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The art of teaching leadership

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The Art of Teaching Leadership

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PART I

THE RESEARCH

This part of the paper provides the background information and research supporting the development of the curriculum for "The Art of Teaching Leadership," a program sponsored by the Jepson School of Leadership Studies and the School of Continuing Studies at the University of Richmond.
I. Introduction

"Leadership will be defined by the company it keeps. From the beginning, it has been clear that priority belongs to elementary and secondary schools—where leadership fits best, and from which democracy gets its strength."

-Donald N. Bigelow
Director
Eisenhower Leadership Development Program
U.S. Department of Education

Twenty years ago, James MacGregor Burns' *Leadership* refocused the world's attention on a remarkable academic endeavor, the study of leadership. Burns views of leadership as a complex process which raises both leaders and followers to a higher moral plane. It is a process in which the role of the follower is as critical as that of the leader and which is framed and influenced by its context or situation. While the word itself defies definition, leadership, as a process of leader-follower relations, can be studied and learned. Through such study, people are better able to understand the complexities of the leadership process and to be effective participants in this process.

As students of the Jepson School of Leadership Studies we have seen the impact of leadership studies and all that is has to offer. In planning the curriculum of the Jepson School of Leadership Studies, the faculty was guided by a mission to develop people who understand the moral responsibilities of leadership. This moral ideal, to develop honest, caring, and socially responsible leaders, seeks to inspire students to use their abilities in service to society. The Jepson School views leadership as a form of stewardship.
“Moral development and social understanding, however, begin very early in a person’s life. Empathy and altruism are characteristics of very young children that can be more fully developed by directing a child’s attention to the feelings of others. A child’s awareness and understanding of the feelings and perception of others is heightened in the middle childhood years. During adolescence, the child develops a sense of personal identity that allows him or her to translate empathy into helping action. Adolescence is also a time of values clarification. Although values change with experience and circumstances, basic beliefs are often well established by the time a person enters college” (AP).

While programs like the Jepson School have proved very successful in educating students to assume the responsibilities of effective leadership, the education is limited to a few students and comes rather late in the life span. Many educators believe that leadership education can and should be introduced earlier in a person’s academic life, to coincide with the development of moral and ethical understanding. Since the characteristics of good leadership are embedded in moral ideals, then the call to begin leadership education at an earlier age is valid and necessary.
II. Literature Review

"Great gifts unused, even unsuspected, are hardly a rarity. No doubt that there have always been a great many men and women of extraordinary talent who have died with all their music in them. But it is my belief that with some imagination and social imagination and social inventiveness we could tap those hidden reserves—not just for government, not just for business, but for all the diverse leadership needs of a dynamic society."

- John W. Gardner

Leadership education is becoming more common and popular in school systems all across the country. It has been introduced into colleges and universities, in emerging leader programs in many middle schools and high schools, and is slowly being incorporated into the elementary school level. However, the demand for leadership training is not being met. Teachers, though they may want to incorporate it as a part of their curriculums, either face resistance by their administration or do not have the training themselves that is needed for a successful program.

It has been demonstrated, in recent years, that leadership education can be taught. Five classes have graduated from the University of Richmond’s Jepson School of Leadership Studies with degrees that have helped them go onto successful careers in law, politics, medicine, business, non-profit organizations and more. The Academy of Leadership at the University of Maryland and J.F.K. High School have become partners to bring leadership education and training to the high school level. J.F.K. High School has also begun initiatives with middle schools in Denver and Dallas and a high school in Nebraska to create leadership programs in different parts of the country. There is a need for these types of programs on a national level but also internationally. Currently J.F.K.
High School is assisting Kent State University in developing leadership programs for schools in Russia in order to educate them about the democratic process of leadership.

These programs have been extremely fruitful in the development of adolescents. They are just a few examples of leadership programs that have made an impact on their communities and on the individuals who go through them. Not only do these programs have an impact on the intellectual stimulation of a child but they also affect aspects of their life such as social and moral development, self-esteem and ease in transitions of life.

This, still, is not enough. "Learning to lead and to follow, to engage in social action, to educate and prepare for change, to empower self and others, and to contribute to civic life are critical developmental skills for each member of a civil society. Schools are the natural laboratories for examining and fostering strong leadership, followership, group problem solving, and citizenship" (CivicQuest I). There is a need for schools, parents, and society as a whole to recognize that the whole person begins to develop leadership and other qualities before college, before high school, and before middle school. Perhaps leadership needs to be taught starting in kindergarten.

Teaching leadership should be second nature in society. Its importance is too great to let it pass by and go unnoticed because its impact does not last for a day, or a week. It lasts for a lifetime. The material that one learns from a leadership curriculum can not be demonstrated in the sense of a formal test, but rather it is the development of skills, which are almost inherent and last a lifetime. According to Gill Hickman, "our children need to be given the tools and the experience to make a difference" (CivicQuest 7).
One such program that provides students with these lifetime skills is CivicQuest. CivicQuest is a joint project between the Center for Political Leadership and Participation (University of Maryland at College Park) and the Leadership Training Institute (John F. Kennedy High School). This coalition is the only group in the United States at the present time that has dedicated research and action to the development of leadership education at all levels. They have produced a text entitled "A Curriculum Guide for A New Generation: Grades K-12" which consists of many essays that support the creation of leadership programs throughout all stages of development. Scholars such as James MacGregor Burns, John Gardner, Kathy Postel Kretman, and Gill Hickman have all contributed to the study of early childhood leadership development.

Human potential is great, but often unknown. According to John Gardner in "The Cry for Leadership," people live their entire lives without recognizing their full energies and talents that could be used for betterment of the self and others. This is just one reason why leadership education needs to begin at a young age. The goal of incorporating leadership into schools is not necessarily to develop the next President of the United States or a CEO of a corporation, but rather to help each individual find his identity and grow into a well-rounded person. One high school senior who had been through a leadership development program once said, "Leadership means taking the steps to make a positive change in society and in the lives of other people as well as oneself" (CivicQuest 8). This can only begin with the self.

Carol Starr is an active supporter of implementing leadership education across all grades. She has said that there is a call for greater adaptability and accountability of young people in order to meet the needs of the next millenium. "A curriculum that
organizes teaching systematically around positive leadership skills from the kindergarten level up through high school will help students acquire and practice many of these skills and objectives,” according to Starr (CivicQuest 69). Starr continues to say that it is the responsibility of schools to aid in the growth and development of young people by encouraging them to use their skills in “many settings and situations (69). This should be taken one step beyond simply encouraging the use of skills, but also identifying at what stages of development these skills are most appropriate.

According to Linda T. Rogers in her book “How To Start A Leadership Class,” she feels that leaders are not born but rather they are taught. She says the teaching occurs either through experience or through a formal process or a combination of both. She advises that a leadership curriculum should include “public speaking, group dynamics, planning and coordination, values clarification, and personal accomplishment” (4). Rogers goes on to say that public schools have a responsibility to teach leadership, “preservation of values and human rights basic to democracy” because it is the only place where most all students can be found (5).

In contrast Richard Lerner contends that it is not solely the responsibility of schools to promote positive child growth and development but rather “all segments…must collaborate in the raising of our nation’s youth” (64). However, Lerner recognizes that schools are some of the most important institutions in our society that can influence children of all ages and have a great impact on their development.

Unfortunately, our system of education in the United States has not identified leadership as a critical part of the curriculum. They have kept the focus of public school education on math, science, language arts, and social studies, and have put less emphasis
on the growth of the individual. It has been said that “the school can integrate these themes and skills successfully at appropriate developmental levels across the curriculum, thereby providing a better coordinated range of tools with which students can understand who they are and how they can become more involved and effective members of society” (CivicQuest 69).
III. METHODOLOGY SECTION

Can you teach leadership studies? How do you prepare teachers to incorporate Leadership Studies in their curriculums? What do children need to know and learn at different stages in life? These three questions sit at the heart of the course, "The Art of Teaching Leadership." The purpose of this course is not to hand teachers new curriculums for their classrooms, but rather to help them identify the needs of their students and ways to fulfill these needs. This is a challenge that we must work through together. Therefore, we have selected participatory action research as our primary method for collecting information and sharing it with our audience.

Participatory action research is defined as "a process in which some of the people in the organization or community being studied actively participate with the professional researcher throughout the research process from the initial design to the final presentation of results and discussion of the action implications" (Karlsen 147). This method for research study allows the researcher to actively seek the information she needs, while coordinating a course of action that is appropriate for implementing change. Participatory action research is a method that can help facilitate the development of an approach to the instruction of professional educators in the Richmond community. Their input and participation throughout the planning for and actual occurrence of the course is essential in making the project a success. Therefore, we must rely heavily upon the involvement of many key players, such as the faculty teaching the course, the administration, and of course, the audience, themselves. According to Marguiles and Raia, the "people responsible for implementation of changes need to be involved very
early in the development of the project.” After identifying these critical groups and after realizing that they all are responsible for implementing this particular change, we were able to proceed.

This method of action research consists of six steps: problem awareness, analysis, data collection, action planning, implementation, and evaluation. Each of these steps involves the extensive use of critical thinking, information gathering and participation of the researchers in active learning.

*Problem awareness* began for us with the presentation of this project by Dr. Anne Perkins, Associate Dean of the Jepson School of Leadership Studies. She explained that the Jepson School was attempting to grow in order to serve as many communities as possible and that teachers, in both elementary and secondary schools, have persistently inquired about leadership programs for their students. With the goal of expansion and the call for help by educators, she saw this as an opportunity for the Jepson School to make a contribution to the surrounding community. Dr. Perkins shared some ideas about the purpose and potential development of a course, which she titled, “The Art of Teaching Leadership.” We recognized the need for the development of the complete person in order to be an effective member of society and that a course such as this could help schools facilitate this development.

We began the second phase of the project by asking ourselves what it meant to design a curriculum that was meant to teach educators about leadership studies. This included asking how leadership is taught to anyone, if it should be taught at all, and what, if anything from leadership studies, is important to teach children of all ages. This step is referred to as *analysis*. In order to proceed with the development of a curriculum for
"The Art of Teaching Leadership," it was important to examine the validity of the idea for the course and create an action plan for making it a reality. Through a series of meetings within the Jepson School we concluded that there is a definite need for this course and that it was an immediate need. In the months of November and December of 1997, the process was set in motion to run this course in the summer of 1998.

It became obvious how time sensitive this project was. The dates of June 22-26 were confirmed as the running days of the course and space was reserved at the University of Richmond campus. Having defined the problem and realizing that it needed a solution rather quickly, we moved into the next phase of participatory action research, data collection. Information about how leadership is taught, what leadership is, and what kind of role it plays in America's youth was found. The core of the research focused on the fact that there are definite developmental stages that individuals progress through in life. These stages must be linked to what teachers should teach in their classrooms with regard to leadership. Does a second grader need to know about being a leader as a change agent or is it more appropriate to teach her about conflict resolution and decision making? There have been many studies that outline the growth of children's minds, bodies and behaviors. It was critical to read these studies and after this part of the research was complete, we incorporated the information into the program we were developing. Only with this connection between child development and leadership can the teachers create their own successful leadership programs.

We examined other leadership development programs throughout the country. The Fanning Leadership Center at the University of Georgia, the Leadership Training Institute at John F. Kennedy High School in Maryland and various high schools in the
Richmond, Virginia area have served as models for our leadership program. We were able to see both the preparation for such a course and the effects that it has on students. In order to collect as much useful information as possible, we planned to talk with teachers, students and administrators of these programs.

Being that University of Richmond is located very centrally to many of the leadership programs in the public school setting we were able to have on-site visits to actually see what occurs in a leadership program in two public schools. We spent an afternoon at Freeman High School in Richmond, Virginia. There, we were able to see a relatively new leadership program. We talked to the director and some students and they provided us with background on how their program is established. In addition, we were fortunate enough to spend an entire day at John F. Kennedy High School in Silver Spring, Maryland talking and interacting with students and teachers of the Leadership Training Institute (LTI). The information that we took away with us was invaluable. Mr. Jeffrey Schultz, the director of LTI was extremely knowledgeable about the idea of teaching leadership. He co-founded the program at JFK showing us that his knowledge came from real life experiences as well as intellectual knowledge.

