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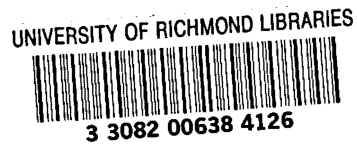
Leadership Education in Elementary Schools

By

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Introduction

Most of the research on leadership education is currently done in secondary schools and institutions of higher learning. However, as leadership continues to grow as a part of the educational process in this country, emphasis is being placed more and more on beginning the process at earlier levels of education. High school leadership programs are emerging all over the country, and even some middle school programs are beginning to make a mark in the field of leadership studies. Nevertheless, there has been very little research in the field of elementary school leadership. The need for more leadership education is reinforced by the increasing amount of trials and challenges children of today have to face as compared with children growing up in 1950. J.P. Comer says, "Children, especially poor and minority children, need to be more developed today than the children of twenty, ten, or even five years ago in order to negotiate a world full of hardship, crisis instability and violence" (J.P. Comer qtd in Strickland & Holzman 383). In support of J.P. Comer, Strickland and Holzman assert, "In ever increasing number, our young people are not learning even the essentials of literacy, mathematics, history . . . ; nor are they learning to be critical thinkers" (386).

Our senior project intends to replicate a leadership curriculum developed by Lockett on two target groups at Ridge Elementary School in Richmond, Virginia. The first group being student government and the second being "at-risk" students. The purpose of the project will be to modify the leadership curriculum in a manner that addresses the distinct needs of the two target groups in an effort to help them develop leadership skills and awareness in areas where they are deficient e.g. self esteem, communication, etc. The question we seek to answer in this project will be to determine the effectiveness of a leadership curriculum on two distinct student groups and there specific

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reactions to the activities in the curriculum.

Literature Review

The literature discussing leadership among elementary school children traverses numerous topics which are: 1) leadership education has primarily focused on adults and higher education; 2) leadership education can be taught to children who are elementary school age; 3) elementary schools provide a good environment for leadership education; 4) leadership curricula implemented in elementary and secondary schools; and, 5) developmental needs and characteristics of specific student populations, e.g. "at-risk" students.

Leadership education has primarily focused on adults and higher education

Despite the growing evidence which indicates that children demonstrate leadership, the majority of leadership education over the past seventy years has focused on adults and higher education. Stogdill declares, "It appears that the relative absence of studies concerning different aspects of leadership in young children implies an additional area of leadership studies that has been neglected" (Stogdill, 1974 qtd in Frazee 34).

The lack of leadership education in elementary schools can be attributed to several popular misconceptions about leadership which are: 1) leadership does not develop until late adolescence; and, 2) leadership is a trait that some people are endowed with while others are not. Conceptions of leadership such as these parallel Max Weber's definition of charisma: a characteristic given to a select few souls by God which allows leaders to have extraordinary affects on followers.

Grave consequences have resulted from the deficit of leadership research on the effects of leadership education in elementary schools. Kagen asserts "Investigators of leadership behavior have largely overlooked the period during early childhood when adjustment to the group is initially

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acquired and practiced" (Kagen, 1984 qtd in Frazee 10). Frazee adds that By doing this, investigators have virtually ignored a source of information that could contribute to a better understanding of adult leadership traits and behavior, which persist from childhood" (10). The existing research on youth leadership has not been compiled in a handbook or journal that offers a concise overview of leadership in young children or the effects of leadership education on youth. In summary, the research done on leadership in young children has been sparse, and can be characterized as an amalgamation of isolated efforts from various disciplines (Frazee 13).

Leadership education can be taught to children who are elementary school age

There have been several studies about whether elementary school students are capable of being taught leadership, but not enough has been done to ensure that these programs are effective or even needed. Some critics of leadership education agree that leadership can be taught, but are unsure about whether or not children demonstrate leadership. Lockett's (1982) and DeHann's (1962) work support the belief that it is possible to develop in students of early elementary age the skills associated with leadership (Frazee, 4). Pigors claims, "Research findings have suggested that leaders can be identified at a young age, and that certain personal traits are reported among leaders of all ages too consistently to be ignored, [therefore] it seems reasonable to conduct research on the development of leadership behavior among children" (Pigors 1935 qtd in Frazee 3). Kagen suggests that "The behavior of children is more or less spontaneous. Their actions are less covert and therefore easily visible and open to investigation. Children are generally not yet fully conditioned and molded by group experiences as is the adult population" (Kagen, 1984 qtd in Frazee 10). Children are the one population that is untainted by the frames and paradigms of society. Therefore child leadership is leadership in its rawest, yet most sincere form.

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In 1962 DeHaan completed a study of leadership skills in more than 200 children 5 to 13 years of age. In this study, children were asked to give their definitions of leadership. The answers were analyzed to determine similarities and differences. From the results of the questionnaire, DeHaan was able to establish differences in the children's responses that were related to leadership development. "The results of the project supported the concepts that young children were aware of leadership, were concerned about being leaders, and desired to have opportunities to practice leadership in a variety of settings" (qtd in Frazee 18,19). "Pigors (1935) expressed his view that, as soon as children are developmentally ready for cooperative play they can and also do exercise leadership" (qtd in Frazee 19). As part of a larger study, Jones (1938) asked classroom teachers when they thought leadership emerged. Their perception was that there was an increasing awareness of the group in the leadership concept at about the age of 8 years. The concept of this early emergence of leadership, however, was not supported by the majority" (Jones, 1938 qtd in Frazee 19). Stogdill says, the widely held concept in the early 1930s was that leadership in children began in late adolescence (Stogdill, 1974 qtd in Frazee 19). Theories of leadership are moving steadily away from the belief that leadership only develops in adolescents and adults. Children do exhibit leadership, and leadership education in schools can harness the leadership skills children demonstrate, and guide youth to constructively express their leadership abilities.

Elementary schools provide a good environment for leadership education

Leadership education for young people can be administered in numerous environments like churches, community organizations, or in the home. Nevertheless, schools offer a unique environment that is conducive to leadership education. Frazee acknowledges, Today's youths spend a large portion of their waking hours in educational settings. Consequently, educators have a unique

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opportunity to facilitate the teaching of leadership with the school setting" (11). Hillman and Smith agree that "If America is to have a well-educated society directed by effective leaders, the schools must play a major role in teaching students to be leaders (Hillman & Smith, 1981 qtd in Frazee 3).

Bloom and Sosnisk's (1981) research affirmed that schools have the capacity to teach leadership education. Bloom (1964) stated:

> I find that many of the individual differences in school learning are manmade and accidental, rather than fixed in the individual at the time of conception. My major conclusion is: What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning. However, I would qualify this by stating that there are some individuals with emotional and physical difficulties who are likely to prove to be exceptions to this generalization (perhaps 2 to 3 percent of the population). At the other extreme are 1 or 2 percent of individuals who learn in such unusually capable ways that they may be exception to the theory. At this stage of the work, it applies most clearly to the middle 95 percent of a school population (Bloom & Sosnik qtd in Frazee 11,12).

Therefore, if leadership skills can be taught we can infer that the middle 95 percent of a school population given the appropriate environment and materials can learn skills associated with leadership such as decision-making, communication, and critical thinking.

