7) patrols (7) club moo recyclers student council buddies ED+</p> | | <p>Spirit committee (10) Patrols (8) Room Reps (3) Club Moo (7) Intramurals (4) Canteen (3) Band (2) Drama club Choir (4) Milk Maids (3) Library club (3)</p> | |
| School #2 Results | October 1996 | School #2 Results | May 1997 |
| <p>patrols (4) intramurals (4) student council (3) buddies grade 6 supervisors captain of teams (2) making students feel better (3) helping others (5) concession not leaving others out (3) yearbook committee no answer (6)</p> | | <p>grade 6 supervise (2) captains on play day (2) stars of the month (2) student council (2) intramural council no answer (13)</p> | |

Question 3. (Other activities:)

School #1 Results (See Table 3.1)

There was an increase in the "no need" response for other activities at the school. There was a notable reduction in the number of specific examples given.

Question 3. (Other activities:)

School #2 Results (See Table 3.1)

There was a slight increase in the number of "no answer" responses, an increase in the "no need" response, and less suggestions for the other activities. The significant number of "no answer" responses to questions two and three, could indicate that these questions need more clarification or that there was a lack of interest in completing the questionnaire.

In comparing School 1 & 2 in May, School #2 had 16 no responses, however, School #1 had 0 no responses. School #2 had 3 no need for other activities responses while School #1 had 8 no need responses.

Question 4. (Importance of characteristics:)

Discussed in the body of the text

Question 5. (Use of Leadership characteristics:)

Discussed in the body of the text

3. Other Leadership activities:

Table 3.1 |

| School #1 Results October 1996 | School #1 Results May 1997 |
|---|---|
| <p>more ED+ science lab fun activities intramurals (4) class president (2) group activities drama/band (2) class supervisor mediator</p> | <p>No Need (8) Student council (4) Leadership course (2) More games/activities (4)</p> |
| School #2 Results October 1996 | School #2 Results May 1997 |
| <p>expand buddy system field trips no fighting (2) setting examples having faith in others keeping playground clean stay inside when cold sports no answer (15)</p> | <p>class president (2) buddies (2) after school activities no need (3) no answer (16)</p> |

Question 6. (Birth Order:)

School #1 Results

The largest group is in the second born category 8/23.

Question 6. (Birth Order:)

School #2 Results

There was a significant number of first born children 10/23.

In comparing School 1 & 2 in May, School #2 had more 1st born while School #1 had more 2nd born.

Question 7. (Responsibilities:)

School #1 Results (See Table 6.1)

There was no significant change in the number or type of responsibilities listed.

Question 7. (Responsibilities:)

School #2 Results (See Table 6.1)

There was the same number of chores reported, however, the May results had specific chores, while the October results had three "chores" that were value-based (no fighting, do well in school, obey).

In comparing School 1 & 2 in May, both schools had approximately the same number and kind of responsibilities.

| School #1 Results | October 1996 | School #1 Results | May 1997 |
|--|--------------|--|----------|
| <ul style="list-style-type: none"> room clean (13) clean the house (6) pets (7) garbage (2) homework (5) dishes (10) siblings (2) sweeping (2) set table (2) respect elders | | <ul style="list-style-type: none"> clean room (19) vacuum (6) dishes (10) dust siblings (2) homework (3) yard work (2) pets (7) garbage (2) chores (4) laundry | |
| School #2 Results | October 1996 | School #2 Results | May 1997 |
| <ul style="list-style-type: none"> mow the lawn (3) shovel snow (2) clean room (15) make bed (4) dishes (7) obey (2) chores (5) siblings (5) no fighting vacuuming (3) set table (2) feed pets (5) do well in school (2) garbage | | <ul style="list-style-type: none"> chores (3) lawn (30) snow shoveling vacuum (7) dishes (10) laundry (2) clean room (9) set table garbage (4) pets (3) bed (5) plants siblings (5) flyers | |

Question 8. (More Say?)

School #1 Results (See Table 7.1)

There was a slight increase in the number of "Yes" responses.

Question 8. (More Say?)

School #2 Results (See Table 7.1)

There was a slight increase in the number of "Yes" responses to this question.

In comparing School 1 & 2 in May, School #1 and #2 have approximately the same number of Yes/No votes with a slight majority of the votes still going to the No side. The Yes side had shown an increase at both schools.

8. More say?

Table 7.1

| School #1 Results October 1996 | | | School #1 Results May 1997 | | |
|-----------------------------------|---------|---------|-------------------------------|---------|---------|
| Yes (8) | No (12) | N/A (3) | Yes (11) | No (11) | N/A (1) |
| School #2 Results October 1996 | | | School #2 Results May 1997 | | |
| Yes (7) | No (13) | N/A (3) | yes (10) | No (11) | NA (2) |

In Table 4.1 the importance of the leadership characteristics is shown at School #1. Honesty, confidence, self-concept, good listener and work ethics are the top five characteristics in May after the leadership program. Work ethics showed a significant gain from 4.4 in October to 5.8 in May.

| Means Measurement (Descending Order) | | | |
|--------------------------------------|-------|-------------------|-------|
| Importance of Characteristics | | | |
| Table 4.1 | | | |
| School # 1 Oct/96 | | School # 1 May/97 | |
| | Means | | Means |
| honest | 4.7 | work ethics | 5.8 |
| responsible | 4.7 | self concept | 4.7 |
| self concept | 4.6 | confident | 4.7 |
| good listener | 4.5 | honest | 4.7 |
| work ethics | 4.4 | good listener | 4.7 |
| communicator | 4.4 | empathy | 4.6 |
| fair | 4.4 | team player | 4.6 |
| courage | 4.3 | co-operative | 4.4 |
| co-operative | 4.3 | fair | 4.4 |
| confident | 4.3 | communicator | 4.3 |
| team player | 4.3 | assertive | 4.3 |
| decisionmaker | 4.2 | learner | 4.3 |
| learner | 4.1 | decisionmaker | 4.3 |
| informative | 4 | informative | 4.3 |
| initiator | 4 | responsible | 4.2 |
| mediator | 3.9 | initiator | 4.2 |
| enthusiastic | 3.9 | organized | 4 |
| organized | 3.7 | courage | 4 |
| sense of humor | 3.7 | enthusiastic | 3.9 |
| observant | 3.7 | mediator | 3.9 |
| empathy | 3.4 | observant | 3.7 |
| independent | 3.3 | independent | 3.5 |
| follower | 3 | follower | 3.4 |
| nonassertive | 2.2 | sense of humor | 3.3 |
| assertive | 2.1 | nonassertive | 2.6 |
| aggressive | 1.6 | aggressive | 2.2 |