We were also fortunate to have the opportunity to speak with many of the students and teachers at LTI who provided us with even more information on teaching leadership, receiving a leadership education and the implications that such a program has. Not only did we find personal stories of leadership at JFK we also found a variety of resources in their library. We were able to borrow many books from JFK and use the information in our project, which was extremely helpful.
After returning from JFK we were better able to see the significance of why teaching leadership is so important in children's lives. There was a wealth of information about child development available to us and we took advantage of the correlation that it has to leadership.

Once all of the data was collected, we entered the action planning step of the research process. From all of the information gathered, it was possible to make connections between the development of the person and what leadership competencies, skills, and attributes were appropriate to teach at what age. The rest of the planning for the course was straightforward.

In our next step we decided upon the topics for each of the concurrent sessions and distinctions were made for the target audience of each one. We saw the need to separate the sessions into two tracks - one for elementary school teachers and one for secondary school educators. Next we identified faculty members from the Jepson School as well as from JFK High School to conduct the workshops. We matched faculty and their areas of expertise with the topics to be covered in our course and invited them to facilitate the sessions. The workshop sessions each have a topic, which will be expanded into a 2-hour session by the intended faculty member that will conduct the session. The faculty members, with help from our background information and suggested activities, will further develop the material to be covered in each workshop.

With a confirmed instructor and a session topic, we were able to provide background information and suggested activities on each topic to present to the audience and with this we identified how they can bring this topic into their own classrooms. A marketing team worked on securing participants by providing them with accurate
information about this five-day event. In doing this, they shared the proposed program and schedule of events for the course. Since this is a pilot program, we invited over 500 educators in Richmond City and Henrico, Hanover and Chesterfield counties to participate. The first forty people to register will become our final audience. Participants will be instructed about various components of leadership in a sequential, understandable manner.

This whole process did go well beyond preliminary research and identification of what “is important and what is not.” It was about finding the most appropriate ways to design the course and actually carry it out. In June we will finally implement our complete project by conducting the first “Art of Teaching Leadership” course at the graduate school level at the University of Richmond. We are striving to have an active audience who is engaged in learning through creative, intensive seminars from which they will be able to extract bits and pieces for their classrooms and students. We will be presenting them with examples of ways to incorporate the lessons into their own curriculums, but will encourage them and help them determine what is most fitting for their individual situations.

Following the course we will be tracking the results and effects that this course has on the teachers and their students. We will need to develop instruments that teachers will use as pre- and post-tests of their student’s knowledge of leadership and to determine at what stage of development they are at. We will be able to see, at the end of the school year, if incorporating a leadership component to the curriculums has had a positive, negative or null effect on the students in grades kindergarten through twelve. It is critical for our research method to follow up and observe the results of the course.
After the initial evaluation, changes to the course (The Art of Teaching Leadership) and to the individual curriculums, can be made to improve the impact and effectiveness of leadership training among our youth. Our project is one of the only efforts focused on leadership in children of all ages. It is our hope that this course will serve as a model for schools all over the country and that they will recognize that well-rounded citizens can and should be developed at a young age.
IV. **ACTION PLANNING**

The underlying questions of our project focus around the idea of teaching leadership to teachers. It addresses why the concept of teaching leadership is so significant for not only the teachers but also for the students that are taught. Also, our project emphasized why it is developmentally appropriate for students to learn such concepts. The questions we posed for our project guided our research and curriculum design. Our three questions were as follows: 1) Can you teach leadership studies? 2) How do you prepare teachers to incorporate leadership studies in their curriculum? 3) What do children need to know and learn at different stages of life?

It has been observed that a leadership education is an invaluable asset in the lives of those students fortunate enough to be enrolled in such a program. Though there are a limited number of leadership curriculums in schools today, those that do exist have made a significant impact on the development of the student as a whole person. Leadership studies is being taught. It is a legitimate form of education. The products of a leadership education have been self-confident, energized young people who understand that possibilities in life are endless and that they have the ability to do anything that they want to.

Leadership is being taught at the college level. Programs, such as the Jepson School of Leadership Studies at the University of Richmond prepare students “for and about leadership.” They place an emphasis on providing students with real-world experiences and applying these experiences to the theories of leadership studies. They study contexts of leadership, as well as competency skills that are necessary for effective
leaders to have. They are exposed to their surrounding community through the
experiential learning component in their curriculum, as well as to many different types of
people, allowing them to learn about different cultures, enhance their interpersonal skills
and realize the value of service.

The Jepson School of Leadership Studies is only one leadership education
program being taught at the collegiate level. One student, in speaking about being a
leadership studies major, said, "I have been able to grow as an individual, as a thinker, as
a team member, and as a contributing member of society. My experiences at the Jepson
School have prepared me to enter the workforce with more confidence, abilities and
creativity than I thought I could ever have." Several other programs have been developed
in hopes of preparing America’s future leaders for the challenges they may face as the
twenty-first century approaches.

If one were to look at the materials being covered in all of these programs, they
would see that much of it can be brought down to the high school, middle school, and
even the elementary school levels. Some school systems have begun to recognize this
fact. The Academy of Leadership at the University of Maryland has formed a partnership
with one of the surrounding high schools, John F. Kennedy High School. They have
established the Leadership Training Institute (LTI), a program within the high school
which students must apply to prior to their freshman year. This school integrates the
theories and practices of leadership with traditional mainstream classes, such as English,
history, biology and technology. The purpose of this curriculum is to "engage students
actively and to challenge students to challenge themselves, their peers, their instructor" (CivicQuest 33).
The LTI encourages all students to realize their full potential, even when they may not believe in themselves. One student, who is currently a junior at the LTI told us, “This program has changed my life. People believe in me. I believe in me.” In one year of being a part of this program, her self-concept has positively developed, her academic performance has been exceptional and she has become a significant contributor to the school community. Could anyone have guessed that one and a half years ago this young woman was homeless and living a life she believed to be worthless?

The LTI is only one example of the work that is being done in educational systems to show the value of leadership. They are looked to as a model for other schools who want to develop similar programs. Students from the LTI have gone to different states and different countries to help them build a foundation for leadership studies. It is time for educators and administrators to take it upon themselves to bring these programs to their schools.

The next question then arises: How do you prepare educators and administrators to do this? The first step is to help them understand what the term “leadership” means. The most pressing problem with promoting the value of leadership education is that people do not understand how to interpret it. Many individuals assume that a leadership education is primarily focused on making people into leaders. However, this is only one small part of a leadership-based curriculum. It is better to think of it in terms of development of the self, in every aspect of life. When college admissions officers are asked what they look for in their perspective students, so many are quoted as saying they want “well-rounded citizens.” The question we pose is then, “How do you help students to become well-rounded?” and our solution is a leadership education.
A leadership curriculum can only be developed once the teacher has experienced a leadership education herself. Therefore, it is critical to provide her and her colleagues with proper training. School systems can bring in scholars and consultants to teach the concepts of leadership. Another alternative would be for the schools to send their teachers to programs or seminars that provide the same type of training. The Jepson School of Leadership Studies has taken the initiative to invite school teachers of grades K-12 to participate in a week-long course entitled “The Art of Teaching Leadership” so that the necessary training is available.

The challenge in developing such a course has been to find methods of teaching and reinforcement of the material that the participants will adapt to, so as to receive the maximum benefit for themselves and their students. The most effective manner of teaching leadership to the teachers is to present the information in interactive classes. Leadership cannot be learned by means of a lecture. It is a hands-on subject that can best be learned by participating. Sessions need to be structured so that general material is presented, followed by an application of the material. Often times, leadership classes are structured so that the participants are divided into groups and are asked to work through some kind of problem related to the subject or to come up with ways of teaching the subject to their classmates.

Leadership is easiest to learn when the lesson can be applied to one’s own life. Therefore, in order to teach leadership to teachers, classes must remain small and intimate (approximately 20 people per session). There must be interactive learning sessions so that real-life applications can be made to the subject and the material must be presented in a clear, concise manner. Many teachers complain that they have too much
Leading Change, Decision Making, Motivation/Personal Leadership, Ethics/Moral Values, and Experiential Learning/Service Learning.

Foundations of Leadership is the most important part of the course because it provides the teachers with an overview of all of leadership studies. It covers the concepts of leading, following, the history of leadership, current issues in leadership, leader characteristics, and more. It allows the participants to receive a full day of general leadership education that will serve as a basis for the rest of the week. All of the other courses will flow out from this one.

The teachers may or may not choose to teach any of the information that they learned in this course to their students for several reasons. This is a very theory-oriented session and may not appropriate for elementary school children. The material covered in the Foundations workshop is, however, very useful for high school students who are intensively studying leadership and are interested in its origins and implications for today. A suggestion would be to create an entire unit about leadership and use this material to help the students grasp the concepts. Nonetheless, this session is necessary for the teacher's knowledge base.

The second day of the course will consist of two sessions – diversity and conflict resolution. For tomorrow's leaders to be effective leaders, they must be able to accept and respect others. "Whatever process is used to achieve this goal, it should be a process that recognizes and values differences – gender differences, ethnic differences, and just plain differences in point of view! (Matusak 68).

Before children enter kindergarten, they believe that their own environment is "normal." If they are surrounded by a diverse group of people then they believe that the
rest of the world is diverse. If they have never been exposed to people who are different from themselves, they believe that that is the way that things are. It is so critical that in the initial years of schooling that teachers reinforce that everyone is different and that not one type of person is better than any other. All barriers need to be broken down and none should be built up. The teacher serves as a very influential role model in all grade levels, but especially in K-4. As the children grow older they should be exposed to more and more cultures and people in a variety of ways. If schools do this from the very beginning, students will be less afraid of differences and more receptive to new things. It all stems from the attitudes and behaviors that they observe in the forming years.

Another behavior that is critically developed in the initial years of school is the art of arguing and resolving conflict. Young children are possessive of their belongings, friends, and talents. They often bicker about rather insignificant things that they believe to be so important. They have trouble identifying when they are right and when they should compromise. Throughout elementary school, the idea of compromise needs to be stressed all of the time. Working through conflict may need to be mediated, and it is the responsibility of the teacher to do this. He/she must keep order in the classroom and help anyone who is disrupting the environment.

As the child moves into middle school, the teacher holds less of the responsibility for making sure that conflicts are resolved. Instead, the children should be encouraged to work them out on their own. Teachers should provide many examples of conflict resolution that the students can relate to so that the concept can become embedded in their minds. As they grow even older and enter high school, it will be easier for them to understand how to work through conflicts. They will be able to think critically about
conflicts that exist outside of their immediate world. By this time, they will be able to exhibit the skills of conflict resolution at an advanced level necessary for good leadership. Objectivity should be valued and fair treatment and respect should be normal practices for each student.

As a child is able to deal with conflict, he will be more prepared to be a member of a group or team. The next workshop that the teachers will take, Leading Groups, will help them identify the dynamics of groups at all developmental levels and aid them in educating their students to be team players. In the early years, children’s’ roles in groups consist of a family, a school class, a neighborhood, and possibly a sports team or Cub Scout or Girl Scout group. As they grow older they find themselves joining more and more groups, whether by choice or circumstance. It is very difficult to lead a solitary life and everyone must learn how to be a part of a group. It is easier for young children to be members of a small or large group because they do not place too much value on what others think of them. They are more interested in having fun and playing. It is within these groups that children find a comfortable means of existing and at this point children find the support of their group to enable them to make change. However, as the child enters middle school and high school, their self-esteem is not as strong and they often fear the criticism of others. They become reluctant to be a part of a group unless it is a socially acceptable group. There is a correlation between popularity and group membership. At these ages, it is imperative that there is a positive reinforcement in self-esteem and that group participation be encouraged for all. Exclusion from a group should be avoided at all times.
Adolescence is a period of intense change and difficulty for boys and girls, both physically and emotionally. For this reason the next session that will be facilitated will be Leading Change. Change is an aspect of life that most people are very uncomfortable with. However, it is inevitable. Positioning the lesson of “leading groups” on the same day as “leading change” suggests that there is a connection between the two topics. Change is less frightening to embrace when a person feels that he has a support network nested in a group. Groups help members believe in themselves and their abilities to change things. Also, many times it is easier to work through a change process as a group rather than individually.