As mentioned earlier, DeHaan's study on child concepts of leadership where 200 children ages 5 to 13 gave their own definitions of leadership demonstrates that children are aware of the concept of leadership, and have a desire to practice leadership. However, DeHaan notes that he

observed a decline in perceived opportunity by the student to practice leadership during elementary school and hypothesized that the classroom experience had a negative effect on the development of leadership" (DeHaan, 1962 qtd in Frazee 19,20). DeHaan's hypothesis contradicts the notion of schools being an appropriate place to teach leadership. Nevertheless, the students in DeHaan's study indicated that there was a decline in perceived opportunities for leadership. Perceptions are alterable and do not always reflect reality; therefore, it cannot be inconclusively determined from DeHaan's experiment whether or not the classroom experience has a negative effect on leadership development.

Leadership curricula in elementary and secondary schools

"The National Commission on Excellence in Education (1983) claimed that the educational foundations of American society are presently being eroded by a rising tide of mediocrity that threatens the very future of this nation and the American people. The Commission claimed that the number of students displaying the skills associated with leadership, such as good decision making, problem solving, and effective communication, is decreasing" (Frazee 1,2). Skills associated with leadership can be effectively taught; therefore, one way to increase the number of youth who exhibit leadership skills is to implement a leadership curriculum promoting the development of future leaders in elementary schools. Thus providing a potential remedy for the lack of leadership associated skills demonstrated by students.

Various sources have indicated that "Leadership programs have traditionally been developed for certain student populations such as student council officers (Gray & Pfeiffer, 1987; Stiles, 1986), community-group leaders (Lawson, Donant, & Lawson, 1982), and gifted students (Gallagher, 1987; Richardson & Feldhusen, 1986). These programs, according to their very nature, are for the

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adolescents who have already demonstrated leadership skills in a school or community group" (qtd in Frazee, 9). Nevertheless, leadership programs and curricula that are not specifically designed for demonstrated leaders have been implemented in elementary, secondary, and institutions of higher learning all across the United States; one of the most noteworthy being the leadership education program implemented by Frazee in an elementary school in Midland, Michigan. Frazee attempts "to explore . . . leadership in young elementary school children--and what part, if any, the curriculum plays in the development of this leadership" (Frazee, 28). Frazee analyzed and implemented the efforts of Lockett (1982) who developed the Leadership is Vital to Education (L.I.V.E.) curriculum and the related instructional materials for teaching leadership skills to second-grade students in a public elementary school. The purposes of Lockett's study were to (a) determine whether there was a need for instructional materials to teach leadership awareness, (b) determine how teachers and experts would use instructional materials, and (c) survey the opinions of teachers about the appropriateness and potential use of the leadership curriculum developed in her study. The materials in the study, Leadership is Vital to Education, were evaluated as an instructional method that could be used to (a) develop in students an awareness of the concept of leadership, (b) develop in students a proficiency in skills directly related to becoming capable leaders and/or thinkers, and (c) motivate students to use these skills in their daily life situations.

The leadership curriculum was incorporated into the experimental group's (four second-grade classes) reading and social studies lessons for a 16-week period, whereas the control group (four second-grade classes) received daily instruction in these areas without the leadership curriculum. A pre-test was given to both the control and experimental groups before implementation of the L.I.V.E. leadership curriculum, and a post-test was administered to both groups one week after the

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treatment had been stopped (Frazee 32). At the end of the L.I.V.E. leadership curriculum the null hypothesis was rejected, and the experimental group showed marked improvement in communication, decision-making, and problem solving skills while the control group virtually scored the same in all categories. "The major conclusions from this study were as follows: 1) There is a need for instructional materials in leadership awareness for use in the elementary grades; 2) Teachers and experts judged the L.I.V.E. series to be (a) of high educational value, (b) free of negative stereotypes, (c) appropriate for second-grade students, (d) unique in format compared to other materials, and (e) usable without in-service training; and, 3) Teachers and experts agreed that second-grade children can successfully grasp the concept of leadership" (Frazee 26,27).

Other programs and curricula have been identified in the United States where leadership associated concepts and skills were incorporated into an educational curriculum. For example, Pertequin says the following about the innovative curriculum implemented at Marshall High School in Portland, Oregon. "The educational goals of Marshall High School include helping a student think for himself. He must criticize, evaluate, and structure himself to his environment. . . . The basis for all phases of the Marshal Program is found in the recognition that each student does and must do his own learning. . . . It is the curriculum that is adapted to the student, rather than the student who is made to fit the curriculum" (viii, v). Group work is frequently used at Marshall High School which permits students to exercise leadership amongst their peers and practice collective versus individual work. Programs such as the Marshal Program effectively teach their students how to achieve academically by encouraging them to apply leader associated skills such as teamwork, initiative, and critical thinking.

At the Jepson School of Leadership Studies at the University of Richmond students are able

to major in leadership studies. They immerse themselves in a formidable repertoire of leadership courses where students negotiate conflicts, speak in public, make decisions, engage in group assignments, participate in debates, and learn leadership concepts and skills through courses such as History and Theories of Leadership, Conflict Resolution, Critical Thinking Decision-Making, Ethics, and Leading Groups.

Regardless of the academic level in which a leadership curricula is implemented, "For the experience to be significantly effective, the following elements appear critical: (a) full teacher support of the program and concrete help with individuals performing tasks, (b) daily development of the skills of leadership and self-direction by the teacher and advisor, and (c) strong peer support of the leaders" (Rund, 1973 qtd in Frazee 23).

Case Study

The Barbara Taylor School Educational Model (BTSEM) provides another example of how leadership education which incorporates skills such as critical thinking can help prepare young students for the future.

Situation III: Classism

"At the BTS [Barbara Taylor School], Kevin, a nine-year-old African American boy, was consistently picking on Ann, a nine-year-old African American girl. Kevin was particularly vicious in his name calling of Ann; "stank thing," "nasty," and "dirty girl" were among his epithets. Through a teacher-held discussion, the children came to the conclusion that Kevin's treatment of Ann was based on the fact that she wore dirty clothes that sometimes did not match.

The children's discussion revealed the organization of classism in that particular setting. First, the stratification among the children became evident in their understanding (or

misunderstandings) of poverty itself. The children's general agreement was that to be poor meant that one was homeless, living on the streets, or on welfare. They had no understanding of the working poor. Secondly, they expressed many erroneous assumptions about poor people (e.g., that poor people are dumb, ugly, and lazy; that poor people want to stay poor)" (Strickland & Holzman 391). The observation made by the teacher and the analysis the class used to discuss the issue of classism was critical thinking at its best. Children receive stimuli from their families, peers, television, etc. that form their impressions of the world, but rarely do educators take the time to ask youth why they believe a certain way. Leadership education in elementary schools has the potential to not only teach children leadership skills, but to instill in them the capacity to think critically and make good decisions: both of which are skills that can be used throughout one's lifetime.

Developmental needs and characteristics of specific student populations

Teaching various elementary school student populations leadership concepts and skills via a leadership curriculum must be catered to the developmental level of the students involved. James Gallagher, who indicates the different developmental areas of children discusses how gifted children benefit from cross-disciplinary analysis because it allows them to compare, contrast, and synthesize new information with information they have already retained. Interdisciplinary analysis is an important facet of leadership. Since leadership styles and methods vary from context to context, it is often necessary to analyze leadership skills such as decision-making from more than one point of view. For example decision-making can be discussed from a psychological perspective or from a business perspective. Therefore, students who exhibit the ability to connect seemingly unrelated ideas may be able to apply leadership skills and concepts to social and academic areas of their lives

"The meaning of [at risk] is never very precise and varies considerably in practice. One

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possible definition is that students who are at risk are those who, on the basis of several risk factors, are unlikely to graduate from high school. Among these risk factors would be low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students" (Slavin, Karweit, and Madden, 4-5). Some students who are at-risk may be suffering from intellectual difficulties while others may be experiencing social problems such as family life or poverty.