In Table 4.2, honesty, work ethics, self concept, learner, and courage remained in the top five for the year as important characteristics of a leader. Although honesty decreased in importance over the year, it remained the top choice as the most important characteristic.

| Means Measurement (Descending Order) | | | | |
|--------------------------------------|-------|-------------------|--|-------|
| Importance of Characteristics | | | | |
| Table 4.2 | | | | |
| School # 2 Oct/96 | | School # 2 May/97 | | |
| | Means | | | Means |
| honest | 4.9 | honest | | 4.7 |
| self concept | 4.7 | courage | | 4.5 |
| work ethics | 4.6 | team player | | 4.4 |
| co-operative | 4.5 | self concept | | 4.4 |
| learner | 4.5 | work ethics | | 4.2 |
| courage | 4.3 | learner | | 4.2 |
| good listener | 4.3 | co-operative | | 4.1 |
| confident | 4.2 | good listener | | 4 |
| team player | 4.1 | confident | | 4 |
| informative | 4.1 | fair | | 4 |
| assertive | 4.1 | communicator | | 4 |
| fair | 4.1 | assertive | | 3.9 |
| responsible | 4 | responsible | | 3.8 |
| communicator | 4 | decisionmaker | | 3.8 |
| observant | 3.9 | enthusiastic | | 3.7 |
| initiator | 3.8 | observant | | 3.7 |
| mediator | 3.8 | initiator | | 3.7 |
| enthusiastic | 3.7 | informative | | 3.5 |
| empathy | 3.6 | follower | | 3.4 |
| decisionmaker | 3.6 | empathy | | 3.4 |
| sense of humor | 3.5 | sense of humor | | 3.3 |
| follower | 3.3 | independent | | 3.3 |
| organized | 3.3 | mediator | | 3 |
| independent | 3.3 | organized | | 2.9 |
| nonassertive | 2.1 | nonassertive | | 2.2 |
| aggressive | 2 | aggressive | | 2.1 |

In Table 4.3, the use of leadership qualities in School #1 is shown. Self-concept, fair, co-operative, confident and team player are the top five qualities they use the most after the leadership program. Being a team player showed a gain of 0.4 from October to May.

| Means Measurement Descending Order | | | |
|------------------------------------|-------|-------------------|-------|
| Use of Characteristics | | | |
| Table 4.3 | | | |
| School # 1 Oct/96 | | School # 1 May/97 | |
| | Means | | Means |
| self concept | 4.5 | self concept | 4.6 |
| courage | 4.5 | team player | 4.5 |
| good listener | 4.3 | confident | 4.4 |
| responsible | 4.2 | fair | 4.4 |
| confident | 4.2 | co-operative | 4.3 |
| work ethics | 4.1 | learner | 4.3 |
| fair | 4.1 | observant | 4.3 |
| team player | 4.1 | good listener | 4.2 |
| decisionmaker | 4.1 | informative | 4.2 |
| co-operative | 4.1 | responsible | 4.1 |
| learner | 4 | sense of humor | 4 |
| sense of humor | 4 | work ethics | 4 |
| observant | 4 | courage | 4 |
| honest | 3.9 | decisionmaker | 4 |
| assertive | 3.9 | mediator | 3.9 |
| communicator | 3.9 | assertive | 3.9 |
| mediator | 3.8 | enthusiastic | 3.9 |
| informative | 3.7 | communicator | 3.8 |
| enthusiastic | 3.6 | honest | 3.8 |
| organized | 3.5 | initiator | 3.6 |
| independent | 3.3 | organized | 3.6 |
| initiator | 3.1 | independent | 3.5 |
| empathy | 3 | empathy | 3.4 |
| follower | 2.9 | follower | 3.3 |
| nonassertive | 1.9 | nonassertive | 2.4 |
| aggressive | 1.6 | aggressive | 2.1 |

In Table 4.4, self-concept, confident, and courage remained the top three characteristics that the students use in School #2. Responsible behavior saw a significant increase of 0.5 in use from October to May. Being fair saw an increase in use from 3.7 in October to 4.1 in May.

| Means Measurement Descending Order | | | | |
|------------------------------------|-------|-------------------|--|-------|
| Use of Characteristics | | | | |
| Table 4.4 | | | | |
| School # 2 Oct/96 | | School # 2 May/97 | | |
| | Means | | | Means |
| self concept | 4.7 | courage | | 4.3 |
| courage | 4.3 | responsible | | 4.3 |
| team player | 4.1 | self concept | | 4.2 |
| learner | 4.1 | confident | | 4.1 |
| co-operative | 4 | observant | | 4.1 |
| confident | 4 | fair | | 4.1 |
| good listener | 3.9 | co-operative | | 4 |
| decisionmaker | 3.9 | learner | | 4 |
| observant | 3.8 | decisionmaker | | 4 |
| responsible | 3.8 | team player | | 3.9 |
| honest | 3.8 | communicator | | 3.7 |
| enthusiastic | 3.7 | good listener | | 3.7 |
| sense of humor | 3.7 | sense of humor | | 3.7 |
| work ethics | 3.7 | enthusiastic | | 3.6 |
| fair | 3.7 | organized | | 3.5 |
| informative | 3.6 | informative | | 3.5 |
| communicator | 3.6 | assertive | | 3.5 |
| assertive | 3.5 | honest | | 3.5 |
| follower | 3.4 | independent | | 3.4 |
| mediator | 3.4 | work ethics | | 3.4 |
| initiator | 3.3 | initiator | | 3.4 |
| organized | 3.3 | mediator | | 3.3 |
| empathy | 3.2 | follower | | 3.2 |
| independent | 3.1 | empathy | | 3.2 |
| nonassertive | 2.7 | aggressive | | 2.3 |
| aggressive | 2.3 | nonassertive | | 2.2 |

SPIRIT COMMITTEE

The following are the results taken from a second questionnaire that was administered to the grade six class because of all the members of the Spirit Committee, a significant number were from the grade six class (24/38). Of the twenty-three out of a possible twenty-seven matched results from the questionnaire, twenty of them were on the Spirit Committee. This final evaluation sought to connect the learning from the leadership class with the Spirit Committee.