Change requires a lot of persistence and effort, yet the end result is well worth the work. In a child’s life changes occur on a daily basis. At a young age, things can be as simple as changing from going to school for half of the day to a full day, and as hard as having a new baby born into the family. When a person is in high school, he or she faces the challenge of deciding whether or not to go to college and all of the implications of the alternatives. No matter how old a person is, there are relatively insignificant changes that happen and then there are very dramatic ones. It is necessary for everyone to understand when changes are occurring in their lives that they have no control over and to create other changes that they feel are appropriate at that point in life. Children from kindergarten all the way to the twelfth grade need to be forced to look beyond what is and realize all the possibilities that could be.

In order to make these changes a great many decisions need to made. Thus, the teachers will proceed to the next workshop, “decision making.” Decision making is a topic that is vital to everyday life. In just one day people make thousands of decisions
that not only affect themselves but others as well. Decisions, whether they be good or bad, whether they turn out the way they were supposed to or not, are necessary in life. Children between the ages of five and ten do not spend much time pondering a decision that they have to make. They are usually motivated by their physical needs, rather than by any kind of rational thought process. They do not dedicate a great deal of time to the decision-making process for they have little patience at this stage in life. As they get older and move into middle school, decisions are made with a little more care and thought. There is still the fear of not being accepted by others which causes some young adolescents to make decisions based on peer pressure. Finally, by the time that students enter high school, they have developed their own methods of making decisions. It is beneficial for them to learn about how others decide things so that they can evaluate whether or not their own process is comprehensive enough. People of all ages make decisions, not just adults. It is decisions that help children figure out who they are and what matters to them.

With this logical connection it only makes sense to next present a workshop on Motivation and Personal Leadership. These two topics probably are the most significant in the life of a child. "The purpose of any developmentally-based program is to help children grow and develop in ways that will lead to their becoming fully functioning and productive members of society" (Eller 7). There are two central themes to this concept - self-concept and self-esteem and what motivates the individual.

Children have a sense of who they are, yet often it is hard to keep that in the forefront of their minds. Personal leadership development is an aspect of leadership as a whole that could be talked about at great length. However, the conclusions all would
carry the same message -- self-concept is vital to a child’s development and transitions throughout life. Children are influenced by their surroundings and it can be hard for some children to recognize their worth. This is why it is necessary to show each child how unique and special they really are and all that they are capable of at any age. Motivation provides the energy and drive behind who we are and what we do. As most people know, children are full of energy and it is important to harness this energy for effective purposes. What motivates one person is not the same for everyone else. Children and adolescents need to learn what motivates them internally and to recognize what others can do to help them. They must also realize that they have the ability to motivate others. This is no different for a first grader and a tenth grader. Everyone is motivated by something and has the power to motivate someone else.

The next workshop in the course deals with ethics and moral development. If there are so many opportunities that exist and experiences to be a part of, it is important to discuss ethics and morals for the sole reason that with so many options there needs to be some criteria that keeps a person going in a positive direction. Children learn right from wrong at an early age, but there are plenty of times throughout life when children are faced with tough decisions to make. It is helpful for students to have a solid background in what they believe in and what they value. It is wonderful to see the world and its limitless possibilities, but the desire to lead, make change, motivate, etc. should be ethically and morally based.

With all of this background on leadership it is crucial to bring closure to the concept as a whole. In order to fully understand what leadership is, students need to participate in experiential/service learning. These topics are the last workshop that will
be held and serve as a synthesis for the entire week's lessons. Experiential learning and service learning make real world connections to theoretical concepts. There are many different ways to learn and every child has their own preferred method. It is helpful for teachers to use a wide range of techniques to enhance each student's learning. These ideas of experiential/service learning serve as a hands-on approach to applying knowledge, a method that most children find easy to learn from. Experiential/service learning allows children to take what they have learned and apply it to the world. It is a way to serve others, grow as individuals and to share knowledge.

Leadership goes beyond leading and following. It is developing skills that are necessary to be a contributing member of society. It is learning how to be comfortable with who you are and who you want to be. It is lifting yourself and the people who you are surrounded by to higher levels. It is learning, growing, sharing, and being. Who can deny that children in grades K-12 should be excluded from the opportunity to learn about leadership?
V. CONCLUSION

Children Learn What They Live
Dorothy Law Nolte

If a child lives with criticism,
    he learns to condemn.
If a child lives with hostility,
    he learns to fight.
If a child lives with fear,
    he learns to be apprehensive.
If a child lives with pity,
    he learns to feel sorry for himself.
If a child lives with ridicule,
    he learns to be shy.
If a child lives with jealousy,
    he learn what envy is.
If a child lives with shame,
    he learns to feel guilty.
If a child lives with encouragement,
    he learns to be confident.
If a child lives with tolerance,
    he learns to be patient.
If a child lives with praise,
    he learns to be appreciative.
If a child lives with acceptance,
    he learns to love.
If a child lives with approval,
    he learns to like himself.
If a child lives with recognition,
    he learns that it is good to have a goal.
If a child lives with security,
    he learns to have faith in himself and in those about him.
If a child lives with friendliness,
    he learns that the world is a nice place in which to live.
If you live with serenity,
    your child will live with peace of mind.

With what is your child living?
After having visited Freeman High School and John F. Kennedy High School the possibilities for leadership education seemed endless. It was exciting to see what actually was occurring in the field of leadership studies and how the students were benefiting. The curriculum of both programs served as a solid base from which the teachers were able to make a significant impact on the students. It was unbelievable to see all that these students had accomplished and all the ideas that they were generating.

The impact of actually visiting the schools was phenomenal. It gave us a sense of purpose and it made us realize the impact a program could have at all levels. We saw and heard of so many incredible experiences that the high school students had been a part of that when we began to think of the possibilities for middle and elementary school. They seemed endless.

No one ever stops learning. Even the oldest person in the world has more to learn everyday. Today is the day that teachers must return to the classroom and prepare themselves to educate their students for the future – the future of leadership. If every school dedicated some of their resources to recognizing the potential of every student, our world would be a better place to live in. This begins with the dedication of teachers to their students and to the idea that they have the ability to change the direction that our youth are headed in.

Mr. Jeffrey Schultz, Director of the Leadership Training Institute, said it best when he asked us, "Are you working with great kids with exceptional ability or is it the program that is working, or is it both?" Every person has the ability. It is time for teachers to help them show it.
We have shown that a leadership education is valid. We have demonstrated that there are definite connections between the developmental cycle of an individual and leadership. We have seen with our own eyes the positive impact that a leadership curriculum has on students. Why would a school system not want to participate in this form of education? We challenge every educator and administrator to develop a leadership program in their schools and to include as many students as possible. This is not just for "gifted" students and it is not just for "at-risk" students. Every child in America and around the world deserves the opportunity to grow into a well-rounded, effective member of society.
PART II

THE CURRICULUM

This second portion of the paper is the facilitator's guide for "The Art of Teaching Leadership" course. Each of the faculty and guest speakers, as well as the participants of the program will receive a copy of this part in order to make the connections between child development and the need for a leadership component to a K-12 education. They will also be able to see sample lesson plans and activities that incorporate the ideas of leadership for all age levels.
THE ART OF TEACHING LEADERSHIP

June 22-24, 1998

University of Richmond

Senior Project of the Jepson School of Leadership Studies
by Julie Cors & Carrie Greenlee
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THE NEED FOR LEADERSHIP

DARE TO LEAD

"One of the basic functions of leadership is to unite people: bring people together to achieve common objectives. There is truth in the statement, where there is unity there is strength. This article will offer a working definition of effective moral leadership and discuss the function of leadership as it relates to followership, motivation and power. In addition, I wrote "Dare to Lead" with the intent to offer my views on leadership development for the twenty-first century."

-Charles Barron

At the core of this leadership development process is the age-old argument of whether leaders are born or made. We cannot afford to be stagnated by this debate. I think it is important for us to realize that whether one believes that leaders are born or made makes no difference. Leadership is a developmental process that requires training. We can ill afford to move into the twenty-first century utilizing trial and error method of leadership development. There's far too much at stake.

In a few short years we will be entering the year 2000, the twenty-first century. Society is changing rapidly and moving swiftly towards a new age. As we enter that new age, we must develop new leadership, capable of giving guidance, inspiration, and new vision for the new time.

Leadership: A Working Definition

Leadership, like love is difficult to define. Both mean many different things to many different people. Let me offer a working definition of leadership that will guide the reader in this exploration of the dynamics of leadership development. By "working definition" I mean that this is not a conclusive definition. It's a definition in its developmental stages. It is also important to note that leadership is defined not only by what it is, but also by what it does. As a matter of fact, one can say that leadership is both action and being. Having said that let's then say that: leadership empowers, motivates, and organizes people to achieve a common objective, and provides moral guidance. It is a service to the people and a vision for the future. It is also very important to note, that as we discuss what leadership is, we must also take into consideration what leadership is not.

What Leadership is Not

- **Leadership is not a position:** Almost anyone can be elected, selected, anointed, self-appointed, promoted, or succeeded.
- **Leadership is not building a personality cult:** Giving too much power to one individual is detrimental to the leader, to the followers and to the cause. Worship God only, not people. Build collective leadership, not personality cults.
- **Leadership is not being indispensable:** Effective leadership is being dispensable. The mark of a true leader is demonstrated by the fact that the show must and can go on without him or her.
- **Leadership is not about blaming others:** Leadership is first and foremost being responsible for the decisions you make or fail to make.

Certainly this is not an exhaustive list on what effective leadership is not. However, I think you get my point. It is just as important to know what effective leadership is not, as it is to know what effective
point. It is just as important to know what effective leadership is not, as it is to know what effective leadership is.

Now let us turn our attention to what the qualities of effective leadership are. One can argue that a gang leader provides effective leadership in achieving the gang's objectives. However, when we discuss effective leadership here, we are talking about leadership with moral authority; additionally, leadership possesses integrity and credibility. Let us continue our journey by examining the qualities of effective leadership and good followership.

Leadership and Followership

One of the prerequisites for providing effective leadership is understanding the importance of quality followership. Being a good follower means that you have developed the capacity to be directed and guided by an individual or a collective. It means that you are motivated and highly disciplined in carrying out your responsibilities to completion.

Good followers are reliable and dependable people, whom leadership can count on in the clutch. When I speak of followers here I am not talking about blindly passive followers, or about "yes" men and women. I am talking about assertive, critical thinkers, who will allow their talents to be utilized, but who will refuse to be used and abused by leadership. One learns the art and science of effective leadership by being a consistent and committed follower.

Keys to Effective Followership

- Be a critical thinker, not a "yes" person
- Be consistent and dependable
- Be humble and patient
- Be able to receive and offer constructive criticism
- Be a tireless worker
- Be a disciplined student of study and work (theory and practice)
- Be persistent and consistent at developing leadership skills
- Be a thinker!
- Be a thinker!!
- Be a thinker!!!

Leadership and Motivation

Motivation can be defined as something that causes a person to act: a stimulus to action or relating to motion. Effective leadership provides stimulation, inspiration, and information. These qualities are essential for motivating people to take action.

Keys to Motivate People to Action
• Lead with high energy and boundless enthusiasm.
• Give people a sense of purpose and direction.
• Plan for success. Nothing succeeds in motivating people more than being successful. Nobody wants to be associated with failure.
• Dish out plenty of praise and encouragement.
• Create opportunities for people to get attention.
• Demonstrate confidence and faith in peoples' abilities.
• Encourage achievable tasks.
• Give people a sense of history and hope.
• Develop a collective vision for the future.

In summary leadership is vision, motivation, organization and action. Leadership gives people a sense of power, hope, and makes things happen. Leadership creates the future, provides guidance, direction, inspiration and empowers people to realize their leadership potential. We dare you to accept the awesome challenges and responsibilities of leadership.

We dare you to lead!
We dare you to struggle!!
We dare you to win!!

By Charles Barron © Copyright 1990
Revised 1996

For info on leadership seminars contact:

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DIVERSITY

"Diverse classrooms afford the opportunity for all students to acquire an expanded repertoire of languages, skills, and capacities to function effectively as citizens in a multicultural society and as workers in a global economy."