Some at-risk elementary students "respond to their feelings of alienation and failure by simply not attending school. While others "misbehave in response to their frustration with their school or life experiences . . ." (Germinario, Cervalli, and Ogden, 28). Therefore, it is important to predetermine what practices discourage and encourage academic success among at-risk students when implementing a leadership curriculum that is intended to affect them positively. Some of the components of a comprehensive program for at-risk students include "developing a curriculum basis for school improvement initiatives. Schools must capitalize on the staff's ability to improve student learning and self-esteem as the most primary of all at-risk prevention vehicles. Intimacy and individual attention must be stressed. The child should be dealt with as part of a family and the family as part of a neighborhood. Research clearly shows that student attitudes and performance are better when parents are supportive and involved in the school environment (National School Board Association, 1988 qtd in Germinario, Cervalli, and Ogden 8). Utilize a team approach to programming for the at-risk student. The entire school community must learn to embrace its responsibility to assist in the education of at-risk students. Monitor the program periodically for its proper implementation and effectiveness. Have administrative and school board support. Evaluate the program using evaluation mechanisms to determine whether expectations/objectives are being

met" (Germinario, Cervalli, and Ogden, 8-9).

"All too often the unsuccessful student sees himself as:"

> A person who doubts himself is like a
>
> man who would enlist in the ranks of
>
> enemies and bear arms against himself.
>
> He makes his failure certain by himself
>
> being the first person to be convinced of it.

(Alexandre Dumas qtd in Purkey, 20). "Most studies dealing with the unsuccessful student have focused on the problem of underachievement, the "underachiever" being one whose classroom performance tends to be below his demonstrated aptitudes as measured by mental ability tests. . . But there is ample evidence to support the conclusion that unsuccessful students in either group perceive themselves and their relationship to the world around differently than those who succeed" (Purkey, 20).

In conclusion, leadership education in elementary schools can potentially revitalize standard operating procedures in classrooms and arouse the interest of apathetic students. Problems such as poor attendance, low self-esteem, and lack of independent thinking and critical thinking can be alleviated by implementing leadership education in elementary schools that focuses on how students can overcome these obstacles.

Methodology

Action research "aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. Action research is a type of applied social research differing from

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other varieties in the immediacy of the researcher's involvement in the action process" (Rapport qtd in Schumacher & Mcmillian, 63). The four stages of action research include: 1) Diagnosis; 2) Action planning; 3) Action taking; and, 4) Evaluation. The diagnostic component of action research defines "the problem or problem areas to be addressed. Involves joint exploration of available information between social scientists and the lay community and development of tentative hypotheses." During the action planning stage "collaborative determination of the appropriate methods of collecting information and testing tentative hypotheses. Review of results and formation of tentative conclusions. Alternative courses of action and development of necessary plans for implementation" are developed. Action taking consists of "choosing and implementing one or more alternative actions." Finally the evaluation of action consists of deciding upon "the impact and consequences of actions taken" (Lewinian qtd in Schumacher & Mcmillian, 64).

DIAGNOSIS

We diagnosed the needs of our leadership curriculum amongst elementary school children via several interviews with the guidance counselor at Ridge elementary. During after school hours we ascertained along with the guidance counselor that the children at Ridge Elementary exhibited different stages of development, specifically gifted, normal, and at-risk categories. The guidance counselor felt that a leadership curriculum could have immediate benefits on two distinct groups at Ridge Elementary: "at-risk" students and student government. The "at-risk" students at Ridge were often not meeting grade level expectations and had short attention spans. The "at-risk" group prior to our leadership curriculum proposal was involved in a mentoring program with a neighboring high school. As part of the program, high school students would visit the "at-risk" children once every two weeks to provide emotional and academic support. We all felt that a leadership curriculum held

once a week would greatly benefit their self esteem and work ethic. The student government group consisted of students that were elected into the organization by the student body at large. Thus, all the members of student government are demonstrated leaders. Therefore, we collectively decided that the leadership curriculum we developed would expand upon items of particular relevance to each group such as public speaking and critical thinking. However, the curriculum would serve as more of a supplementary exercise for student government and assume a more remedial role for the "at-risk" students.

ACTION PLANNING

In order to create an appropriate leadership module for elementary school age students, we will use a modified version of several existing studies. The studies include: 1) a leadership curriculum developed by Sharon Lockett (1982), 2) dissertation analyzing the effects of Lockett's leadership curriculum on second-grade students from A Study of the Effects on Second-grade Students of a Leadership Curriculum (1996), 3) elementary leadership curriculum from Learning to Lead (1996), and 4) Marietta College's elementary leadership curriculum. We will develop a five week leadership program from the activities included in these studies. The guidance counselor and teachers at the school will help modify the activities so that they coincide with the age and developmental level of the students.

These activities will "provide experiences in skills that identify behaviors characteristic of leaders" (Frazee, 78). Lockett's leadership curriculum focuses on critical listening, oral communication, written communication, sequential thought and organization, decision-making, problem solving, and group leadership techniques. Since our leadership module will be implemented over a five week period versus a sixteen week period we will primarily focus on

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critical thinking, oral and written communication, and group leadership skills. The activities will also introduce students to vital concepts of leadership. The leadership concepts that will be included in the module are: 1) the definition of a leader; and, 2) relationship between leaders and followers.

ACTION TAKING

We are going to meet once a week with both the "at-risk" and student government groups-all of whom are fourth and fifth graders, starting March 5, and ending April 9. Each meeting will last 30 minutes, which will give us time to conduct an activity and to discuss the leadership concepts and skills that were touched upon during the activity. We will use the same activities for each group, although we may direct the activities towards a slightly different leadership concept, based on the needs of the groups.

During and immediately following each session we will record what things worked well and those that need improvement. By doing this we hope to increase our effectiveness at each subsequent meeting. Furthermore, during each session we will be keeping a record of the students' thoughts and perceptions of leadership concepts and skills to provide direction for the following session.

EVALUATION

Originally we intended to evaluate the students' demonstration of leadership skills via a modified version of an instrument called, 'Scales for the Rating Behavioral Characteristics of Superior Students (Renzulli, 1976). The instrument rates how frequently each child exhibits a characteristic associated with leaders using four categories; seldom or never, occasionally, considerably, and almost always. The scales were to be completed by a guidance counselor who

works closely with all children in the study before and after the implementation of the leadership module. We intended to compare and contrast the results of the pre and post-tests using standard deviations and other techniques used in Frazee's analysis of Lockett's leadership curriculum. The guidance counselor at Ridge alluded that because of time constraints she felt it would be cumbersome for her to complete approximately 45 evaluations by the conclusion of our study. As a result we resorted to other means by which to evaluate the children's awareness of leadership concept and skills.

The students' awareness of leadership concepts and skills will be evaluated by having each student draw a picture of how they perceive leadership. As they complete their drawing they will answer six questions pertaining to leadership concepts and skills. This evaluation uses the same technique as the 'draw a man' exercise which tests the developmental level of children by having them draw a human figure. The theory behind the exercise states that the number of physical features a child places in their drawing coincides with their developmental level. Thus, the allusions or lack thereof to leader/follower relationships and skills associated with leaders addressed in the students' drawings at Ridge Elementary will serve as a benchmark indicating what leadership concepts and skills the students lack. At the conclusion of the leadership module, the students will be asked again to draw their perception of leadership as well as answer the six questions issued at the beginning of the experiment. From the results of these activities we will be able to evaluate whether or not their drawings and written analysis reflect a greater understanding of leadership concepts and skills.