Spirit Committee - Grade Six

1. Why did you join the Spirit Committee?

get to choose activities, share ideas (3), make things,
learn how to be a leader (2), to show spirit (6), extra activity,
have fun (6), help the school (2), have a say,
be a responsible person, promote school spirit, be involved (3)

2. What do you like about being on the Spirit Committee?

choosing activities (4), sharing ideas (5),
make up special days, working in a group,
get a vote in what's happening at the school (7),
doing the activities (2), developing my artistic intelligence,
putting spirit in the school, making posters (3)

3. Rate which skills that you have learned in the leadership class that have helped you in the Spirit Committee.

| | 1=never | 2=sometimes | 3=always |
|------------------------------|---------|-------------|----------|
| Being a good listener | (1) | (9) | (10) |
| Sharing with the group | (0) | (10) | (10) |
| Having a positive self-image | (0) | (8) | (12) |
| Being a team player | (0) | (9) | (11) |
| Communicating clearly | (1) | (11) | (8) |
| Reflective listening | (1) | (13) | (6) |
| Problem-solving | (2) | (15) | (3) |
| Other (Please explain) | (0) | (0) | (1) |

giving ideas

4. Rate which skills that you have learned in the leadership class that have helped you in your daily activities.

| | 1=never | 2=sometimes | 3=always |
|------------------------------|---------|-------------|----------|
| Being a good listener | (0) | (8) | (12) |
| Sharing with the group | (0) | (9) | (11) |
| Having a positive self-image | (0) | (6) | (14) |
| Being a team player | (0) | (13) | (7) |
| Communicating clearly | (0) | (13) | (7) |
| Reflective listening | (1) | (11) | (8) |
| Problem-solving | (4) | (12) | (4) |
| Other (Please explain) | (0) | (2) | (0) |

giving ideas, help express my feelings.

5. How can the Spirit Committee be improved?

more meetings, everyone sharing ideas,

do things for the Elementary, not always elementary/junior high (4),

more members, can't improve (3),

don't know (2), have only Grade 6's,

prior knowledge of meetings, less meetings,

make some subjects more interesting

6. Do you think the Grade Six class should have a leadership class every year? _____ Why or Why Not? _____

Yes (17) to be a role model, it's fun,
good example for younger kids, get along better,
learn to be a leader, put out your ideas,
students get to choose activities, to show leadership,
spread team spirit throughout the school,
help others, like to participate,
look at things from a different perspective,
feel good about yourself, teach right from wrong,
helps you to be a good leader even at a young age,
leadership is something everyone should learn.

No (3) don't use it much, everybody should care
didn't help with our leadership.

APPENDIX D

LEADERSHIP
LESSON PLANS

Lessons #3 & 4 Leaders

(U1-T3- following Jesus-the struggles that result and the strengths needed)

Brainstorm for: examples of good leaders
what makes a good leader
what skills do we need to develop to become a good leader

Examples: (1) Jesus, Martin Luther King Jr., Abraham Lincoln, Sister Theresa, The Apostles

(2) good listener, problem-solver, trustworthy, credible, brings out the best in people, positive

(3) **Self-Concept** (self-control, sense of fairness, courage, self-acceptance, knowing yourself, hard worker); **Problem-Solving** (decision-making, planning, organization, paying attention to detail, carry through, examine each situation, ability to handle conflict); **Communication** (getting along with others, listening, understanding, open communication, belief in the success of the group, to be a follower).

Record in your journal what you feel is a good leader and how you would be as a leader.

(U1-T3- relate to Peter who took on the responsibility given by Jesus)

Brainstorm for any leadership activities they could do.

liturgy

community project

bake sale/raffle for the needy

staff appreciation

tutors for younger students

Group Work: List as many feeling words as you can. This will be timed.

Come together as a large group to discuss

Pairs: Complete an ABC sheet of feeling words

(U2-T4-making choices to help others)

(Just in Case): Feeling Charades: From a list of feeling words that are placed in a bag, students are to draw one out and to demonstrate that feeling

using facial expressions or body language. Other students try to guess the feeling.

Lessons #5 & 6 Self-Concept

(U2-T4- choosing to act-life challenges us. What do we do?)

Discuss self-concept: A person with a healthy self-concept says, "I am the best me there is and you are the best you!" There isn't a need for put downs against others to make themselves look good because that individual has a good picture of themselves and their abilities. Your self-image of yourself affects the way you do things. If you keep telling yourself that you can't do anything right, then when ever you try things (if you do), then you'll be so unsure of yourself that you won't do anything right. Eventually others will start believing you can't do anything right as well.

Case study: Melanie was a girl in sixth grade who's parents made less money than others. Because her family had less, including money for nice clothes, Melanie was ashamed of what she wore and thought that she wasn't very pretty.

Melanie often wore the same two dresses to school. Her hair was usually tangled and dull. It hung down over her eyes and looked uncared for. Her hands were often dirty. But, behind her unkempt appearance, was a nice smile. When Melanie smiled and stood up straight, her eyes were bright and friendly.

A classmate noticed this and talked to Melanie privately. She made Melanie think more about her appearance and what others might notice most about her. One comment she made was "Melanie, when I see you at school with your hair unbrushed and limp, I wonder to myself, why doesn't she care about herself more?"

This caught Melanie by surprise because she hadn't given much thought to her appearance. She was too busy feeling sad for herself that she thought no one noticed or cared.

One day Melanie decided to get up early and wash her hair. She brushed it until it was shiny and tangle free. She also washed her face and hands. It was refreshing to get the sleep out of her eyes and to feel her clean skin. Although she wondered if anyone would notice, it was more important that she felt better about herself.

When she arrived at school, her teacher noticed at once and said, " Hi, Melanie, did your mom do your hair this morning? It looks so pretty." Melanie felt herself smile and stand taller. She was suddenly less afraid to look at others in the class. She felt proud of herself. Taking better care of her physical self seemed more important. Though she didn't have many clothes, she learned that she could still do things to help her look and feel better.

One way to understand more about yourself is to know more about your own self-image. What picture do you have of yourself?

Get into pairs to discuss the following:

- 1) What are your physical traits?
- 2) What do you believe?
- 3) What can you do?
- 4) How do you act with others?
How do they act with you?

Record in your journal your responses to the four questions.