-Anonymous

Diversity is a broad term that each person interprets differently. Some of the aspects of diversity include race, ethnicity, family structure, gender, religion, physical attributes, sexual orientation and economic differences. Between the ages of two and five, children begin to identify these differences. It is critical that they be taught to respect one another, the things they have in common and the things they do not.

Children in grades K-6 are still very much impressionable. The way that they view the world constantly is changing and it is imperative that educators create an open, honest environment for students to learn and grow. Whether a specific classroom or school is diverse or not, children should be exposed to a variety of cultures and ways of life that differ from their own.

Teachers can help their students learn about and appreciate diversity in a variety of ways. They can provide them with positive feedback about themselves, while at the same time, helping them to accept other people’s beliefs and traditions. They can show that physical differences among
people make them unique, not "weird" or scary. Teachers should also fill their classrooms and lesson plans with a diverse collection of games, toys, songs and stories. Children will be more accepting, in general, of people if they have grown up appreciating lifestyles similar to and different from their own.

However, this does not stop in grade six. At the secondary level, diversity education is just as important. This is the student’s final preparation for being members of society outside of the home they have grown up in, their comfort zone. They will probably be going on to college or to the workforce where they will encounter new and different situations than they will never have faced. If they are exposed to diversity throughout their elementary and secondary school years, they will be better prepared for the future.

And remember, teachers are constantly being watched and observed by their students. Teachers’ actions and language will serve as a role model for their students, bad or good.

**Suggested Resources:**

1. “Hands Around the World: 365 Ways to Build Cultural Awareness” by Susan Milford
2. “Kid’s Multi-Cultural Art Book” by Alexandra Tevzian
3. “Magical Tales From Many Lands” by Margaret Mayo
4. “Children Just Like Me” by Dorling Kindersley
5. “People” by Peter Spier

**Suggested Activities for Grades K-3:**

"SHOW AND TELL"

Have each student bring in something that symbolizes their family’s history (i.e. where they came from, something significant that happened to them) and explain what it means to them. This will show the differences among their peers.
"STORY TIME"

The teacher will read "Maria Teresa" to the class and discuss.

**Suggested Activities for Grades 4-8:**

"HERE AND THERE"

Each student will be asked to research the culture of another country. They will report in essay form about what they have found, what makes that culture unique, and what makes it good and bad. The composition should be written from the perspective that the student is a citizen of the country they are studying.

"THE MELTING POT OF LEADERSHIP"

Students will make oral reports about someone they think is a minority leader, as long as they prove why they consider that person to be a leader. Subjects can range from Martin Luther King, Jr. to their next door neighbor.

**Suggested activities for Grades 9-12:**

"INTERNATIONAL FOOD FESTIVAL"

Every student will bring in a different dish from a different country and/or culture. They will need to give a brief description of the food and the culture it comes from.

"ROLE PLAYING"

Watch a documentary of the Watts Riots or "Do The Right Thing", a Spike Lee Film. This will spark a conversation about race relations. Split up into groups of five and write and perform a skit about the negative affects of racial discrimination and how you would combat it.
CONFLICT RESOLUTION

"Conflict is part of the hidden curriculum in our educational institutions. It exists in classrooms, lunchrooms, and teacher's lounges, in the principal's office, in the hallways, and on the playgrounds. It is a primary factor of life."

-Kathryn Girard & Susan J. Koch

Conflict is neither a good or a bad thing. It is a normal part of everyday life. Conflict does not exist for one type of person it exists for all people at all stages in their lives. It exists in all organizations, all schools, and all over the world. Learning from conflict will enhance people and their lives. Rather than fearing and ignoring it, it should be embraced.

Conflict Resolution uses sociology, history, economics, political science, psychology, and many other fields to help analyze conflict to figure out more clearly what the issues are and what is causing conflict. Conflict resolution really stresses trying to find a solution. There are three core beliefs about conflict: 1) "Conflict comes naturally and organically with social interaction" 2) Each person needs to identify effective behaviors in conflict and not act in ways that have proven to be ineffective 3) "Conflict can be productive and beneficial" (Girad, et.al 29).
Teaching conflict resolution skills is important for the maintenance of a good moral community in the classroom. Without conflict resolution skills, students will be morally handicapped in their interpersonal relations now and later in life. Conflict resolution education allows students to accept the consequences of their own behavior, and helps them develop personal behavior management skills to act responsibly in the school community.

**Suggested Activities for Grades K-3:**

*"STORY TIME"

Read "The Elephant and Crocodile" to the class and discuss.

*"PUPPET SHOW"

Have a puppet show put on for your students.

Example:
It should tell the story of a new child entering the class and how friendships develop. One child becomes friends with the new student and another wants to be friends as well. The threesome struggles thorough the dynamics of friendships and in the end they work it out.

**Suggested Activities for Grades 4-8:**

*"CHEATING ?"

Divide the class into groups of 4. Present a scenario that they need to discuss and come up with a conclusion.

Example:
One student sees another cheating on a test. What should he/she do?

*"UN DAY"

(A whole unit can be done on the United Nation and it would be convenient to end it on UN Day).

Have each student pick a country to represent in the United Nations. Each student should do background research on their country to identify basic information. Conduct a mock meeting of the United Nations to discuss an issue. How do countries with different agendas agree with the interest of the world in mind?)
Suggested Activities Grades 9-12: “NEGOTIATE”

Have students pick an issue in their classroom that they are dissatisfied with. It needs to be reasonable yet challenging. The class as a whole needs to come up with solutions to the issue and present them by means of a mediator to the teacher. They must negotiate the change with the teacher. (Two mediators for the class need to be picked to facilitate the discussions). The students need to reflect on the process and the outcome as a class.

“REAL WORLD CONFLICT”

Divide the class into small groups and distribute the materials needed in preparation for making a collage (magazines, newspapers, posterboard, glue and scissors). Students should cut out articles from magazines and newspapers detailing various conflict situations. The students will then present the collages to the class answering the following questions:

Where is the conflict taking place?
How many people are involved?
How long has the conflict been going on?
How many of the examples resulted in a peaceful outcome?

In summary: Have students discuss personal experiences of conflict from groups and how they resolved the conflict?
Conflict resolution: Teaching students how to solve conflicts fairly, without intimidation or violence.

Key Ideas

1. Teaching conflict resolution skills is important for the maintenance of a good moral community in the classroom.

2. Without conflict resolution skills, students will be morally handicapped in their interpersonal relations now and later in life.

3. Conflict resolution skills -- listening, showing understanding, expressing strong feelings with insult, and finding a mutually agreeable solution that meets the needs of both sides -- are among the most important moral competencies constituting the action side of character.

Strategies

1. A planned curriculum that has students think, write, and talk about how to solve various kinds of conflicts

2. Structured skill training that coaches students in conflict-avoidance and conflict resolution skills (Arnold Goldstein's *Skillstreaming the Elementary School Child* and *Skillstreaming the Adolescent* are examples of this; so is the NoPutdowns Project)

3. Using the class meeting to address common conflicts that recur among class members and to develop the class norm that conflicts should be solved fairly and non-violently

4. Intervening when necessary to help children, in the heat of an actual conflict, apply their conflict resolution skills. Peer mediation is an effective way to do this and gives peers a meaningful, character-building responsibility in the moral life of the school.

5. Making students increasingly responsible for working out their own conflicts without the aid of a third party.

Examples:

Elaine Herron, 5th-grade: Has the disputants each write three paragraphs:

- What was the problem?
- What were the causes?
- How can you solve this in the future?
PREPARE's Fighting curriculum unit (see pp. 289-91 in Educating for Character)
Conflict is a normal and natural part of classroom life. We have a lot to teach young people about constructive ways to handle conflict—and plenty to learn from them as well.

Below are some tips and guidelines as well as resources and training opportunities to help you in working with young people (preK-12) around issues of conflict and diversity. Also, find out how some teachers have created their own peaceable classrooms and get information on a new master's program about creating peaceable classrooms and schools!

Tips for Keeping the Peace
Strategies for you and your students to help create a more peaceable classroom.

Guidelines for Challenging Racism and Other Forms of Oppression
Strategies for inside and outside the classroom in confronting the difficult issues around prejudice and discrimination.

ESR Resources for Empowering Children
Curricula as well as other instructional books and videos to use in teaching conflict resolution and intergroup relations in the classroom and beyond.

Training Opportunities
Workshops to learn "hands-on" skills and strategies of conflict resolution and intergroup relations and how to teach them to young people (preK-12).

Inspirational Stories from Teachers
Elementary and secondary school teachers tell about their experiences implementing conflict resolution techniques in their classrooms.

Creating Peaceable Families
Guides for parents and caregivers on approaches to take with young children and teenagers at home.

Kids' Conscious Acts of Peace Project
Activities to get young people thinking and writing about the positive steps they can take and are already taking to resolve conflicts nonviolently.
Master's Degree of Education in Curriculum and Instruction with a Specialty in Conflict Resolution and Peaceable Schools

Information about a new master's program through Lesley College in Cambridge, Massachusetts, in conjunction with ESR and RCCP.

[ Main Index - Kids Keeping the Peace - Peaceable Classrooms - Peaceable Families ]

This page was last modified on Tuesday, 21-Jan-97 09:15:50 by the WebHead at Ben & Jerry's.
Disagreements and conflicts happen all the time at school. We have many choices for how we can handle them. We could respond by fighting, by screaming and yelling, or by ignoring the situation. These choices don't usually settle things and may get us in trouble. Another way to settle a conflict that often works is to talk it out.

Here are a few ideas to try when you want to talk things out:

**COOL OFF**
When we're angry, it's not easy to think clearly. It's a good idea to take a deep breath and try to calm down. Some people find it helpful to count to ten.

**MOVE AWAY FROM THE CROWD**
Groups encourage us to push and shove to resolve our disagreements. If you and the other person can get away from the crowd, it will be a lot easier to work things out.

**LISTEN CAREFULLY**
It's important for each person to listen to what the other has to say. You can show you're listening by facing the person and paying close attention to what he or she is saying.

**BE STRONG, NOT MEAN**
When we're angry we often say mean things to one another. Try to say how you feel without calling names, putting the other person down or hurting the other person's feelings.

**ASK FOR HELP**
Conflicts can be hard to resolve by yourselves. But it's okay to ask for help. Find a teacher or another student who is helpful and won't take sides.
This page was last modified on Wednesday, 24-Jul-96 00:00:15 by the WebHead at Ben & Jerry's.
Young People Tell Their Stories

- Tiffany's Story
- Angel's Story
- Tanya's Story

Walking the Talk: An Interview with RCCP Student Tiffany

This interview was adapted from Educators for Social Responsibility's FORUM Newsletter, Winter 1995.

Pamela Banks, volunteer writer for Educators for Social Responsibility (ESR), interviewed Tiffany, a fourteen-year-old student from Oceanside, California.

Pamela: ESR is interested in hearing about your experience in the Resolving Conflict Creatively Program (RCCP). I understand that you've participated in this program.

Tiffany: Yes, that was last year and the year before, when I was at Roosevelt Middle School. Now I'm in my first year of high school. We don't have the program at this level.

(Editor's note: RCCP is now in Tiffany's high school!)

Pamela: What part did you play in this program?

Tiffany: I was a mediator-someone who helps two people in conflict listen to each other and resolve their disagreement in their own way.

Pamela: What would you say made for good mediation?

Tiffany: You had to be patient. You had to listen and be understanding. You had to make the two parties feel secure. Being their peer helped. We would hear their point of view. We would use creative questioning to kind of guide them to the path that would lead to their finding the right answer to their conflict.

Pamela: Did you think up the questions ahead of time?
**Tiffany:** No, they came naturally, actually, because the [trainings] taught us basic questions and then we just branched off them. Through experience, you begin to think of the coolest questions.

**Pamela:** What kinds of conflicts came up in your school that you were able to resolve by mediating?

**Tiffany:** Rumors were a big part of it. Friendships. Most of the people who came in were friends at one time, and they wanted the friendship back. Lies have been another. I had one conflict to mediate that was because of a racial comment.

**Pamela:** Let's talk about the regular conflict resolution program back in the middle school classroom. Do you remember something about a particular class that you thought was especially good?