LIMITATIONS

One source of bias that potentially exists will be the ability levels of the two different target

groups. Currently, we are under the impression that the "at-risk" group is probably perceived as exhibiting less leadership than the student government group. By directly testing student's grasp of leadership concepts we will determine whether the "at-risk" group does in deed have less of a grasp on leadership concepts than student government.

Furthermore, another limitation of our study is that Lockett's L.I.V.E. curriculum was implemented over a 16 week period while our curriculum will be limited to only 5 weeks. Moreover, our study will not have a control group. As a result, we cannot compare the effects of a leadership curriculum on the experimental group in relation to the control group.

Description of the project

In selecting activities that would constitute a module, we ran into a major problem in the fact that there are not a great deal of elementary school leadership programs in existence. Frazee's study is one rather good guide, but is circumspect since it is aimed at second graders. JFK High School in Maryland has a better program for upper elementary students, but its program takes more time and resources than we have available. Marietta College supposedly has a good elementary leadership curriculum, but after being promised a copy, and repeated phone calls, we came up empty handed. We then set out to select the proper activities from the materials we obtained in order to develop a simple, short module that would be effective and would touch upon as many leadership concepts as possible. We used Frazee's study the most because it seemed to be the most complete. It breaks up sixteen activities into several appropriate categories. 1) recognition of the concept of leadership, 2) critical listening, 3) oral and written communication, 4) sequential thought organization, 5) decision making, 6) problem solving, and 7) group leadership techniques. Using these categories, we picked one activity that applied to each of the categories. Not all of the

activities were taken from Frazee's study, but each applied to one of the categories. The following pages describe the activities that make up our module.

If more time was available, more activities could be used. Frazee's program is sixteen weeks and utilizes fifteen activities. Many of the activities listed in the JFK High School Program last days, weeks, or months and require many resources. As college students going into an elementary school once a week, we decided that these short activities best covered the topics that were important for an introduction to leadership for elementary students.

Activity 1

Lesson: Leaders who are gentle win over those who are mighty and powerful

Content Area: Language Arts

Competencies: Critical listening, communication

Reading: "Phoebus and Boreas," by Jean De La Fontaine

Activity:

Using this fable, students are introduced to a concept of leadership that is not as widespread. In the fable, the north wind attempts to use his power to discourage a traveler, but fails. The sun, on the other hand, waits patiently until the wind has run out of air and then shines down, on the traveler, showing much more influence than the wind had shown.

The activity is a first day activity that is designed to allow for students to regard leadership in a way that is not stereotypical of leadership. The patient, calm leader, in the end, fares better than the overanxious leader who tries to exhibit too much power.

This activity is being used because it is brief and gives students a basic introduction to

leadership studies. The activity was designed by Alice McGinnis, a teacher in the Montgomery County, Maryland School System. Alice McGinnis also taught elementary students leadership in a program associated with the JFK High School Leadership Institute.

Activity 2

Lesson: for children to communicate positive thoughts about themselves

Competencies: oral and written communication

Discuss how speech is important in leadership. Discuss important rules for good communication, such as clarity, simplicity, and expression in a kind matter. Talk about ways to communicate an important point but not be mean about it. Discuss why it is important for the communication to come across as a friend and good person. Then, have children make up commercials in which they advertise their willingness to be hired out to do something for others that they do real well. This activity was taken from Frazee's book, under the section of oral communication. It was under the heading "suggestions for additional activities," but seemed to be an age appropriate activity that emphasized the important points of this section.

Activity 3

Lesson: To provide practice in placing things in sequential order, and to provide the recognition that most tasks and/or problems are solved in steps.

Competencies: Sequential thought organization

Cut out comic strips and put in envelopes. Distribute to the children to place in the correct order. Emphasize the importance of thinking through problems in complete steps. Give children

examples of situations where if things were out of order, they would not make sense. For example, ask them what would happen if we put on our socks before we put on our shoes, or something similar. Break up into groups of four or five and give them several comic strips, and make them put them in the proper order.

Once the activity has been completed, further discuss the importance of sequential thought organization, and also have the children analyze their group process. Ask them how they went about organizing the comics in their small group. Then, talk about group process and the most effective ways to complete a small group task. Questions to ask might be as follows:

1) who did the most talking in your group?

2) who helped the most?

3) Were you ever confused as to what step came next? What did you do about that?

4) Why is it important for a leader to think of the correct order for things?

This activity was taken from Frazee's L.I.V.E. activity planner, and falls under the category of sequential thought organization. This particular activity was listed under the category "suggestions for additional activities," but seemed the most age appropriate activity listed in this category. We took some of the discussion from the other activities listed in the section.

Activity 4 : Decision Making

Lesson: To provide the opportunity for children to make a choice publicly affirm their choice.

Competency: Decision Making

This activity involves letting the children practice making decisions. Inform them that some of the choices will be easy and some harder. First, have the children stand in a group. Ask them

questions with two possible answers and tell them that they should form a line for each answer and that they must choose only one of the answers. The questions are as follows:

1) Are you a pizza eater or a cake eater?

2) Are you more like a breakfast or a dinner?

3) Are you more like a lamb then a lion?

4) Do you like doing things better in a group or alone?

5) Are you more of an arguer or and agree-er?

After each question, or after all of the answers are asked, ask the students each of these questions:

1) Did you ever have trouble deciding which line to stand on? Why?

2) Did you ever wish to stand in the middle of both lines? Why?

3) After you made your decision, did you sometimes wish that you had picked the other one?

4) How did you feel about sticking with your decisions?

Be sure to emphasize why it is important for a leader to make firm decisions and to stand by them.

This activity was taken from Frazee's book. It falls under the category of Decision Making, and, although some of the questions are aimed at younger audiences, they still get the point across that a leader often has to make difficult decisions.

Activity 5: Problem Solving

Lesson: To provide opportunities for children to become involved in group problem solving.

Competency: problem solving

Begin the activity by linking the last topic area, decision making, to problem solving, since

decision making is part of the problem solving process. Some problems are small and easily solved, while others are much longer and take much more time to solve. Break the children into small groups, and give them an index card with a problem transcribed on it. Allow the groups some time to come up with an answer, and then have one member of each group report the answer.

An example of a problem is: Recently you have been thinking about the fact that you need money. Sometimes you want to buy a small toy or go to a movie or save for something important. But right now you do not have an allowance or a job. What can you do?

Activity 6: Group Leadership Techniques

Lesson: To solve problems as a group, and to give students a chance to be the group leader.

Competency: Group leadership Techniques

This activity is very similar to activity 5, with some small adjustments. The students should again be separated into groups, and given similar problems as in activity 5. This time, however, each group has an appointed leader who reads the group the problem and is responsible for listening to everyone's ideas and coming up with an answer that everyone likes.

Before the activity begins, students should discuss the importance of allowing everyone to participate, and how to be effective group leaders and followers. Also discuss the importance of coming up with an answer that everyone in the group can accept.

Findings

Administrators at Ridge Elementary School have underscored the benefits of teaching concepts and skills associated with leaders to specific groups at the elementary level. As a result of an informal session with the principal and guidance counselor at Ridge Elementary, we felt that teaching

leadership concepts and skills to students involved in student government and 'at-risk' students would be beneficial. The administrators designated the two groups because they felt student government representatives could learn how to effectively exercise leadership concepts and skills by virtue of their leadership positions at school. While the 'at-risk' youth could use leadership training as a foundation for developing a more positive self-image as well as needed communication and motivational skills. Our leadership module, designed for elementary school students specifically addressed the aforementioned needs of both the student government and 'at-risk' groups.