(U2-T4- choosing to act in certain ways)

Examine stereotypes: **The Computer-** In order to be liked, computers allow others to program their actions and their feelings. They rarely share their own opinion or express their own needs. They want to please other and meet their needs.

The Marionette- Others pull strings for the puppet's every move. Marionettes feel they can't make their own decisions and feel worthwhile only when their decision please others. They usually feel as if they have no control over their own lives.

The Pretzel- The pretzel tries to please everyone. Trying to be accepted and liked, pretzels twist themselves into the shape they think others like or the one they think is more acceptable.

The Tuba- Tubas are loud, brassy people who 'toot their own horns'. They keep repeating "I am the greatest" and are often labelled conceited. Tubas only feel worthwhile when they are being noticed. They are in a never-ending search for attention. They may appear to feel great about themselves, but they depend on others to tell them how great they are. Tubas put down others to make themselves look better. They make excuses for their mistakes and rarely admit them-they're someone else's fault.

Good Self-Concept- They do not rely on the opinions of others but use that information in their decision-making. They accept themselves as they are and accept others too. They use positive self-talk, separate themselves from their behaviors, create their own happiness, and take responsibility for the choices they make.

Hand out and then discuss A Wish For Leaders.
Complete a personal Coat of Arms.

Complete sheet: I am Becoming the Best that I Can Be.

Journal: What stereotype do you think you are and why?

Lessons # 7-10 Communication **(U2-T6- Experiencing hurt that comes from other's actions)**

Discuss verbal and nonverbal communication.

Nonverbal: gestures, postures, touch, use of space, attitude

Body language may have a greater effect on what we hear than what someone has said to us because we listen to nonverbal message unconsciously. Nonverbal messages may support verbal messages, change the content and meaning of the message, or even contradict it.

Good communication:

- Be sure you understand what you want to say
- Clarify your ideas before you communicate them
- State your message as simply as possible
- Consider the entire environment affecting your communication
- Be aware of the receiver
- Consider the overtones of your message
- Provide for and encourage feedback
- Follow up your communication
- Make sure your actions support your communication
- Listen

(U2-T6- communicate God's love)

Complete sheet "Are you a Good Listener?"

Journal: Do you think listening is an important skill to have and why?)

Listening skills: 1) Look at the person who is talking
2) Pay attention to the person's words
3) Be aware of the person's feelings
4) Say something that shows you are listening

#1 Listening and understanding are much easier when you look directly at the person who is talking. The face can tell you a lot about what is said. When your eyes are focused on the person who is talking, you are telling them that you are listening and that you want to hear what you have to say. (For example...)

#2 Careful listeners hold back their own ideas at first. They focus on what the person is saying. As you listen, many of your own ideas come to mind. You can share these later. Right now it is important to keep your attention on the person talking. Listen for main ideas about what the person is saying and try to remember a few key words and ideas. (For example...)

#3 If you only listen to the exact words said then you will miss the feelings that go with the words. If you're a careful listener, you can hear a person's feelings. It is worthwhile to think, "What am I hearing- pleasant or unpleasant feelings?" (For example...)

#4 The person will not know you are really listening unless you say something that shows it. Careful listeners are able to tell what they have heard. They know when it is their turn to talk. They don't change the subject. They stick to the point. What a careful listener says also encourages the person to talk and think more about things. (For example...)

Communication Exercise:

(U2-T6- opening up the lines of communication so misunderstanding doesn't result)

Divide into groups, select one person to be the speaker.

One-way communication and two-way communication sheets are given to the speakers. Group members draw as directed.

Journal: Which communication exercise was harder?

Open and Closed Questions: Open questions help to open up or continue a conversation. The person is encouraged to talk more. For example: What made you do that? or What do you like to read? or How do you plan to do your homework? Closed questions can be answered with a simple yes or no. There is no need to explain more, the question has been answered and the conversation is closed. For example: Do you like him? Are you going to the game? Is that your book?

Questioning Activity: Sit in a circle and have one person in the group briefly tell about something that happened at home or at school. Starting with the person to the left of the speaker, go around the circle asks the speaker a question about what was said. The speaker doesn't answer the question but instead tells whether it is an open or closed question. Another person becomes the speaker and it goes around again.

Reflective listening:

(U3-T8- we are called to stewardship)

Reflection is an active listening response which is attuned to the heart, mind, and circumstance of the speaker. Some possible responses to make to a speaker are:

Enabling statement: a look, word, or gesture that says "I'm with you"
Eg. "Uh huh; Go on; Sure; Yes"

Reflection of Content: Repeat what the person said in your own words

Reflection of Feeling: In figuring out how the person is feeling, you tell them you understand. Eg. This has really made you sad hasn't it?

Probe for Content: Ask for more information of clarification. Eg. You said that she was late. I don't understand what you mean.

Probe for Feeling: Label the feelings you've heard and get them to explain them more. Eg. You said that you were upset. Could you describe what you meant by that?

Summary of Content: Summarize what you've heard. Eg. It's been one thing after another and this is the final straw.

Summary of Feeling: Summarize the feelings you've heard. Eg. At first you were angry but now you're feeling a little lost.

Information: Provide the speaker with some information to help resolve their dilemma. Eg. If you check the last newsletter that went home, you'll find the schedule there.

Confrontation: You point out the reality of the situation the way you see it. Eg. I think it is important that you go and talk to the teacher about this as soon as possible.

Practice reflective listening. Get into groups of three. One will be the speaker, the second will be the listener and the third will be the observer. Everyone will eventually do each of the roles as we rotate positions. The speaker will be given a scenario in which to role play. The listener will practice reflective listening, attempting to use any number of the responses given. The observer will observe the interaction between the two to determine if the speaker's needs are being met. Discuss each person's feelings at the end of each round.

Journal: How did you feel in each of your roles? Which was hardest? easiest?

Complete sheet "What do you say?"

Lessons # 11-12 Problem-Solving

(U3-T9- problem-solve with Jesus in mind. we become servants of God)

Complete sheet "A Day in My Life". Discuss the various decisions they made that day and determine what is important to them.

Problem-solving model: Ask five questions

1. What is the problem?
2. What have you tried?
3. What else could you do and what would happen?
4. What's your next step?
5. How did it go?

Complete sheet "What is the problem?"

Journal: What do you think of the problem-solving process?

Discuss assertive vs aggressive behaviors.

Assertive is when we express our thoughts and feelings honestly, in a straightforward fashion, and with respect to others. An assertive person is able to express both positive and negative feelings and opinions.