**Tiffany:** I remember the "torn heart" lesson. There were 26 lessons in the curriculum. In this one there was this large piece of red paper in the shape of a heart that symbolized someone's self-esteem. It was Billy's heart. The teacher told the story of a little boy named Billy one day at school. He'd be walking down the hall and someone would say, "Why are you wearing that? That's an ugly shirt," and he would feel bad. Each time people said things like that, a piece of his heart would be torn away and the teacher would rip off part of the paper heart. So by the end of the day, Billy had this little thing that was left of his heart. People don't realize that the more they get put down, the more a piece of their heart goes away. And so every insult that you get tears away a bit of your self-esteem.

**Pamela:** Then what happened?

**Tiffany:** We would brainstorm about the conflict, as a class, and we would have an open discussion about it. People often don't realize what's happening until they see it through discussion.

**Pamela:** Have you seen conflicts that you think people have been able to resolve outside the classroom as a result of taking these classes?

**Tiffany:** Yeah. There were kids who were boyfriends and girlfriends, and they wouldn't even have to go to mediation to resolve a conflict. They'd use their own skills that they learned through the classroom situation to resolve it on their own.

**Pamela:** So it's working outside the classroom, not just inside.

**Tiffany:** Yes. It certainly changed me a lot.
Pamela: How?

Tiffany: It has given me a positive outlook on life. It's given me skills that will help me get far in life. It's given all of us skills that are going to help us in the future to communicate with others and to communicate well. We may have the smarts in English and everything, but communication, that's the way our world works.

Pamela: Was this program ever applied to conflicts between students and teachers or between students and parents? Or did it always concern conflicts between students?

Tiffany: Some of the students would teach their parents these skills, yeah. And the teachers even use it at home. But you know, no one had an impeccable, peaceful life, because everyone is human. We did make mistakes. Yes, we used it and everything, but not for twenty-four hours a day.

Pamela: What do you think makes this program work so well?

Tiffany: I think it is determination-on everyone's part who's learning about this program. Just to spread the word about it, just to tell everyone-yeah, this is going to be a perfect world one day, and we all have to believe in it. If we change one person's life, it makes us feel so much better. I remember a story told to us about a guy who was walking down the beach with a little boy, and there were a bunch of starfish stranded on it. The little boy saw that they had no water. So he threw one starfish in the ocean. The guy said, "That's not going to do any good. What about the other starfish?" And the boy said, "At least I saved one."

---

Angel

A Mediator with RCCP in New York City


One day I was in the park, and there were these kids from a day care center. They were on the seesaw and they were both talking. They started out talking nice and then they were talking meaner and meaner and then they started arguing and then they came up face to face. And then I thought, "Let me mediate them. Let me give it a shot."

I told them that I was Angel and I asked, "Would you like me to help solve your problem?" And they said yes. The other kid said yes too. So we went to the shade in the corner of the park. I explained the rules. I said no name calling, be as honest as you can,
no interrupting. One of them looked madder than the other so I started with him. He talked. He said that the other boy was telling him that his mother was on drugs and all that. So I paraphrased* it. And then the other kid said that no he didn't. He didn't mean to say that, he was talking about something else.

So I asked the first kid, "What could you have done differently?" And he said that he could have asked the other boy why he said what he did. He could have asked, "Why did you say that? Why did you say that my mother was on drugs?" And he could not have come up to his face. And the other kid said, "I could have not told him that his mother was on drugs which I didn't really mean to." So, I said, "How could you solve the problem? What can you do now to solve the problem?"

So the other kid said, "Shake hands, and I'll be his friend again." And the other kid said, "I will not make fun of his mother no more and I'll shake his hand and be friends. And they both shook hands and I realized, I mediated this problem. I thought I couldn't do it, but I did it.

*Paraphrase means that Angel said back to the boy what he heard the boy say. Angel did this to make sure he understood everything and so that the boy knew that Angel heard him correctly.

Tanya

New York City


It's up to us to make the change. We are all a part of the things that go wrong in our world. It's up to us to have open minds and not to judge anybody by the color of their skin, or their religion. I believe in the concept of treating others the way you want them to treat you. Put yourself in someone else's place before you do anything that you wouldn't want done to you. It's not good for us to look on the outside. Look within yourself. It's up to us to help each other.
This page was last modified on Tuesday, 23-Jul-96 23:59:50 by the WebHead at Ben & Jerry's.
The Kids' Conscious Acts of Peace Project was developed by the Resolving Conflict Creatively Program (RCCP), an initiative of Educators for Social Responsibility (ESR), and Ben & Jerry's to promote the exciting, positive steps young people around the country are taking to resolve conflicts in nonviolent and creative ways. The index lists all sorts of information from the Kids' Conscious Acts of Peace activity guide -- check it out! (And remember to take a look at the essay form -- we're trying to gather a bunch of essays to put into a book of Kids' Conscious Acts of Peace!)
This page was last modified on Thursday, 16-Jan-97 13:17:20 by the WebHead at Ben & Jerry's.
Creative Conflict Resolution and Violence Prevention

ESR 1996 Summer & Fall Institutes for Educators

Appreciate Diversity, Resolve Conflict, and Prevent Violence. ESR institutes are designed for teachers, counselors, administrators, parents, and community members who seek to create safe, caring, and respectful classroom and school communities. These hands-on, highly interactive institutes allow participants to explore and practice important concepts and skills, gain practical teaching strategies, and learn critical theoretical background for each topic.

- For Early Childhood and Elementary Educators
- For Elementary and Middle School Educators
- For Middle and High School Educators
- Of Interest to All
- Registration Pricing and Information
- Registration form

For Early Childhood and Elementary Educators;

Building Peaceable Early Childhood Classrooms

Pre-school through grade 3 educators will explore developmental issues surrounding violence that children witness in real life and in the media; identify responses to media violence and toys, including the Power Rangers; examine ways to help children work through ideas and feelings about violence; and explore how to infuse violence prevention and conflict resolution into daily class and home life. Participants will receive ESR's new resource Teaching Young Children in Violent Times: Building a Peaceable Classroom, authored by Diane E. Levin, Ph.D.

one-day
Maplewood, NJ, October 11, 1996,

led by author Diane E. Levin

two-day
Providence, RI, June 25-26, 1996
Springfield, MA, July 9-10, 1996
Teaching Conflict Resolution Through Children's Literature

This one-day institute is designed for elementary school educators who are already teaching conflict resolution and wish to reinforce and extend children's skills and understanding through the use of literature. Participants will learn how to use developmentally-appropriate children's books in the classroom as a tool for introducing, modeling, and reinforcing conflict resolution skills; developing understanding and concepts about conflict; and developing core themes and values. Participants will receive *Teaching Conflict Resolution Through Children's Literature*, authored by William J. Kreidler.

one-day
Providence, RI, June 27, 1996,
*led by author William J. Kreidler*
Springfield, MA, July 11, 1996
Oceanside, CA, October 28, 1996
*led by author William J. Kreidler*
New Brunswick, NJ, November 20, 1996

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For Elementary and Middle School Educators;

The Peaceable Classroom, K-8

Elementary and middle school educators will learn how to develop learning environments that emphasize cooperation, caring communication, expression of feelings, appreciation of diversity, responsible decision making, and conflict resolution. This introductory institute will feature opportunities to practice conflict resolution skills; explore ways to infuse conflict resolution into daily classroom life; and examine classroom management strategies which support peaceable classrooms. Next steps will be discussed, as participants develop individualized implementation plans for their own classroom, school, or community. Each participant will receive ESR's *Conflict Resolution Workshop and Implementation Manual*, as well as their choice of a developmentally-appropriate curriculum guide.

three-day
San Diego, CA, June 24-26, 1996
Maplewood, NJ, June 26-28, 1996
Oceanside, CA, October 23-25, 1996
For Middle and High School Educators;

Conflict Resolution in the Middle School

This institute will provide an opportunity for educators grades 5 through 9 to explore a framework and strategies to help their students deal effectively with conflicts they experience on a daily basis. The institute will be useful for educators who wish to incorporate conflict resolution into classroom, advisory, or counseling settings. The institute will provide participants with numerous strategies and activities to teach conflict resolution concepts and skills, including escalation and de-escalation; anger management; caring communication; bias awareness, prejudice reduction, and appreciation for diversity; cooperation; and negotiation and mediation. Participants will also have the opportunity to explore multiple implementation models, ranging from infusion into the traditional academic curriculum, to classroom management approaches, to school-wide programs and projects. Participants will receive and learn how to use ESR's new curriculum, Conflict Resolution in the Middle School by William J. Kreidler.

two-day
Springfield, MA, October 22-23

Conflict Resolution,
Classroom Management, and Discipline
in Middle and High Schools

Conflict resolution programs and initiatives are rarely successful when they are not integrated into the bigger picture of school and classroom discipline. This institute will explore the connections between conflict resolution, classroom management, and developmental discipline and provide participants with concrete strategies to use in the classroom. Participants will also learn specific strategies for presenting this model to other staff members. The focus will be on a classroom management approach which incorporates prevention, interruption, diffusion, and resolution strategies. Through simulations, discussion, and small group dialogues, participants will learn strategies for diffusing power struggles; how to move from negative reinforcement through positive reinforcement to a developmental approach to behavioral change; suggestions for developing a whole school discipline plan which incorporates conflict resolution tools and skills; and ways to establish the "negotiated classroom." Participants will receive ESR's Conflict Resolution and Classroom Management Resource Manual.
two-day  
Chicago, IL, October 22-23, 1996  
Hartford, CT, November 6-7, 1996

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An Integrated Approach to Conflict Resolution and Violence Prevention in Middle and High Schools

Middle and high school educators will explore teaching strategies, integrated curricula, and school-wide programs and projects that help young people deal more constructively with conflict and cultural differences. Using ESR's new curriculum, *Making Choices About Conflict, Security, and Peacemaking: Personal Perspectives*, participants will be introduced to a repertoire of tools, strategies, and activities that help students deepen their understanding about interpersonal and social conflict, prevent violence, reduce prejudice, and contribute to a more socially-responsible school community. Participants will learn ways to engage young people in a deeper examination of their own experiences and perspectives and develop a "conflict tool box" of strategies to manage and resolve interpersonal conflicts and cultural differences.

three-day  
Chicago, IL, July 9-11, 1996,  
*led by author Carol Miller Lieber*

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Of Interest to All;

Conflict Resolution, K-12

K-12 educators will learn and practice key conflict resolution concepts and skills, explore classroom-tested teaching activities, and examine different approaches to integrating conflict resolution into the classroom and school. Participants will be introduced to strategies for dealing more effectively with daily conflict and teaching social skills such as communicating to de-escalate conflicts; expressing feelings, managing anger, and diffusing hostility; and win-win problem-solving, negotiation, and mediation. Each participant will receive ESR's *Conflict Resolution Workshop and Implementation Manual*. Developmentally appropriate curriculum guides will also be available for purchase.

two-day  
New Brunswick, NJ, November 18-19, 1996
Character Education and the Development of Social Consciousness

Character education is not simple. It is not the kind of knowledge that students learn through studying their notes or through the highlighting of a weekly virtue. We can model a virtue, talk about it, provide examples of it, and hold it as an expectation, but unless we understand the underlying forces that inhibit its realization and nurture its development, we will not be successful in translating our intentions into reality. Character education means helping students understand that what they value matters, that they can make a difference to others, and that living with integrity provides meaning and richness to one's life. In this institute, Dr. Sheldon Berman will share his research in the development of social consciousness in young people, as well as recent work in the area of moral reasoning and pro-social development. Participants will examine and discuss ways that educators can facilitate the development of character by nurturing an informed social consciousness and a sense of personal empowerment. Participants will receive a copy of Promising Practices in Teaching Social Responsibility, co-edited by Dr. Berman.

one-day
Springfield, MA, October 24, 1996,
led by author Sheldon Berman

Creative Conflict Resolution:
Building Safe, Caring, and Respectful Learning Communities

Imagine a school where students respect differences, care for one another, and solve conflicts nonviolently. A growing number of educators are implementing systematic, research-based methods to promote social and emotional competency in young people. This five-day, comprehensive institute is designed for K-12 educators who seek to create peaceable classrooms and schools. The hands-on program will allow participants to learn specific teaching and classroom management strategies that foster care, respect, and responsibility for one another's well-being. Participants will also identify ways to increase the physical and emotional safety of young people in school. Ideas about how to link these themes with different subject matter will be woven throughout the program. Assistance will be provided as individuals and school teams develop next steps and implementation plans for their own settings. Participants will receive ESR's Conflict Resolution Workshop and Implementation Manual, designed to help incorporate conflict resolution into classroom and school programs. Leading, developmentally-appropriate curricula will be available for review and purchase.

five-day
Hartford, CT, July 22-26, 1996
LEADING GROUPS

"If you want one year of prosperity, grow grain.  
If you want ten years of prosperity, grow trees.  
If you want one hundred years of prosperity, grow people."
- Chinese Proverb

People join groups for different reasons. Sometimes they are forced to be a member. Sometimes the group has something that the individual needs. Other times, the person is interested in the group’s purpose or values and he feels that he can contribute to or benefit from becoming involved. Still others have other alternatives for joining. Each person brings different ideas, talents, information, and skills to a group. The combination of all of the members’ strengths and weaknesses create the dynamics of the group. “Only when each one comes to an understanding that the whole is greater than the sum of the parts will they function and be recognized as a team” (Matusak 73).