Analysis of leadership curriculum at Ridge Elementary

In completing the program, we noticed several ways in which the curriculum could have been implemented more efficiently. There needs to be clear communication between the supervisor and the program director. In elementary school, the schedule is constantly being changed, and therefore open lines of communication are essential for success. Ms. Putnam, the school guidance counselor, was very frustrating to work with because of her lack of communication. We set up times and dates with her to come in and work with the children, and she later cancelled some of these dates. Once she told us on a Wednesday that there was a half-day on that Friday so that we could not come for our previously scheduled appointments. Also, she told us at the beginning of the semester that, even though they only met once a month, we could meet with them anyway. Then, a week before we were supposed to begin, she told me that we would have to meet with the entire group when they met for their regular meeting before we met with them outside their normal meeting times. Conveniently, this meeting fell during our spring break. Next, when we went into school to teach the "at risk" children, Ms. Putnam told us that she had been expecting us to come in that week to teach the student government group. One can see how this lack of communication

would be extremely frustrating for us. We anticipated a five-week program, but we only met with each group three times. For the future, we would recommend leaving several extra weeks to combat changes in the flexible public school schedule, and also making sure that the dates are set as solidly as possible far before the project is set to begin. This, way, they become an important part of the schedule.

Another important factor is the commitment of the school to this project. If they are not fully committed, then the project will not be nearly as successful. Ridge Elementary was definitely interested in leadership, but we were not given the priority that could have made sure that we were as successful as possible. One time when we were supposed to meet with the student government, Ms. Putnam failed to give us the necessary support. We arrived at the school at 1:25 for a 1:30-2:00 scheduled meeting, and waited until ten of two until Ms. Putnam finally came out of a meeting and gathered the students in the room where we normally meet. She then told us that only two students could meet that day because the other students were tied up doing other activities. We were able to get a small amount accomplished, but were not able to complete an entire activity. This was especially frustrating due to the fact that we had already lost several sessions due to other factors.

All of these problems led to an insufficient amount of time to complete all of the activities that we had planned on implementing. Unfortunately, we were unable to complete all of the activities that we originally planned on doing. We tried to do as many activities as possible, while still doing similar activities with the two groups since it turned out that they were in fact very different and had vastly different reactions to the same activities. We also had the opportunity to be involved in a program run by fellow Jepson School students Charlie Johnston, Kim Bach, and Molly Haining, with students of Prince George county elementary school. This program, in which

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we contributed, allowed us to do some additional activities that we would not have been able to do at Ridge.

Session 1 "at risk" March 7, 1997

The first session we taught, was with "at risk" students. The students were administered a pre-test where they filled out a short test and drew a picture of what they thought leadership was. This activity was taken from the Jepson School's foundations course, and is based on the "Draw a Man" activity commonly used to gauge a child's mental development. Eight students participated, and this took about thirty minutes to complete and conduct a short discussion.

The children showed that they were aware of leaders and leadership in their everyday life, and some showed more knowledge than others. At first, none really seemed to grasp the concept, but with some prodding, they told us that they saw leaders in their daily lives in their parents, teachers, sports figures and highly visible political leaders.

When asked to name a leader, all but one student was able to name a leader, but they often had trouble identifying what made that person a leader. They often thought that this person was a leader solely because of position, and not because of the way that they act. We attempted to explain to the students that it is the quality of your behavior and not your position that makes you a leader. We had more success distinguishing between good and bad leaders due to they way that they act. For example, they recognized that teachers who allow them to help decide what the rules of the classroom will are often better leaders than those teachers who have strict rules of their own.

The children had a pretty good grasp on leaders and followers and their relationships. They understood that leaders guide followers and that followers listen to leaders. One student even said that followers lead behind leaders. The same student did, however, offer another great point of

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insight when he declared one of his classmates a leader because he tries very hard. From the mouths of babes, as they say.

Entering this meeting, we only had a theoretical concept of what "at-risk" was, and had little idea what these kids would be like. Overall, they were bright, well-spoken, well-behaved children. Some of them wrote rather poorly, with illegible handwriting. In order to combat this, we would suggest adding a section to the program that focused on the basic skills associated with leadership such as reading, writing, and public speaking.

Session 2 "at risk" March 21, 1997

In this session, we completed activity 2, where the students were asked to make an advertisement. In their advertisement, they would market a product that they could make or a service that they could provide. We asked the students to list three reasons why someone should buy their product or service. We paired the students up and asked them to collectively come up with an advertisement. There was one group of three boys. As could be expected, girls worked with girls and boys worked with boys. The groups worked well together, with the exception of the group of three boys. They goofed around for most of the half-hour. They were led by the oldest boy, who is extremely insecure and who defends his insecurity by attempting to make everything a joke. He was effective in leading the other boys in his group to similar attitudes towards the activity. The boys had some decent ideas, but they did not seem to want to write their ideas down. This may have partly been due to their poor reading and writing skills.

The children presented their advertisements when they were finished. Then, we presented them ourselves to show the children what was good and what was bad about each presentation. The children needed work on their presentations as well as the content of their advertisements. After our

presentation of the material and a brief discussion, the students presented their advertisements again, with noticeable improvement.

At the beginning of the activity, the students gave reasons to buy a product such as:"it's good." However, after the activity and a discussion of it, the students were able to create some good reasoning for us to buy their products. They understood that the if the reasons were concrete, then they had a better chance of being understood. Also, we discussed the importance of a good presentation. The best presentation was two girls who decided to sell their baby brothers. They were clear and loud, numbering their points so that the audience knew exactly what they were offering. They actually had the worst reasoning, as they were only offering the audience incentives to take the babies, such as money. At the end of our discussion, one of the boys pointed this out, remarking that they did not say anything about how having a baby brother is good. Interestingly enough, this boy was one of the ones who was creating problems earlier. This shows that the "at risk" child may have behavioral problems, but is can also be bright and intelligent.

Overall, this activity was a success. There was a slight behavior/attention span problem, but it was not that important. In the thirty minutes that we were with the group, it was obvious that they began to grasp the concepts that we were attempting to explain to them. It is difficult to gauge whether or not they were able to make the connection between good communication and good leadership, but we attempted to steer the conversation in this direction. Unfortunately, we ran out of time, but we feel that they were at least beginning to understand the connection that good communication is essential to good leadership.

Session 3 "at risk" April 11, 1997

This was the last session with these children, and it was rather successful. We did activity

4, where the children were asked to put comic strips in proper order. The children were broken into two groups of four, and asked to put the strips in proper order. Both groups were eventually able to put the comic strips in correct order, but not without some troubles.

The boys worked with boys, and the girls worked together, which made for an interesting scenario. While the boys goofed off, the girls were serious and finished far before the boys did. This was slight motivation for the boys, but not enough for them to focus for too long. With a little prodding, they eventually were able to finish the activity.

Interestingly enough, the boys were able to distinguish why it had taken their group so much longer to complete the activity than it had taken the girls. Two of the four even showed some frustration with the rest of the group for their unwillingness to do the task assigned to them. Although stressing the importance of teamwork was a secondary goal of this activity, it was clearly understood by all of the children. While they did seem to grasp the concept of sequential thought organization, the importance of teamwork was better grasped. Group work seemed to be a more acceptable topic for several reasons. Firstly, it is something that is stressed in many other aspects of life. It is not only preached in school, but in sports, boy/girl scouts, and other extra-curricular activities. Secondly, it was referred to in all of the activities that we did. Sequential thought organization was only the topic for one activity, whereas teamwork related to everything we did with this group. It is easier for the children to grasp these concepts that they deal with or discuss on several occasions, rather than only in one half-hour activity. This is not to say that they cannot understand the concept the first time that they are introduced to it, but simply that they understand it better each time they are exposed to it.