Complete sheet "How assertive are you?"

An assertive person: has a calm appearance

has a good posture

makes eye contact

has consistent facial/speech expression

expresses feelings and beliefs honestly and directly

stand up for their rights

respect and empathy for others

takes initiative in interpersonal encounters

Aggressive behavior is an attack on another person, violating their rights and attempting to humiliate or put down another person rather than be honest about one's feelings.

An aggressive person: violates the rights of others

makes decisions for others

puts down others by making themselves more

important or by discounting what the other person has done

being sarcastic, confrontational, blaming or hostile

expressing their feelings in an inappropriate manner
attacks the worth of others
demands his way
uses "you" instead of "I" when making statements
assumes no responsibility for own behavior
does not disclose personal feelings directly

Nonassertive people do not stand up for their rights and may feel that others take advantage of them. Because they have difficulty expressing their own feelings, they often become angry. They will verbally agree to do something but their body language tells a different story. They may have a tight mouth, weak in voice and somewhat withdrawn.

A nonassertive person: is shy

places other's wants before their own
discounts own worth
lets others make the decisions for them
seems anxious and nervous often
seldom says no
agrees with others rather than expressing own feelings

Complete sheet on behavior for next class.

Complete conflict survey

Journal: How do you deal with conflict?

**January-June Leadership Activities
(U3-T8&9- stewardship)**

APPENDIX E

JOURNAL SHEETS

APPENDIX F

ACTIVITY SHEETS

Feelings Alphabet

Names: _____

With your partner, find feeling words for every letter of the alphabet.

A _____

O _____

B _____

P _____

C _____

Q _____

D _____

R _____

E _____

S _____

F _____

T _____

G _____

U _____

H _____

The next five letters may be in the

I _____

words and not only the first letter.

J _____

V _____

K _____

W _____

L _____

X _____

M _____

Y _____

N _____

Z _____

Feeling Charades

| | | |
|-------------|------------|------------|
| embarrassed | proud | frustrated |
| scared | angry | guilty |
| lonely | healthy | hurt |
| confused | accepted | frustrated |
| bored | annoyed | strong |
| furious | tense | down |
| anxious | clumsy | worthless |
| joyful | inadequate | confident |
| shocked | involved | nervous |

A Wish For Leaders

I sincerely wish you will have the experience of thinking up a new idea, planning it, organizing it, and following it to completion, and then have it be magnificently successful. I also hope you'll go through the same process and have something fail.

I wish you could know how it feels to run with all your heart and lose...horribly.

I wish that you could achieve some great good for humankind, but have nobody know about it except for you.

I wish you could find something so worthwhile that you deem it worthy of investing your life within it.

I hope you become frustrated and challenged enough to begin to push back the very barriers of your own personal limitations.

I hope you make a stupid mistake and get caught red-handed and are big enough to say those magic words: "I was wrong."

I hope you give so much of yourself that some days you will wonder if it's worth all the effort.

I wish for you a magnificent obsession that will give you reason for living and purpose and direction and life.

I wish for you the worst kind of criticism for everything you do, because that makes you fight to achieve beyond what you normally would.

I wish for you the experience of leadership.

Earl Reum

Personal Coat of Arms

- Draw:
1. What I like to do in my free time.
 2. Three things that are important to me.
 3. One major goal in my life.
 4. A special talent that I have.
 5. My favorite color.
 6. My most favorite things (activity, thing, person).

I Am Becoming the Best that I Can Be

I am a wonderful: (Circle all that are true)

| | | | |
|-----------|----------|---------------|-----------------|
| artist | athlete | cookie eater | swimmer |
| sport | mimic | singer | lip sync artist |
| organizer | leader | mathematician | bike rider |
| son | dancer | person | sleeper |
| hiker | actor | dresser | comedian |
| doodler | daughter | talker | painter |
| walker | reader | friend | TV watcher |
| acrobat | skater | hugger | student |

If I were a sign, I would say: _____

If I were an animal, I would be: _____

Today, I am the color _____ because _____

If I were a shoe, I would be: _____

If I were food, I would be: _____

If I were a piece of furniture, I would be: _____

If I were a song I would be: _____

If I were a character in a movie, I would be: _____

because _____

If I were a place, I would be: _____

If I were a building, I would be: _____

Three words that describe me: _____

Three words I would like people to use to describe me: _____

Three things I am working on to change about myself: _____

Something I hope I will always be: _____

1. I feel best when people _____
2. Many people do not agree with me on the subject of _____
but that's okay because _____
3. People who expect a lot from me make me feel _____
4. When people depend on me, I _____
5. I get angry when people _____
and I usually _____ because of it
6. I have trouble dealing with people who _____
7. When I enter a new group, I feel _____
8. When I talk with a stranger, I _____ because _____
9. When people first meet me, they _____
10. When I am in a new group, I feel clumsy when _____
11. When a conversation begins, I _____
12. When I stand up in front of a large group, I _____
13. I would be more comfortable in a group if _____

Three people who:

Make me smile: _____

Call me friend: _____

Think I'm okay: _____

Always support me: _____

Know me well: _____

Think like I do: _____

Look up to me: _____

Intimidate me: _____

Like me: _____
Gossip about me: _____

Three People That:

I admire: _____
I call friend: _____
I look up to: _____
I'm afraid of: _____
Make me smile: _____
I really care about: _____
I wish would notice me: _____
Like me a lot: _____
I'll never understand: _____

Three Things I:

Want to do: _____
Need to do: _____
Hate to do: _____
Love: _____
Would like to buy: _____
Can't get enough of: _____
Will never outgrow: _____
Would never do: _____

My greatest achievement, so far: _____
My best day so far: _____
My favorite daydream: _____
The time I felt most proud of myself: _____

Something I surprised myself by doing: _____

Are You A Good Listener?

Name: _____

Rate your listening beliefs and skills by circling the appropriate number for each question.

**1=not really 2=seldom 3=50/50 4=sometimes 5=almost
always**

- | | | | | | |
|---|---|---|---|---|---|
| 1) Do you like to listen to other people talk? | 1 | 2 | 3 | 4 | 5 |
| 2) Do you encourage others to talk? | 1 | 2 | 3 | 4 | 5 |
| 3) Do you listen even if you do not like the person who is talking? | 1 | 2 | 3 | 4 | 5 |
| 4) Do you listen equally well whether the person talking is man or woman, young or old? | 1 | 2 | 3 | 4 | 5 |
| 5) Do you listen equally well to friend, acquaintance, stranger? | 1 | 2 | 3 | 4 | 5 |

The next series of questions refer to what you do when someone comes to you and needs to talk.