With every unit comes the pain of conflict and the joy of success. However, for a team to be truly effective, there needs to be a mutual respect among its members and a sense of commitment and responsibility that binds everyone together. Listening to each person’s ideas and realizing the
potential in others that one may not have known about before are critical for group cohesion and performance. At the same time, it is important to be critical of other group members and question them when someone feels there may be a problem. Being a member of a group does not mean that everyone agrees about everything, but it does mean that they work as a collaborative team in order to perform as effectively and efficiently as possible. Teams do not form overnight. There is a complex socialization process that most all teams go through. This requires patience and commitment by all members.

Often times, people act differently depending on what group they are with. For example, some school-age children will be outgoing and personable when with their brothers and sisters, but when put in a room with their peers; they become reclusive and shy. The dynamics of every group varies and no one is the same.

**Suggested Activities for Grades K-3:**

"**JIGSAW PUZZLE**"

The teacher will divide the class into groups of three. Each group will be given a different puzzle of varying difficulty that they must put together as a team. Once each group has finished the teacher will ask the following questions:

Was it easier for you to work with people than by yourself?
Did you all work together to finish the puzzle?
Did you think you finished faster working as a group?
Did you like working in a group?

Then the teacher will talk about her observations and wrap up the discussion by explaining the value of being part of a group. (Maybe discuss how a family is a group, since this is the closest application of groups to their lives.)

"**A LINE NEEDS A LEADER – AND IT NEEDS A CABOOSE**"

The class sings the song, “A Line Needs a Leader” and the teacher taps students on the head asking them to get in line when they are tapped. When all students have been added to the line, the song is over. They sit down with the teacher who asks then what usually happens when he says to “Line
Up.” He leads the discussion to the point where the students realize that the person in the back of the line is just as important as the person in the front of the line and everyone in between.

What did we learn about being in a line?  
What did we learn about being pushy and rude?  
What did we learn about being in a group?  
Is everyone important in a line?  Is everyone important in a group?

**Suggested Activities for Grades 4-8**

"THE TOY SHOP DILEMNA”

Scenario:
You are the owner of a toy store. Your business has been steady over the past years. Your store carries a wide variety of toys and games. Customers come from several communities in the area to shop. The nearest mall or large shopping center is 50 miles away. One morning you pick up the newspaper and this is what you see:

<table>
<thead>
<tr>
<th>THE GAZETTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nowhere, USA</td>
</tr>
<tr>
<td><strong>BIGSTORE TO MOVE INTO WEST FREEDOM PLAZA</strong></td>
</tr>
<tr>
<td>Company officials announced yesterday that Bigstore will begin construction next month on a store in the new West Freedom Plaza Shopping Center located on the bypass outside Nowhere. The 100,000 square feet store will carry clothing, toys, home and garden supplies, hardware, electronics, office supplies and other items. (Continued on A5)</td>
</tr>
</tbody>
</table>

Divide the class into groups. Each group will represent the management and staff of the local, existing toy store, which is aware that competition is coming into town. This store has eight months to prepare a strategy to prevent loss of business. The groups must develop a strategy and present it to the class.

"DEFINED ROLE PLAY"

Divide the class into groups of five. Assign each member a specific role on a notecard, such as domineering, lazy, stubborn, non-committal,
enthusiastic. Provide them with a scenario and ask them to play it out. They may not reveal their “characteristic” to anyone in the group.

**Suggested Activities for Grades 9-12**

*Lord of the Flies*

Students are asked to read the novel “Lord of the Flies” and write an essay about group dynamics. They should address the issues of group forming, storming, norming, performing and adjourning, as well as the factors that contributed to each stage. Who were the leaders of the group and what made them the leaders? What characteristics does a leader have? What is an effective follower? After the papers have been turned in to the teacher, show the movie version in class and ask the students if they envisioned the story to be the same as the movie. Why or why not?

*EGG DROP*

In science class, assign students to be in groups of four. Their assignment is to find a way to drop an egg to the floor without it breaking. It must be dropped from the arm of someone standing on a chair. They may use any resources they feel are appropriate. Each group has three days to decide what their method will be. (Example method that works is putting the egg in a full toilet paper roll and stuffing the ends with toilet paper to make sure it doesn’t fall out.)

After they are done, ask them what process they went through to complete the experiment. Did one person stand out as a leader or did everyone participate equally? What would you do differently? Was it difficult to formulate a consensus among all of the members of the group?
LEADING CHANGE

"Of all the creatures of earth, only human beings can change their patterns. Man alone is the architect of his destiny...Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives."

-William James

Leaders must be change agents and innovators. They must have a vision of what could be and challenge the norms. The good leader embraces change rather than fearing it. Many people are not comforted by the idea of change; it is frightening and unknown, however it is inevitable. There are a great deal of risks associated with change but if you are committed to it there is bound to be success.

In order to be fully engaged members of society people need to go beyond what is and look for what is possible. In order to make change happen you need a mindset that allows you to leave your comfort zone and take a chance. According to William Bridges, change is a three-step process. It involves 1) letting go and creating a sense of closure towards the
past, 2) transitioning from a sense of order to a feeling of disarray from which negativity should be expected and 3) starting something new.

Change does not happen on its own. In order for it to be effective a vision is needed to guide the process. A vision gives purpose to the change and allows each person to see how much it means to them. Developing a vision should take place among all those involved with the change process. Forming a vision serves as empowerment of the individual and ensures that everyone involved has a personal interest in the outcome.

Change exists on all different levels from something as simple as altering your daily routine to starting a new job. Change is endless in its possibilities and it is up to each individual to decide what part they will take in it.

**Suggested Activities for Grades K-3**

*“CHANGES”*

The teacher will read the book “Changes” by Marjorie Allen to the class. They will talk about what the students think about the different situations. How would they deal with them? What, if anything, scares them about change? What excites them?

*“THANKSGIVING DAY”*

While teaching the students about Thanksgiving and proceeding with the normal activities that the teacher does, discuss the changes that the Pilgrims had to go through when starting a new way of life in the New World. Were they positive or negative changes or both? What changes did the Indians face because of the arrival of the Pilgrims? Ask the class about what kinds of resistance they think existed.

**Suggested Activities for Grades 4-8**

*“LIVING AUTOBIOGRAPHIES”*

Students research someone in history that has created change in their communities. They will write a composition about the person’s accomplishments from the perspective that they are the person they have researched. Then they will each memorize their autobiography and present it to the class, dressed up like their character. Presentations should be
between 3-5 minutes. After each student presents, ask them why they chose that particular individual and if they still believe that he/she is an agent of change.

"TIME CAPSULE"

Each student will make a time capsule that they will get back when they graduate from high school. Everyone should bring in a shoebox and decorate it however they like. It must have their name on the outside of the box. Inside they should include anything that they think represents who they are at the present time and things that have been significant in their lives up until now. When everyone is done, each box will be sealed shut and kept in an appropriate place to be returned senior year.

Suggested Activities for Grades 9-12
"CHANGE AGENT PROJECT"

The class breaks into groups and decides on a change initiative they would like to see happen in their school or surrounding community. As a class they select one of these topics and work as a unit to try and implement the change. This requires collaborative thinking, intense strategic planning and meeting the critical stakeholders that can help make the change happen. They should develop a vision for the project, identify values that are underlying throughout the project’s entirety, action steps to complete the project, and finding people who will carry the change out.

"THE THREE AMIGOS"

Students will be asked to identify three famous individuals who they think are change agents. They can be related (such as Lincoln, Washington, and Roosevelt – all three are former Presidents) or they can be random (Jesus Christ, Kennedy, and Ghandi). They will need to compare and contrast their leadership styles and methods for implementing change in an essay. They must demonstrate some kind of connection between the three change agents.
DECISION MAKING

"Every decision is a statement, even those decisions that you do not intend as such. Some are statements to the masses. Some are statements to a few. All are statements to and about yourself."

-Hap Klopp

Decision making, like all other leadership skills, takes practice. Communication, active listening, and the values and culture of the community all play a part in the determination of a style of decision making. Decisions are important aspects of life. Everything in life is a decision and making decisions helps people to learn about responsibility and accountability. Almost every decision that is made in life affects someone else.

In life decisions do not always turn out the way they were planned or how individuals would like them to. However, that is all part of learning about how to make decisions that are effective and worthwhile. It is important to realize that it is difficult to make decisions but everyone should understand they do have to be made and accept them. Life is not easy, neither are the decisions we choose to make.

Making a decision in life involves a process that most people do not even realize is happening. According to Simon there are three major
elements to the process: 1) finding occasions to make a decision, 2) developing strategies and 3) choosing among the strategies. These three elements are necessary in order to be an effective decision maker and to fully understand how and why decisions need to be made.

As an individual grows throughout his lifetime the process of decision making greatly changes. The decision a kindergartner makes is very different than the decision a ninth grader makes. As development occurs every individual faces new and exciting challenges in life. Self-esteem can be directly correlated to decisions that are made or are not made. For this reason it is of great importance to learn how to be effective in the process of making a decision and to stand by what you believe in.

Suggested Activities for Grades K-3

"GOOD CHOICE/BAD CHOICE"

Divide the class into two teams and line each team up on opposite sides of the room. In the middle of the room, place two chairs, one with a happy face (good decision) and one with a face that is frowning (bad decision). The first person on each team will be given a scenario and the first one to reach the correct chair earns a point for their team. The team with the most points in the end wins. Keep score on the chalkboard. As each scenario is completed, you may want to ask the students why it is a good or bad decision so that everyone understands.

Sample scenarios:
1. Take someone’s pencil without asking.
2. Tell your parents that you love them.
3. Always brush your teeth.
4. Go outside to play on a cold, cold day without a coat.
5. Talk to strangers.

"SAFETY DAY"

Invite a firefighter and a police officer to your class and ask them to give a presentation on fire safety and general tips to be safe. Incorporate into their presentation questions that they can ask the students, such as “Is it a good decision or a bad decision to get into a car with a stranger? Is it smart to go back into a house that is on fire to get your belongings?” Questions such as
these reinforce the lessons of safety as well as make the children think about what kind of decisions they make.

**Suggested Activities for Grades 4-8**

"D.E.C.I.D.E. MODEL"

Provide students with a copy of the D.E.C.I.D.E. Model of making decisions.

D define the problem  
E elaborate on the problem  
C consider all of the possibilities  
I identify the consequences  
D direct action  
E evaluate your outcome

A good time of year to do this is when you are doing a unit on drugs and alcohol. At this stage in life, students are beginning to feel the effects of peer pressure and find themselves having to make difficult decisions.

Discuss the term “consequences” and ask them to identify the consequences of the following actions:

1. You do not do your homework.  
2. A glass spills on your desk.  
3. You break a toy or something important that belongs to your brother, sister or friend.  
4. You eat 12 candy bars.  
5. You stay up on a school night to watch the late, late show.  
6. You write a great paper for English class.  
7. You spend money that you saved for Mother’s Day on a game.