Session 1 student government March 12, 1997

In the student government group there were approximately 18 students, 13 of which were female. These students range in age from 8 years old to 11 years old. They were elected by their peers in their respective grade levels. The President, Vice President, Secretary, and Treasurer however, were elected by the student body at large. The candidates who run for these four positions had to give a speech in front of the entire school before they were elected. In the group there is one black student, two or three Asian students and one Latino student. These kids appear to directly use extemporaneous speaking, thought organization-following an agenda, interpersonal skills, voice projection, confidence to represent others concerns.

For some reason, the faculty advisors insisted that we meet with the entire group as a whole before pursuing the project, for which six children had signed up. We wanted to start immediately with these six children, but we were persuaded to begin with the group as a whole. So, we had one session with the large group and two with smaller groups.

This group can write very well. Close to 95% of the students responded to all of the questions on the questionnaire, and there were few misspelled words. Many of the students indicated that leaders can be found everywhere; therefore, we will not have to break the misconception that leaders are only found in particular positions. Nevertheless, the students indicated leaders are found everywhere, but when asked to name a leader many times they indicate traditional male leaders who hold positions of power such as the president. Nevertheless, the President of the student government is a female who demonstrates a strong leadership presence. Participants in the group indicated she was a leader to admire on numerous occasions.

It may be helpful to teach them the ethical components of leadership and how they can be

considered as role models. Furthermore, they must be aware of their actions because people are watching all the time. For example, we saw one girl lifting up her dress exposing her black biker shorts underneath to another student. All exercises given to these students must be modified to challenge their intellect and apply to their current position.

Session 2 student government March 26, 1997

This was the day that we only had ten or fifteen minutes, and the day only two of the students could meet with us. Since we could not do an activity with so few students or time, we simply had a discussion of leadership with the two students. We discussed the fable "Phoebus and Boreas," from activity one. From there we discussed people who we do not consider leaders at first glance, such as Rosa Parks. We had a decent conversation, but overall this was a disappointing session.

Session 3 student government April 9, 1997

This session was again very disappointing because there were only two children. They were two different kids than the last time, so it made it even more difficult. There was an all-school assembly going on during the scheduled meeting time which Ms. Putnam claimed was scheduled after we had set up that date with her. The fact that she did not call us to tell us that this would create a problem is rather disappointing.

We were still able to complete activity 3, but it was not nearly as effective. First of all, each child did their own personal advertisement, which changed the dynamics of the situation. The children were working alone, and this made the activity less effective due to the elimination of the teamwork factor. We had to help the children a little more, because they did not have the ability to brainstorm as much with each other. Both boys also did similar advertisements, since they did not have the luxury of working with a partner. Young children often feel more comfortable imitating

someone they like or respect, so when there were only two boys participating in the activity, it could be expected that they would work similarly.

The activity was entirely less successful with this group than with the "at risk group. Even more disappointing was the fact that we never got to work with a good number of children in this group. We worked with a group that was probably a bit too large and two groups of two each. In both scenarios, we were limited in the amount of positive gain that we could have gained from the activities.

Session with Prince George Elementary April 7, 1997

This session was merely a way to get more feedback on the effectiveness of our activities on elementary students. Several fellow Jepson School seniors were conducting a program for students on the University of Richmond Campus. We ran activity number 3 and activity number 4 with several of these students.

Both activities went rather well, as students were very receptive to the concepts inherent in both activities. The students did exceptionally well with activity 3, where the comic strips were put together. They came up with several different ways to solve the problem, and fully recognized that working in groups contributed to their quick success.

In activity 4, the group was a bit larger, and it got a little unorganized. However, it seemed that the students realized the importance of decision making, and how it could relate to the everyday decisions that a leader often has to make. All in all, this day was a success, and further backed up our assertion that elementary leadership education is practical, fun, and important.

Comparison of "at risk" and student government groups

There were actually several major differences between the two groups. The children in the student government group seemed to be better students than were those in the "at risk" group. Their attention span was a great deal longer, and they were less likely to act up while we were teaching. Their responses were often serious, while the "at risk" students were sometimes jokesters. The lack of attention span often has a negative effect on the group dynamics of the situation. The flow of activities is often broken, and the environment conducive to learning disrupted. The "at risk" group did better with activities that were very hands-on, in which they were having so much fun that they did not realize that they were actually doing something productive. They are at times more fun to teach, when they are paying attention and enjoying themselves, because they have so much fun. It would have been much more difficult, however, to have a fifteen-minute conversation with a small group of the "at-risk" children like we did with some of the student government.

The student government group's initial responses to the pre-questionnaire were far more advanced than were the "at risk" group's answers. Most of the answers were much more detailed, and they recognized important aspects of leadership such as: leaders can be found everywhere, or that leaders are created by action and not position. For this reason, the activities could be expected to turn out much differently. The person supervising the activity could expect the student government students to explore the concepts of leadership more thoroughly. An important distinction to make here is that the "at risk" group simply has not been exposed to as many leadership concepts as has the student government group. After working with both groups, we conclude that both groups could learn and understand important leadership concepts.

The two groups of children react very differently to types of attention. The "at risk" children

seem to be used to being disciplined or receiving negative attention. When treated this way, they respond negatively and are less willing to participate in the exercise. This was not true of all of the children, but it was more common in this group than in the student government.

We also seemed to notice that having an established purpose, as the student government did, allowed for better results for our activity. As an organization, the student government group can greatly benefit from the leadership workshops. They can also continue to build on what they have learned long after the formal activities have ceased. The "at-risk" group, on the other hand, does not have an established purpose. They meet bi-weekly, but only with mentors from a local high school. Their purpose is not as clear as in the student government group. We suggest calling the group the leadership development group during the period in which they are meeting and completing the leadership program.

Overall assessment of elementary leadership program

In assessing the effectiveness of our program, we judge it to be successful. Because of the time and scheduling constraints that we encountered, the pre-and post-test results were not as significant. We were not able to administer a post-test to the student government group, due to the lack of attendance at scheduled group meetings. We did conduct a pre and post-test for the "at risk" group, and although the short length of the program did allow for only a small amount of improvement, there were obvious changes in the students perceptions of leadership.

Several examples of student responses to questions show this improvement. One girl, when responding to question 1, "what is a leader," originally responded: "someone who leads something." At the end of the program, she answered the same question: "someone who helps and who cares." This shows a better understanding of the substance in the process of leadership. Another student, who originally left the question "what is a follower?" blank, later responded, "someone who believes in the same thing as a leader." Again, this student's understanding of the leadership concept has vastly improved in just a few short weeks. Another example of a great deal of improvement in an answer was given by a girl who answered the questions "Name a leader," and "Why is this person

a leader," originally with "Mr. Pemberton" and "because he is my principle." At the end she answered the questions with the answers, "Mike," and "because he teaches me." Here, the student has learned to make the distinction between calling someone a leader because of their position and calling someone a leader because of what they do.

These tests would be much more effective if we could have conducted a program that is much longer in time. A semester or year-long program might be much more effective. However, the slight bit of improvement that is shown by the tests is encouraging in proving that elementary students can in fact learn a great deal from leadership education.