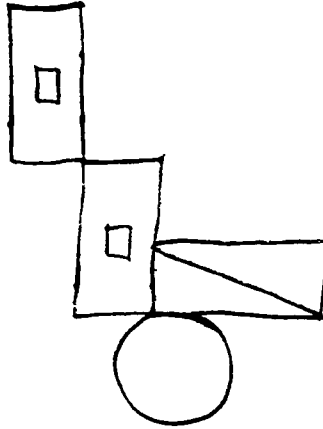
- | | | | | | |
|---|---|---|---|---|---|
| 6) Do you put what you've been doing out of sight and out of mind? | 1 | 2 | 3 | 4 | 5 |
| 7) Do you look at the speaker? | 1 | 2 | 3 | 4 | 5 |
| 8) Do you ignore distractions? | 1 | 2 | 3 | 4 | 5 |
| 9) Do you smile, nod your head, and otherwise encourage them to talk? | 1 | 2 | 3 | 4 | 5 |

1=not really 2=seldom 3=50/50 4=sometimes 5=almost always

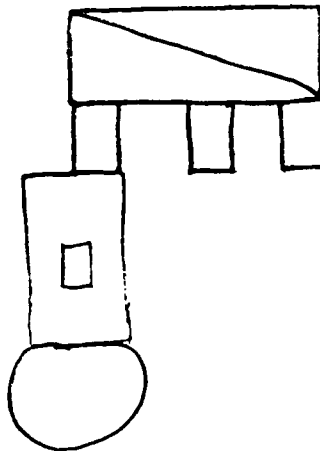
- | | | | | | |
|--|---|---|---|---|---|
| 10) Do you think about what they're saying? | 1 | 2 | 3 | 4 | 5 |
| 11) Do you try to figure out what they mean? | 1 | 2 | 3 | 4 | 5 |
| 12) Do you try to figure out why they are saying it? | 1 | 2 | 3 | 4 | 5 |
| 13) Do you let them finish what they are trying to say? | 1 | 2 | 3 | 4 | 5 |
| 14) Do you encourage the speaker to go on, if they hesitate? | 1 | 2 | 3 | 4 | 5 |
| 15) Do you restate what the speaker said and ask them if you got it right? | 1 | 2 | 3 | 4 | 5 |
| 16) Do you withhold judgment about the speaker's ideas until they have finished? | 1 | 2 | 3 | 4 | 5 |
| 17) Do you listen regardless of their manner of speaking and choice of words? | 1 | 2 | 3 | 4 | 5 |
| 18) Do you listen even though you anticipate what they are going to say? | 1 | 2 | 3 | 4 | 5 |
| 19) Do you question the speaker to get them to explain their ideas more fully? | 1 | 2 | 3 | 4 | 5 |
| 20) Do you ask speakers what the words mean as they use them? | 1 | 2 | 3 | 4 | 5 |

One-Way and Two-Way Communication

Speaker: Study the drawing on this sheet. Tell the members of your group how to draw the design. Begin with the top rectangle and describe each in order. Be sure to describe each rectangle's relationship with the others. NO QUESTIONS ARE ALLOWED. Give directions with your back to the group. You have three minutes to do this.



Speaker: Study the drawing on this sheet. Face the group. Instruct the members how to draw the design. Begin with the top rectangle and describe each one, noting its relation to the others. DO NOT MAKE HAND SIGNALS. ANSWER ALL QUESTIONS ASKED. There is no time limit, but describe as fast as you can.



Reflective Listening

Reflection is an active listening response which is attuned to the heart, mind, and circumstance of the speaker. Some possible responses to make to a speaker are:

Enabling statement: a look, word, or gesture that says "I'm with you"
Eg. "Uh huh; Go on; Sure; Yes"

Reflection of Content: Repeat what the person said in your own words

Reflection of Feeling: In figuring out how the person is feeling, you tell them you understand. Eg. This has really made you sad hasn't it?

Probe for Content: Ask for more information of clarification. Eg. You said that she was late. I don't understand what you mean.

Probe for Feeling: Label the feelings you've heard and get them to explain them more. Eg. You said that you were upset. Could you describe what you meant by that?

Summary of Content: Summarize what you've heard. Eg. It's been one thing after another and this is the final straw.

Summary of Feeling: Summarize the feelings you've heard. Eg. At first you were angry but now you're feeling a little lost.

Information: Provide the speaker with some information to help resolve their dilemma. Eg. If you check the last newsletter that went home, you'll find the schedule there.

Confrontation: You point out the reality of the situation the way you see it. Eg. I think it is important that you go and talk to the teacher about this as soon as possible.

Scenarios

A "friend" is calling you names on the playground. It has been going on for two days now and it really bothers you. You decide to talk to them about the problem. What do you say?

Your mom insists that you have your room clean before you leave for school. You're not too energetic in the morning so this is a tough job. As a result, you are always late for school. You decide to talk to your mom about this problem. What do you say?

Your brother/sister borrows your things without asking. You keep finding your things either in the dirty clothes hamper or scattered around their room. Your brother/sister is two years older and bigger. You decide to talk to them about it. What do you say?

Your parents nag you about taking out the trash. You are so busy doing other things that you have been forgetting your chores. You want to get your parents off your back so you decide to talk it out with them. What do you say?

A kid on the playground hogs the tether ball and you want it. This always seems to happen to you. Any time you want to play a sport, another kid has the equipment. You decide to talk about this with another person. What do you say?

You want to watch a certain TV program. No one else does. You only have one TV in your home. Before your whole family settles in to watch TV, you decide to talk about this problem. What do you say?

Your teacher is upset with you for not doing your homework. You have been lazing around watching TV at home and haven't bothered to do your homework. What do you say?

Your parents don't like it when you talk back. You get so upset at some of their rules that you just say anything. This time you decide to talk about the problem without getting upset. What do you say?

You need to do your homework at the baby-sitter's or the day care. You never get around to it. There are always more interesting things happening there. When you get home, there's no time for homework. You decide to talk to your babysitter about this problem. What do you say?

A kid at school takes your equipment when you are trying to play. He/she is in an older grade. They don't ask permission, they just grab. The next time this happens, you decide to talk it out with that person. What do you say?