"PROBLEMS, PROBLEMS"

Have each student write a problem that requires a decision to be made. After the teacher reviews each one, distribute the problems to the students (no one should receive their own) and ask them to make a decision for that problem. Write a composition about their final decision and how they arrived at it.
Suggested Activities for Grades 9-12
"A DAY AT THE MOVIES"

Show the movie "Crimson Tide" with Gene Hackman and Denzel Washington. Discuss the decisions that had to be made in the movie and how they were made. What factors affected the decision-making process? What could have been done differently? Discuss the implications for our country and others when the leaders are unclear about their orders or lack the necessary information to make educated decisions.

"SHOULD DRUGS BE LEGAL IN THE UNITED STATES?"

Choose an issue such as the legalization of drugs and have several members of the class debate the topic. They should present compelling arguments for each side of the issue. Once they have finished, ask the rest of the class to decide which alternative is best for the United States and its citizens. They MUST come to a decision. If they need more time to work on it, give it to them. The decision should not be forced, they need to work through the process as naturally as possible.
PERSONAL LEADERSHIP & MOTIVATION

"Too many people overvalue what are they are not and undervalue what they are."
-Malcolm Forbes

Who you are? How are you unique? These are questions that arise when you think about what you are capable of and how you want to be. By identifying your personal style, interests, values, and skills an individual will better be able to identify in what type of setting they will be likely to contribute significantly and to find personal satisfaction. The quest for leadership is first an inner quest to discover oneself. Through self development comes the confidence needed to lead. Self-confidence is really awareness of and faith in your own powers. These powers become clear and strong only as you work to identify them.

Also by familiarizing oneself with who you are, you are more likely to recognize the responsibilities and challenges that one can encounter in life. This process of self discovery will also be beneficial in establishing goals for yourself and learning how to progress towards these goals and turn them into realities.
One of the most important reasons why the topic of self-knowledge is so connected to leadership is that our relationships with others often have a major impact upon our views of ourselves. Because leadership by its very nature entails interaction with others, it is extremely important to develop a clear understanding of who you are, what your values are and the expectations you hold for yourself.

To compliment with the idea of self-concept is self reflection. It is necessary to know who you are but it is even more important to be able to look within yourself. By examining who you are, you are able to discover what about you needs to be changed and to see what direction you are headed in life and whether or not it is where you want to go.

In order to be a strong person with a well defined self-concept motivation is the key. Motivation provides you with the energy and desire to want to do and to be. It is the driving force behind behavior. It gives behavior energy and direction.

Motivating others is challenging. Even motivating ourselves is challenging enough. We all have our hands full just trying to generate our own motivation. However, in trying to motivate others, we often spur ourselves to become excited and give energy to our ourselves.

In motivating others we are able to use personal experience and empathize with what others are facing in terms of their motivational problems in their lives. We also are aware of what it feels like to when others try to motivate us. Also, motivating others is an valuable skill and becomes very applicable to one’s own life.

In believing what you and others can do is extremely helpful in developing a better self-image. Motivation and self-concept go hand in hand. Motivation is the key to success. Believing in others and yourself will open up an endless world of opportunities.

**Activities for Grades K-3:**
“ME PAGES”

In the first few weeks of school students make books all about themselves. The first page is either a photograph or a drawing of themselves. The
second page is "My Family" followed by "My House", "What I Like To Do, "What I Like To Eat" and finally "My Favorite Color." On each page they draw anything they associate with themselves. This project is completed by "Back to School Night" and out in each of their desks. Parents come in and locate their child's book. This allows parents and teachers to see what children think about themselves.

"THE MAGIC BOX"

The teacher makes a "magic box" by finding a box and placing a mirror inside (so if someone looks into the box they see themselves). Ask the class "Who is the most special person in the world?" Go around the class and ask them who they think. Tell the class that you have a surprise. You brought a magic box and when you look inside you will discover who the most important person is in the world. Each child has the chance to look inside and the teacher asks them if they are surprised and how they feel about seeing that they are special people. Ask each child to keep the special news a secret. When the class comes back together ask who the person they saw was. They respond "me." Explain that they are all special and that it is possible for all of them to be special.

**Suggested Activities for Grades 4-8:**

"COAT OF ARMS"

In class learn about what a coat of arms is. Show them examples of family coats of arms and how they were developed. Ask each student to make a personal coat of arms and present them to the class. Hang them up in the classroom or in the halls.

"IALAC TAGS"

Take a sheet of paper and write the letters IALAC on it in large bold print. Holding this to your chest so that the students can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for I'm lovable and capable. This is our self concept, or how we feel about ourselves. The size of our sign, or how good we feel about ourselves, is often affected by how others interact with us. If somebody is nasty to us, teases us, or puts us down, hits us, etc., then a piece of our IALAC sign is destroyed. (Show this by tearing a piece off the sign). I am going to tell you a story to show you how this happens in
everyday life. As you describe each event that negatively affects the student’s IALAC sign, tear off another piece until at the end you are left with almost nothing.

Story to use:
A seventh grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden, his mother calls him, “Michael you lazy-head get out of bed and get down here before I send your father up there!” (rip) Michael gets out of bed, goes to get dressed, and can’t find a clean pair of socks. His mother tells him he will after wear yesterday’s pair. (rip) He goes to brush his teeth and his older sister, who’s already locked herself in the bathroom tells him to drop dead! (rip) He goes to breakfast and finds soggy cereal waiting for him. (rip) As he leaves for school, he forgets his lunch and his mother calls to him, “Michael you’ve forgotten your lunch; you’d forget your head if it weren’t attached!” (rip) As he gets to the corner, he sees to the corner, he sees the school bus pull away so he walks to school. (rip) He’s late to school and had to get a pass from the principal, who gives him a lecture. (rip)

Continue the story through the school day with examples. Some possibilities are:

1. Forgetting his homework
2. Getting a 68 on his spelling test
3. Being called on for the only homework question he can’t answer
4. Making a mistake in reading so that all the kids laugh
5. Being picked last to pay ball at recess
6. Dropping his tray in the lunchroom, with everyone applauding
7. Begin picked on by bullies on the way home from school

**Suggested Activities for Grades 9-12:**
"GOAL SETTING"

As a ninth grader have each student write a letter to him/herself detailing expectations of High School. They should list their fears, goals, expectations etc. Record who your friends are, what activities you hope to be involved in, and anything else about high school. In the beginning or middle of senior year, assess how they did, what happened, what did not
happen, and how they are going to use their remaining time in school. Have them write down goals and expectations for the rest of their school year. “IMAGE”

Have a program on body image that covers issues such as eating disorders, self-image, and exercise issues. Make sure that there is a balance between men and women’s issues. Also make sure that it is educational as well as interesting. Follow up with either a discussion or a reflective paper.
Participation of a special needs child usually requires minimal modifications in the activities that occur. These modifications should result in the individualization of the activity and should be taken into account when planning for all children. The modifications may require a change in the rules to make the activity more or less challenging. It may require a change in the time allowed for completion. Equipment may need to be modified. The process may need to be stressed instead of the product. Only one type of modification will likely be needed to allow for participation and acceptance of the child.

In his book, *School-Age Children with Special Needs*, Dale Fink provides helpful guidelines for programs seeking to mainstream children with moderate to severe disabilities. He stresses the importance of obtaining as much information as possible from the parent and developing open communication with the school staff serving the child. This will provide a source of consultation for the program staff.

School-age child care programs offer a marvelous opportunity for all children, but especially those with special needs to become part of a caring group and develop their skills and talents to the fullest. Remember, because special needs children have much in common with their peers, they will enjoy participating in the same activities that their peers enjoy.

**PROGRAM PLANNING TO MEET DEVELOPMENTAL NEEDS**

The purpose of any developmentally based program is to help children grow and develop in ways that will lead to their becoming fully functioning and productive members of society. Planning such a program requires establishing long and short term goals and providing experiences that begin where the child is and help them move forward to more mature expressions and experiences. Good programming not only respects children for who they are and what they can do, but also challenges them to imagine what they might do and who they might become. In other words, good developmental programming is grounded in the here and now but focused on the future.

Planning a future-oriented program requires staff members who are: ready to design hands-on activities; excited about learning in new and different ways; enthusiastic about sharing what they know and creating ways for children to share what they know; and able to look back and see changes that have occurred in the child's development and to mirror the joy of that development to the child.

**SPACES**

One way of thinking about helping a child develop for the future is to think about three types of spaces - Inner Space, Outer Space and Shared
Space.

**INNER SPACE** - orients a child towards getting to know more about him/herself

- Self-awareness
- Self-esteem
- Learning styles
- Values and ethics: helps a child learn to interact successfully with others
- Exploring roles with family and friends
- Interpersonal communication skills
- Resolving conflicts: prepares a child to cope with changes in his/her life
- Inventing options and solving problems
- Decision-making
- Coping with stress

**OUTER SPACE** - encourages the explorer within a child

- Developing curiosity
- Discovering new perspectives
- Seeking the new
- Facing the unknown
- Overcoming the fear of failure: helps the child discover the scientist within him/herself
- Scientific approaches
- Creativity, intuition and logic
- Creating solutions: promotes the inventor within the child
- Inventing technologies and ideas
- Creating options
- Bringing imagination to life
SHARED SPACE - creates opportunities for getting to know the Earth's peoples

- Similarities and differences

- Food, shelter and clothing

- How people play, celebrate, govern and manage economies: promotes an understanding of our common earth (ecology and relationships)

- Components, connections, change, cycles and energy flow

- Common resources: teaches how space is shared

- Friendship

- Cooperation
- Resolving conflicts

- Communications technology

In every domain of development, there should be an awareness and emphasis on developing each of the spaces within a child.

MEETING CHILDREN'S DEVELOPMENTAL NEEDS USING THE SPACES CONCEPTS

Most activities you will plan to meet the developmental needs of the children in the program can incorporate the perspectives of one or more spaces. The following example will help you plan developmentally sound activities which are grounded in the SPACES concept.

DOMAIN OF DEVELOPMENT - LARGE MOTOR SKILLS

INNER SPACE - aerobic dance. How does my body feel? What does the activity do for the body?

OUTER SPACE - throwing for distance. Throw a variety of different objects such as a ball, feather, piece of paper, paper airplane or ball of paper. Which object goes the greatest distance and why? Have kids measure and record distances. Does the person throwing the object affect the distance; does it matter if the activity is done inside or out?

SHARED SPACE - Playing dodge ball in a small circle with everyone standing as close together as possible. How does it feel when too many people try to share too small a space? Now make the circle larger. Is there a difference in how people feel; how the group interacts? What happens when too many people try to share the same space?
ETHICS & MORAL VALUES

"Those who have enlightened virtue have it even though they be ordinary people, while those who lack enlightened virtue lack it even though they be kings."

-Tanqin Annals

Leaders have the power to act as a force for either positive or negative change. The study of ethics consists of examination of right and wrong, good and evil, justice and injustice within the context of human relationships with each other and other living things.

Over the ages, philosophers have continuously pondered the nature of goodness, often in hopes of a pathway to moral purity. In contrast to philosophers, who have concerned themselves primarily with the substance of moral behavior, developmental psychologists have focused on the processes through which people arrive at moral decisions during different periods in their lives.

In the first stage of development, moral reasoning is centered on the avoidance of being disciplined. There may not be a conscious reasoning for children’s actions, with the exception of not wanting to be punished. They
do not internalize why things are right and wrong. They simply act because they are told that certain behaviors are acceptable and others are not.

In the next phase of life children still avoid being punished, yet now they do it because it is the most beneficial course of action for them. They realize that if they exhibit moral behavior, they may be rewarded or praised. This is a phase in life where attention and reassurance are critical for their self-esteem.

Finally, in the last stage, adolescent development, there is a recognition that the approval of others is incredibly important, but also that acting in moral ways is something that should be inherent in each person. Individuals at this stage understand that they have responsibilities and obligations that can no longer be ignored. Value systems become clearly defined and the adolescents feel that their elders are “finally” respecting them.

This incentive, along with the growth process in general, shows us that moral development begins at a very young age and continues for a person’s entire life. It is not something that ever stops. Everyone has the ability to influence a person’s moral development. Schools must take the responsibility for instilling good, strong values in its’ students in order to create a safe, moral society.