In general, the "at risk" program was much more successful than was the student government program. However, this was largely to attendance and scheduling problems. The students that participated in both student government full meetings and in the smaller sessions were very bright and showed definite potential to understand important leadership concepts. Their answers to the original questions of the pre-test, which were given to them at the large group meeting, were much more advanced than any of the answers given by the "at risk" students. Their willingness to learn and discuss the issues of leadership lead us to believe that, if the program could have been organized more effectively, their program too would have been effective.

More importantly, however, is that the "at risk" program was successful. This helps show that all students, not just those who are selected because a gift or talent that they have, can benefit from leadership education. The students elected to student government are most likely expected to be talented and would also be expected to greatly benefit from a leadership program. Students who are not selected out for these reasons, such as the "at risk" students, should not be forgotten when it is time to implement a leadership program.

Recommendations

The program that we implemented led us to several conclusions about the future of elementary youth leadership programs. Firstly, they can be beneficial and fun for the students. All of the students seemed to truly enjoy the time we spent together, and Ms. Putnam supported those feelings when she told us of an overall feeling of excitement from the students to work with us. The activities included in our program are involving and can be fun for the students. The activities themselves did, however, need to be less intellectual and more action oriented for the "at risk" children, whose attention spans were shorter and whose mental maturity seemed to be lower.

We discovered that the programs seemed be easier to implement if the group already had a defined purpose, as did the student government group. Although we earlier suggested calling the "at risk" group the leadership development group, it would be more effective to keep leadership as a supplementary activity for a group that is established for a different purpose, such as the student government. The other advantage to having the group meet for a different purpose is that the leadership activities can be supplemented into the normal group activities throughout the year. This way, the concepts learned in the activities can be applied and discussed throughout the year when they may be pertinent. This will allow the students to gain more exposure to the leadership concepts than only during a thirty-minute activity.

Attendance and regular group meeting are also very important. When the children cannot attend all of the meetings, or the group does not meet for several weeks, much of the material taught is lost. If the children get in the habit of doing leadership at a certain time, they will retain the knowledge, and the regularity of their leadership education may allow them to better understand the

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concepts that often come up again and again.

We also found that the size of the group can be important. If the group is too big or too small, it can alter the effectiveness of the activity. We feel that the ultimate group size would be 8-15, where several small groups could be formed, and everyone would have the opportunity to participate. If the group was any bigger, children might not receive enough attention, and if the group is smaller, discussion and comparisons cannot be generated.

Like Frazee we recommend that future researchers interested in leadership education contemplate developing a measurement tool that assesses the caliber of leadership skills demonstrated by young children (Frazee, 66). Moreover, Frazee recommends that research needs to be undertaken to determine whether leadership skills learned in the second grade are still present in junior and senior high school, to discover whether the leadership skills are transferred to situations other than the classroom" (67). "The classroom may be thought to constitute a primary group in that it is characterized by intimate, face-to-face association and cooperation and is instrumental in forming the social nature and ideals of each child in the classroom. Thus, research and theory would seem to indicate that the classroom and the entire primary school experience are important as sources of study in the emergence of leadership behavior in the child's psychological and social development" (Frazee, 69). Children learn some of their most valuable lessons when they are young and in school. Critical lessons learned as a youth along with a solid base of leadership skills will give young children the necessary background in leadership they will need to be leaders in tomorrow's society. Leadership education is the key to teaching leadership to young people. All we have to do is open the door.

Appendix A

Letter to parents or legal guardians requesting that their child participate in the action research.

February 5, 1997

Dear Parents/Legal Guardians:

Two students from the University of Richmond, Michael Madaio and Ivan Squire, are attempting to complete a leadership study on the effects of a leadership module on fourth and fifth grade students. Your child was selected to participate in the study.

The leadership module will test and train the students in leadership concepts and skills such as the relationship between leaders and followers, the contextual nature of leadership, critical listening, oral and written communication, group dynamics, etc. A report on each child's participation in the program will be sent home at the completion of the study.

The benefits of this module will hopefully prepare all students for future leadership and make them more aware of the skills and concepts that are characteristic of leaders.

The leadership module will be held for children who are not involved in student government every Friday beginning the week of February 17 and ending the week of March 24 from 12:00 P.M. - 12:45 P.M. The student government group will participate in the module every Wednesday from 2:00 P.M.- 2:45 P.M. The parents of the students in student government will need to pick up their children from school at 3:00 P.M. every Wednesday beginning February 19.

For additional information contact Mrs. Putnam at Ridge Elementary.

_____

Name of Child_____

Child **may** participate_____   Child **may not** participate_____

Parent or Legal Guardian Signature_____

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long and in what capacity have you known this child? _____

Part IV: Leadership Characteristics	Seldom or Never	Occasionally	Considerably	Almost always
1. Carries responsibility well: can be counted on to do what he/she has promised and usually does it well.				
2. Exhibits confidence with self and others.	___	___	___	___
3. Seems to be well liked by his/her classmates.	___	___	___	___
4. Is cooperative with teacher and classmates: tends to avoid bickering and is generally easy to get along with.	___	___	___	___
5. Can express himself/herself well: has good verbal facility and is usually well understood.	___	___	___	___
6. Adapts readily to new situations: is flexible in thought and action and does not seem disturbed when the normal routine is changed.	___	___	___	___
7. Interacts well when around other people.	___	___	___	___
8. Generally provides direction for the activities in which he/she is involved.	___	___	___	___
9. Works well in groups or teams.	___	___	___	___
Add Column Total	___	___	___	___
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	___ >	___ >	___ >	___
Total				___

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Name_____ Date_____

School_____ Grade_____ Age_____

Teacher or person completing this form_____

How long and in what capacity have you known this child?_____

Part VIII: Communication Characteristics - Precision	Seldom or Never	Occasionally	Considerably	Almost always
1. Speaks and writes directly to the point.	——	——	——	——
2. Modifies and adjusts expression of ideas for maximum reception.	——	——	——	——
3. Is able to revise and edit in a way which is concise, yet retains essential ideas.	——	——	——	——
4. Explains things precisely and clearly.	——	——	——	——
5. Uses descriptive words to add color, emotion, and beauty.	——	——	——	——
6. Expresses thoughts and needs clearly and concisely.	——	——	——	——
7. Can find various ways of expressing ideas so others will understand.	——	——	——	——
8. Can describe things in a few very appropriate words.	——	——	——	——
9. Is able to express fine shades of meaning by use of a large stock of synonyms.	——	——	——	——
10. Is able to express ideas in a variety of alternative ways.	——	——	——	——
11. Knows and can use many words closely related in meaning.	——	——	——	——
Add Column Total	——	——	——	——
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	—— >	—— >	—— >	——
Total				——

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K Hartman

Name_____ Date_____

School_____ Grade_____ Age_____

Teacher or person completing this form_____

How long and in what capacity have you known this child?_____

Part X: Planning Characteristics	Seldom or Never	Occasionally	Considerably	Almost always
1. Determines what information or resources are necessary for accomplishing a task.	___	___	___	___
2. Grasps the relationship of individual steps to the whole process.	___	___	___	___
3. Allows time to execute all steps involved in a process.	___	___	___	___
4. Foresees consequences or effects of actions.	___	___	___	___
5. Organizes his/her work well.	___	___	___	___
6. Takes into account the details necessary to accomplish a goal.	___	___	___	___
7. Is good at games of strategy where it is necessary to anticipate several moves ahead.	___	___	___	___
8. Recognizes the various alternative methods for accomplishing a goal.	___	___	___	___
9. Can pinpoint where areas of difficulty might arise in a procedure or activity.	___	___	___	___

15. Sees alternative ways to distribute work or assign
people to accomplish a task.

Add Column Total			
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	___ >	___ >	___ >	___
Total				___

Appendix C

Picturesque model of leadership

Instructions: Using the materials given to you, take 10 minutes to draw a picture of how you imagine leaders and leadership. Upon completion of the exercise, take 5 minutes to complete the leadership review sheet.