Two friends are teasing you about your new haircut at recess. Recess is almost over. What do you say? What do you do?

A bigger boy is pushing you and trying to fight with you on the way home from school. What do you say? What do you do?

Your brother makes a new friend of the new boy on the block. You and your brother used to play together, and now he doesn't have time for you. He is busy running out the door to go to his new friend's house. What do you say? What do you do?

Your mom has asked you nicely to clean up your room before she gets home from work. Now she is home and is getting really mad at you. What do you say? What do you do?

Your dad and mom are divorced. Dad says he'll pick you up on the weekend and at the last minute calls to cancel. What do you say? What do you do?

You come home from school to find your little sister in your private stuff drawer in your room. She has made a mess. What do you say? What do you do?

Your little brother is listening in on your phone conversations with your boyfriend/girlfriend. You catch him. What do you say? What do you do?

Your stepdad wants you to help him in the yard this weekend, but your friend is having a sleep-over. You have already told your stepdad that you will help him. What do you say to your friend when he calls to ask if you are coming? What do you do?

Your teacher blames you for doing something you didn't do. You decide to talk to her. When do you do it? What do you say?

You really hurt your dad's feelings by something you said. Do you avoid it and hope he'll forget it? Or, do you decide to talk to him about it? If you talk, what do you say?

Your sports coach says that you are not being a good sport because you got mad when you didn't get to play in the last game. You feel mad.. You decide to talk to him. When do you do it? What do you say?

Someone in your family has begun to drink too much. You are worried and scared. Do you hold in your feelings? Do you choose to talk about it? If you talk, to whom? And, when? What do you say?

You have a conflict within yourself.. You forgot to study for the test, and you can see the paper of the student in front of you.. What will you say to yourself? What will you do?

What Do You Say?

Case 1: Susan turned away from her friends and looked at the ground. She mumbled, "Well, I don't know. Maybe I could and maybe I couldn't...it's just that I've never tried to do something like that before."

What do you say? Please circle one.

1. "You're unsure you want to try."
2. "It's not so hard and you can do it."
3. "What keeps you from trying it?"
4. "I did it and it was easy."

Case 2: Randy is running after Matt. His fist is raised and he is shouting, "You dirty rat...if I ever catch you-you'll be sorry! You won't forget it either..." Then Randy slows down and walks over to you, still glaring and muttering at Matt who has run away.

What do you say? Please circle one.

1. "You'd better be careful or you'll be in trouble, Randy."
2. "You're really mad, Randy."
3. "Hey, Randy, what happened between you and Matt?"
4. "I know just what you feel, Randy. Matt will be sorry someday."

Case 3: "My parents are going to be so mad when they get that note from Mrs. Luis, my teacher. I'll have to stay at home for two weeks. I'll never get out to play. I'm really going to be in trouble when I get home."

What do you say? Please circle one.

1. "Talk with Mrs. Luis and tell her how much trouble you will be in, if that note goes home."
2. "You're worried about what's going to happen when you get home."
3. "What do you think your parents will say to you?"
4. "You are going to have to face up to your parents when you get home."

Case 4: "It's one of the best things that could happen to me. You see, I sold the most subscriptions for the paper this year. So, I get the free trip to Disney World."

What do you say? Please circle one.

1. "Wow! Selling those subscriptions got you a real prize."
2. "Wow! How did you sell so many subscriptions?"
3. "Wow! You sound so excited!"
4. "Wow! I went to Disney World last year and it was fun."

A Day in My Life

In the space below, describe what you do on a regular school day. Close your eyes for a moment. Picture yourself in all the places. What do you hear yourself talking about and see yourself doing each day? Describe your day from start to finish.

What I Did

What Happened as a Result

Before School

1.

2.

3.

4.

5.

At School

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

After School

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Think for a moment or two. After looking at what you just wrote, you may start to see that some things are important to you. Make a list of the things that seem important to you in your life right now.

_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.

All these things are important. But they are not equally important to you. Look at your list. What matters the most right now? Pick them out by order of importance and list them below.

_____ is most important to me.
_____ is second most important to me.
_____ is third most important to me.
_____ is fourth most important to me.
_____ is fifth most important to me.
_____ is sixth most important to me.
_____ is seventh most important to
me.
_____ is eighth most important to me.

Now look at your list and look at your decisions. How did your day add up? Did most of your decisions fit with getting what is important to you? Or did you find that you may have priorities but your decisions are influenced by something else? In the space below, write what changes you'd like to make in your typical day.

What is the Problem?

Keith liked to play baseball. He was a good fielder and loved to bat. His parents worried about Keith's grades. He had not done well in spelling or math. They told him that he had to do better on his next report card, or he would not be able to play baseball.

Keith studied very hard for two weeks. But, there was little improvement on his test scores. He thought about giving up, but he wanted very much to play baseball. One day he tore up a test and threw it in the wastebasket on his way out of the classroom. He was very angry.

Now Keith wants your help with his problem. After you both find a quiet place to talk, he begins to tell you about it.

Keith: Nothing I do turns out right. I tried and tried, but it didn't do any good.

Your response: _____

Keith: I really want to play baseball, but I can't get those dumb spelling and math tests.

Your response: _____

Keith: See, my parents told me that if I don't do better in spelling and math, I can't play baseball this summer.

Your response: _____

How Assertive Are You?

Complete the following checklist to help identify ways in which you are assertive.

| Hard for me | Ordinary | Easy for me | |
|----------------|----------|----------------|---|
| _____ | _____ | _____ | 1. To ask for help. |
| _____ | _____ | _____ | 2. To start talking to a new kid in class. |
| _____ | _____ | _____ | 3. To tell someone good news about yourself. |
| _____ | _____ | _____ | 4. To give a compliment. |
| _____ | _____ | _____ | 5. To ask for the return of borrowed items. |
| _____ | _____ | _____ | 6. To tell someone you are busy now but you could talk later. |
| _____ | _____ | _____ | 7. To ask to join a game that is already started. |
| _____ | _____ | _____ | 8. To say "no" if someone wants to borrow your toys. |
| _____ | _____ | _____ | 9. To tell someone that you disagree. |
| _____ | _____ | _____ | 10. To apologize when you are wrong. |

Conflict

Read each statement carefully. Circle **T** if you think the statement is **true** and **F** if you think it is **false**.