**Suggested Activities for Grades K-3:**

"GOOD CHOICE/BAD CHOICE"

Show pictures to the class and discuss whether or not the choice is ethical.

The pictures to show:
1. a person brushing his teeth
2. a person smoking a cigarette
3. a person eating a fruit
4. a person riding a bicycle in the street
5. a person talking to a stranger

For each item ask the students if it is a good or bad action and why.
"PINOCCHIO"

Read "Pinocchio" and discuss the moral implications of the story.

**Suggested Activities for Grades 4-8:**
"WHAT YOU SHOULD DO"

Divide the class into groups of four. Present each group with an ethical dilemma. Have them work on deciding what should be done. Each group should share with the class when they have decided.

Example Dilemmas:
1. Take your classmate's pencil without asking.
2. Tell your teacher she dropped her wallet.
3. Skip class and hide out in the gym.
4. Tell your parents a lie so you can go out and play.
5. Take your friends lunch and hide it.

"SHILOH"

Read "Shiloh" over two weeks. At the end of each chapter discuss the moral implications that exist and what should be done. At the end of the book have students write a journal entry about what was right and wrong in the story.

**Suggested Activities for Grades 9-12:**
"CURRENT ETHICAL DILEMMAS"

Have each student find an article in the newspaper that is an ethical dilemma. Each student should write a summary of the situation and how they feel it should be resolved. As each student finishes they should post on a bulletin board. Each student should also explain to the class their dilemma.
“SALEM WITCH TRIALS”

Students will read “The Crucible” and discuss the moral implications of the events in the play. Do background research about the Salem Witch Trials so that they have a knowledge base concerning this topic. Finally, ask the students to act out significant scenes in the play so that they can think about the moral dilemmas in different forms.
EXPERIENTIAL LEARNING/SERVICE LEARNING

“There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction.”
- John F. Kennedy

Trends in education suggest that a lecture-style class will be unique in the twenty-first century. Classrooms are becoming more interactive, especially with the constant advancement of technology. In order to keep children and adolescents excited about learning, teachers need to adapt to different methods of teaching.

One such method is experiential learning. The premise behind this type of education is that if students are able to put theory to practice, they will be better able to grasp the concepts and apply them to their own lives. Dr. David Kolb has developed what he call’s the Kolb Learning Cycle and it looks like this (see next page):
Kolb’s Learning Cycle

The cycle begins with a concrete experience (i.e. being a mentor for a less fortunate youth). As the individual participates in the experience, he must constantly reflect upon what he is doing and why (i.e. keeping a journal). By doing this he is able to formulate ideas of how the world works, or at the very least, how the world works for someone else. Then he would be able to take these new ideas and apply them to the experience he is currently having or one that he may have in the future.

This type of learning is based on the interaction of people. Many teachers have chosen to incorporate it into their classes by means of group projects. Students are able to enhance their communication skills, teamwork skills, time management skills and they are able to exhibit leadership and followership.

Another embodiment of experiential learning is the addition of a service component into existing curriculums. Some schools have a mandatory number of service hours required of every student. However, this should be taken one step further. Students should be asked to reflect upon their experiences so that they are truly learning from their contributions to their community. Service is a very rewarding opportunity for our youth. It allows them to see and learn about things that a classroom cannot provide them with.
The purpose of these two types of learning is that it puts real world experiences in the hands of the students. They are more likely to be interested in what they are studying and are able to apply it to something concrete. Teachers will find that their students have more energy, creativity and a more well-rounded background with these types of experiences.

**Suggested Activities:**
(These activities can be adjusted for all grade levels)

**“EARTH DAY”**

Have each class learn about Earth Day and what it represents. This can be done on a daily basis for about a week. At the end of the week have an “Earth Day” clean-up. Each class should go outside as a group and clean up their school. Afterwards discuss how it made them feel and how they were helpful.

**“CLASS PROJECT”**

Each class should take an existing project in their school and improve upon it. The project should be divided among all members of the class in the form of subgroups. It is up to them how they want to work and what their end result will be. For example, a school newspaper, a school recycling program etc.

**“OUR WORLD”**

Each class should divide into groups. Each group should make their own “perfect town”, all members need to contribute. Every aspect of a town needs to be considered for example, jobs, leaders, schools, government, laws etc. As the towns are completed they need to be presented to the class.

**“COMMUNITY”**

Each class should come up with a way to improve their community. For example, make sandwiches for the homeless, a clothing drive, a tutoring program etc. The classes need to physically carry out their idea and
The CLI Curriculum and Citizen Leadership Training Program

1. CLI Curriculum

The Citizen Leader: A Conceptual Model

In developing the curriculum, the Citizen Leadership Institute (CLI) worked within the premise that citizen leaders are cornerstones, communicators, collaborators, and catalysts. Thus, citizen leaders are defined in terms of the 4 C's:

Cornerstone

- One who serves as the foundation of a community; one who recognizes personal and community resources.

Communicator

- One who conveys by clear signs; one who causes information to be effectively passed from one person to another.

Collaborator

- One who works jointly with others and is able to build and maintain effective teams of citizens.

Catalyst

- One who provides significant, positive change in communities for the benefit of all.

Citizen Leadership Developmental Stages

The CLI believes that the transition from "ordinary" citizen to effective citizen leader takes considerable time and effort. Specifically, citizens progress through six stages of leadership skills development:

Stage One: Awareness

- The awareness stage establishes the foundation for the development of the citizen leader. The individual recognizes that development is lifelong and that each person must first develop himself/herself in order to have greater influence on others.

Stage Two: Transformation
• This stage involves the individual in the acquisition of knowledge and skills required to create solutions to community problems. Three changes in the individual are brought about in the transformation stage: (1) a change in disposition, (2) a change in skills and knowledge, and (3) a change in function.

Stage Three: Commitment

• Stage three is marked by a conscious commitment to citizen leadership philosophy, principles, and practices.

Stage Four: Action

• Stage four is the point at which the individual learns practical applications of the first three stages. Citizen Leadership and Action are two sides of the same coin!

Stage Five: Renewal

• Stage five is reflected by the citizen leader's ongoing training in citizen leadership. It is also a period during which the individual seeks opportunities to reinforce learning acquired during the first four stages.

Stage Six: Facilitation

• The final stage prepares the citizen leader to function as a facilitator of the development of other citizen leaders.

The Citizen Leadership Training Program: "Core"

Below is a listing of the titles (content) of the various training modules of the CLTP. Module titles are grouped by developmental stages with modules of the "Awareness and Transformation" and "Commitment and Action" stages comprising the CLTP "Core". The citizen leadership characteristics category addressed by each module are also indicated.

"CORE" PART I--Awareness and Transformation, Stages 1 & 2, 15 hours

Awareness (3 hours)

• Learning about Self and Others (Cornerstone)
• Affirming Citizen Leadership Potential (Cornerstone)
• Distinguishing Citizen Leadership Style

Transformation (12 hours)

• Appreciating Diversity and Communicating (Communicator/Cornerstone)
• Building and Effective Team (Communicator)
• Promoting a Healthy Community (Cornerstone)
• Understanding Policy Making
"CORE" PART II--Commitment and Action, Stages 3 & 4, 15 hours

Commitment (12 hours)

- Framing Problems (Collaborator)
- Deliberating and Solving Problems (Collaborator)
- Negotiating with and Persuading Others (Communicator)
- Handling Controversy
- Resolving Conflict and Building Consensus

Action (3 hours)

- Effecting Change (Catalyst)
- Making Plans and Taking Action (Catalyst)

2. The Citizen Leadership Training Program: Flexibility and Program Delivery Options

The Citizen Leadership Training Program, as outlined above, readily adapts to existing community college curricula and delivery systems. The most desirable path for citizens to follow to citizen leadership is one which sequentially moves them through the content of the various developmental stages previously outlined. To facilitate this process, the training "core" of thirty clock hours is most logically organized and presented as two fifteen-hour segments. Ideally, citizens take Part I before taking Part II. Realistically, however, citizens' needs may dictate enrollment in Part II before Part I. In addition, needs may dictate that citizens enroll in individual courses only or in one of the four stages. The curriculum is designed to be broken into parts so as to best serve citizens' needs.

The program is designed so that credit and non-credit courses may be offered from the "core" and renewal curriculum. In addition, an Adaptation Guide details options for delivery of the training program to the general public and specific target groups, such as youth or minorities.

Class offerings may be made on campus in a classroom setting or in the community-civic building, church, etc. The setting will be derived from the demand for courses.

- For more information on the CLTP, including the Renewal stage, course offerings, and other training materials, please contact the CLI at (904) 747-3216. Click on the appropriate button below to find our address, including e-mail.
- To find out how community colleges may replicate and institutionalize the program, click on the "Replication" button below.

Back to CLI Homepage
The CLI Mission and History

Replication: The Citizen Leadership Development Program

The Citizen Leadership Institute Presents: The Annual PUBLIC POLICY INSTITUTE

The Peter F. Drucker Foundation Presents: THE NONPROFIT LEADER OF THE FUTURE: A SEMINAR IN LEADERSHIP

Register here for ALL CLI PROGRAMS

Current Issue of Leader Letters—Our Quarterly Newsletter

Requests for Additional Information

Links to Related Resources

Return to GCCC Web Homepage
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LEADERSHIP


SCHEDULE

OF

EVENTS

June 22-26, 1998
THE ART OF TEACHING LEADERSHIP
June 22 - 26, 1998

Monday, June 22

8:30 - 9:15  Registration and Continental Breakfast

9:15 - 9:45  Keynote Address:
              TBA
              Connections between Leadership and Child Development

9:45 - 10:30 Panel Discussion
            TBA
            Why teach leadership in Grades K-12?

10:45 - 12:00 What is Leadership?
                   Part I
                   Dr. J. Thomas Wren
                   Associate Professor,
                   Jepson School of Leadership Studies

12:00 - 1:00  LUNCH

1:00 - 2:45  What is Leadership?
              Part II
              Dr. J. Thomas Wren
Tuesday, June 23

9:00 - 11:15
Track 1  Diversity
Rev. David Dorsey
Associate Chaplain
University of Richmond

Track 2  Conflict Resolution
Dr. Hugh O'Doherty
Assistant Professor
Jespon School of Leadership Studies

11:15 - 12:15  LUNCH

12:15 - 2:45
Track 1  Conflict Resolution
Dr. Hugh O'Doherty
Assistant Professor
Jespon School of Leadership Studies

Track 2  Diversity
Rev. David Dorsey
Associate Chaplain
University of Richmond
THE ART OF TEACHING LEADERSHIP
June 22 - 26, 1998

Wednesday, June 24

9:00 - 11:15
Track 1 Leading Groups
Dr. Tiffany Keller
Assistant Professor
Jepson School of Leadership Studies

Track 2 Leading Change
Dr. Gill Hickman
Associate Professor
Jepson School of Leadership Studies

11:15 - 12:15 LUNCH

12:15 - 2:45
Track 1 Leading Change
Dr. Gill Hickman
Associate Professor
Jepson School of Leadership Studies

Track 2 Leading Groups
Dr. Tiffany Keller
Assistant Professor
Jepson School of Leadership Studies
THE ART OF TEACHING LEADERSHIP
June 22 - 26, 1998

Thursday, June 25

9:00 - 11:15
Track 1  Decision Making
        TBA

Track 2  Motivation/Personal Leadership
         Alexander Gupman
         John F. Kennedy High School

11:15 - 12:15  LUNCH

12:15 - 2:45
Track 1  Decision Making
        TBA

Track 2  Motivation/Personal Leadership
         Alexander Gupman
         John F. Kennedy High School
THE ART OF TEACHING LEADERSHIP
June 22 - 26, 1998

Friday, June 26

9:00 - 11:15
Track 1  Ethics
TBA

Track 2  Experiential Learning / Service Learning
Mr. Jeff Schultz
John F. Kennedy High School

11:15 - 12:15  LUNCH

12:15 - 2:45
Track 1  Experiential Learning / Service Learning
Mr. Jeff Schultz
John F. Kennedy High School

Track 2  Ethics
TBA