- | | | |
|----------|----------|---|
| T | F | 1. Conflict is a natural part of life. |
| T | F | 2. All conflicts end in violence. |
| T | F | 3. There are at least two sides in every conflict. |
| T | F | 4. It is possible to eliminate conflict. |
| T | F | 5. Behavior can be either appropriate or inappropriate depending on where it happens. |
| T | F | 6. Inappropriate behavior can cause conflict. |
| T | F | 7. Behavior cannot be changed. |
| T | F | 8. People all over the world have the same basic needs. |
| T | F | 9. Unmet needs can cause a conflict. |
| T | F | 10. There are many nonviolent alternatives available to solve a conflict. |
| T | F | 11. It is not possible for everyone to win in a conflict. |
| T | F | 12. Calling someone a name is a form of violence. |
| T | F | 13. Frustration always leads to violence. |
| T | F | 14. It is important to learn not to get angry. |
| T | F | 15. Adults never have conflicts. |
| T | F | 16. Conflict can be constructive as well as destructive. |
| T | F | 17. Conflicts can escalate or de-escalate, depending on what is said or done. |
| T | F | 18. Fighting fair means respect for others and for ourselves. |
| T | F | 19. In resolving a conflict it is important not to embarrass or humiliate the other person. |
| T | F | 20. Learning to handle conflict constructively takes a lot of practice and skill. |

APPENDIX G

SPIRIT COMMITTEE ACTIVITIES

The following messages and judging forms were developed by the Spirit committee. They have been transcribed here as the students wrote them.
December

Spirit Committee

December 9th Door Decorating Contest
Classrooms are invited to create a Christmas display using materials brought from home. Each classroom door will be judged on the basis of creativity, originality and use of recycled materials. Judging will take place on December 19th and prizes will be distributed on the 20th. All doors should be completed by Friday, December 13th. Once the doors are completed, **ALL STUDENTS** please be careful going past the doors so that they do not get ripped or damaged in any way.

December 11th It's Red/green/white day. Wear any combination of these colors to show your spirit! During the lunch hour, elementary students will have the opportunity to have their picture taken with SANTA for the low cost of \$1.00. Junior high students will get the same opportunity during the DANCE later on that day.

December 20th We will be having a CAROLFEST in the morning. Each class has been assigned a carol to perform. Each class has been buddied with three or four other classes.

| | |
|------------|----------------------------------|
| K-7A-8A-9A | (Frosty the Snowman) |
| 1-7B-8B-9B | (Up on the Housetop) |
| 2-7C-8C-9C | (Jingle Bell Rock) |
| 3-7D-8D-9D | (Rudolph the Red-Nosed Reindeer) |

4-7E-8E-9E
 5-7G-8G-9G
 6-7H-8H

(We Wish You a Merry Christmas)
 (Jingle Bells)
 (Deck the Halls)

Door Decorating Contest

NAME _____

Criteria:

1=lowest

5=highest

creativity 1 2 3 4 5

originality 1 2 3 4 5

use of recycled
 materials. 1 2 3 4 5

Spirit of
 Christmas 1 2 3 4 5

TOTAL _____

CLASS _____

February

February News

On February 6th, we will begin selling tickets for the Jelly bean Guess. The cost is 25cents each or 5 for a dollar. We will announce the winner on Red and White Day February 11th right before the Junior High dance. You can buy you tickets from the Spirit Committee table which will be set up at lunch time.

February 11 will be the Valentines day dance and red and white day. We're having it early because of Teacher's Convention. Don't forget to waer your red and white!!

Crazy tie day will be held on Wednesday, February 26th. Wear your biggest, smallest, coolest, or wackiest tie that day. You can win prizes!!! Judging will take place at noon.

Crazy Ties

| <i>Type</i> | <i>Elementary</i> | <i>Junior High</i> |
|-----------------|-------------------|--------------------|
| <i>Wackiest</i> | | |
| <i>Coollest</i> | | |
| <i>Biggest</i> | | |
| <i>Smallest</i> | | |

March

*A Message From the XXX School Spirit
Committee*

In March, there will be two events: Green Day (March 17), and the Egg Decorating Contest (March 24-26).

Green Day will be on St. Patrick's day, March 17. Prizes will be handed out to the class with the largest amount of people wearing green. Remember: the amount of green you wear also counts!

The Egg Decorating contest starts on March 24. Each class will be given a large piece of cardboard shaped like an egg. This egg must be decorated using recycled or recyclable materials, and then stapled to a bulletin board in your classroom. Judging will take place on March 26.

Have Fun!!!

Easter Egg Judging

5=terrific 4=very good 3=good 2=satisfactory 1=okay

| Grade | creativity | recycled goods | total |
|-------|------------|----------------|-------|
| K | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7A | | | |
| 7B | | | |
| 7C | | | |
| 7D | | | |
| 7E | | | |
| 7G | | | |
| 7H | | | |
| 8A | | | |
| 8B | | | |
| 8C | | | |
| 8D | | | |
| 8E | | | |
| 8G | | | |
| 8H | | | |
| 9A | | | |
| 9B | | | |
| 9C | | | |
| 9D | | | |
| 9E | | | |
| 9G | | | |

May

Attention Elementary Teachers:

As you probably know by now, the Spirit Committee is having a carnival for the Elementary students on May 16 in the afternoon.

As with any event like this, we need some supplies which the school cannot provide. We would appreciate the co-operation of both the students and the teachers. The following is a list of supplies which need to be collected as soon as possible.

Thank you all for your participation.

The Spirit Committee

- inflatable pool
- 500 ml cottage cheese/sour cream plastic containers
- T. V. tables/ folding tables
- hangers
- glass coke or wine bottles

May 9, 1997

Dear Parents,

The Spirit Committee at XXX School is holding a Penny Carnival for the elementary students on Friday, May 16. It will be held from 12:40 to 3:00 p.m. in the gym. The events which will occur will be adjusted to meet the ability level of each different grade.

There are a number of events which will cost the students a few pennies. Please ensure that your child brings some change so that they can participate in the events.

The following is a list of materials which we need for the carnival. If you have any of these items please send them to the school by Wednesday, May 14. Any items which are to be returned to you should be labeled with your son/ daughter's name and grade.

- various sizes of plastic containers (cottage cheese, yogurt, margarine, sour cream, etc.)
- T.V. tables/ folding tables
- Hangers
- glass coke or wine bottles.
- face paints

Yours sincerely,
The Spirit Committee.