Immediately thereafter each student will present their drawings to the class.

Method of analysis: Have the students address the questions listed in the leadership review. The instructors will use the review and personal notes as a consistent standard to evaluate each student's awareness of leadership concepts and skills.

Appendix D

Leadership Review

1. What is a leader?

2. What is a follower?

3. Name a leader?

4. Why is this person a leader?

5. What can leaders do well?

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.?*

* Question number six has several flaws. First, it is not an open ended question. Secondly the word 'perception' was not understood by at least one of the students. In the post assessment the question will read, "Where do you find leaders?"

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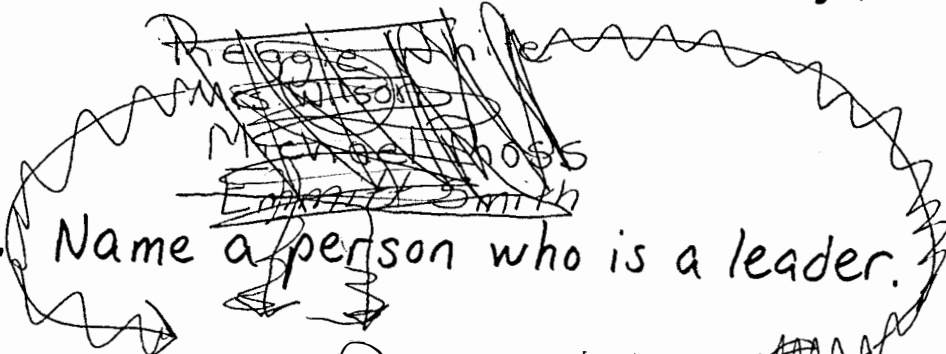
STUDENT GOVERNMENT INTRODUCTORY ACTIVITY LEADERSHIP SURVEY

1. What is a leader?
A leader is somebody that is very responsiable and helpful.

2. What is a follower? Looks up for the leader.

3. Name a person who is a leader.

Reggie White
Mrs. Wilson
Michael Jordan
Michael ROSS

4. What do leaders do well?

I'm a leader and I lead my team to a PeeWee Championship again.

5. Where can you find leaders?

football field

Michael Ross

1. What is a leader? Any body who leads a person

2. What is a follower? A person who follows a leader

3. Name a person who is a leader.

Leah Jones, Mrs. Wilson, girl scouts

4. What do leaders do well? They teach well and work well

5. Where can you find leaders? Anywhere

1. What is a leader?
A person who has to be RESPONSIBLE.

2. What is a follower?
A person who helps a leader.

3. Name a person who is a leader. Mr. Pemberton
Leah Jones Mr. Ivan Squire
Bill Clinton Mrs. Wilson

4. What do leaders do well?
Follow all Rules

5. Where can you find leaders?
everywhere

1. What is a leader?
   Someone who is ~~someone who is~~ often followed in his/her actions

2. What is a follower?
   A person who follows a leader

3. Name a person who is a leader.
   Ivan Squire, Pope

4. What do leaders do well?
   lead

5. Where can you find leaders?
   almost everywhere if you look hard enough

1. What is a leader? Someone who is responsible, and kind

2. What is a follower Someone who follows a leader

3. Name a leader. Mr. Pemberton Lean Jones Josie Hanners Bill Clinton

4. What do leaders do well? Help people believe in others

5. Where can you find leaders?

1. What is a leader? A leader
   is a person of a team or class

2. What is a follower? A follower is
   a person who learns from the
   leader

3. Name a person who is a leader. Diane my
   girl scout leader and Mr. Pemperton

4. What do leaders do well? leaders help
   well enogh for people to understand
   what there talking about

5. Where can you find leaders? A house
   mabye my Girl scout leader lives
   at a house everywher

LEADER!!!!

1. What is a leader?
a leader is someone who helps out.

2. What is a follower?
A follower is a person who follows there parents

3. Name a person who is a leader.
Bill Clinton

4. What do leaders do well?
Leaders do well in meetings.

5. Where can you find leaders?
In Washington.

1. What is a leader?

a person who has a lot of responsibility.

2. What is a follower?

A person who does what the leader said.

3. Name a person who is a leader.

my dad.

4. What do leaders do well?

Leaders are good rule makers

5. Where can you find leaders?

You can find them in a school.

1. What is a leader? Someone who is resonsible and who's incharge of someone else.

2. What is a follower? Someone who follows the leader.

3. Name a person who is a leader. Leah, Josie, Bill Clinton and Powhatan

4. What do leaders do well? Lead.

5. Where can you find leaders? Anywhere.

Ryan Kellum

1. What is a leader?
   a person that is respectful and responsible

2. What is a follower?
   a person that follows a leader

3. Name a person who is a leader.
   Leah
   Ivan Squire
   Mr. Pemberton

4. What do leaders do well?
   be responsible

5. Where can you find leaders?
   anywhere

1. What is a leader?
   A leader is someone who is the head of something.

2. What is a follower?
   Someone who follows in a leaders footsteps.

3. Name a person who is a leader.
   Leah
   Josie
   Mrs. Wilson

4. What do leaders do well? P Presidents
   governers teachers

5. Where can you find leaders?
   Everywhere!

1. What is a leader?
Someone who is Nice, Responsible and Brave

2. What is a follower? A person who believes in the leader and goes with the leaders Idea.

3. Name a person who is a leader.
Leah, Ryan Tiller, Teachers, Mr. Squire, and ME

4. What do leaders do well?
They head people to the right direction

5. Where can you find leaders?
White House, Here at School, and everywhere

1. What is a leader?
A leader is a responsible person that can do a job well.

2. What is a follower?
Someone who respects and follows a leader.

3. Name a leader.
Bill Clinton   Leah

4 What do leaders do well?
leadwell, represent, and treat one another fairly

5. Where can you find leaders?
anywhere, the whitehouse, school, spor teams,

1. What is a leader?

Someone who e.... ...omeone to follow them as they direct,

2. What is a follower?

Someone who follows a leader

3. Name a person who is a leader.

Josie, Leah

4. What do leaders do well?

try to make the followers do well as they are told by the leaders.

5. Where can you find leaders?

School, sport games, buisnesses, grociery stores, and malls ~~stores~~ (clothes store).

1. What is a leader?
   a person that directs the group at their own responsibility

2. What is a follower?
   People or person that follows the leader's orders

3. Name a person who is a leader.
   Leah, president, governors, Josie

4. What do leaders do well?
   Being a person and directing a group

5. Where can you find leaders?
   About any where

1. What is a leader? A leader is someone who leads a person(s).

2. What is a follower A follower is a person who follows a leader.

3. Name a leader. Leah, Bill Clinton, Mr. Pemberton

4. What do leaders do well? help and lead.

5. Were can you find leaders? almost anywhere

Karen Rokren

1. What is a leader?
someone who is looked up to

2. What is a follower?
someone who follows a leader

3. Name a person who is a leader.
Leah
Ivan
LaurenJone

4. What do leaders do well?

5. Where can you find leaders?
Leadership center,
and the white house

1. What is a leader? Someone who is responsible, nice, and Brave.

2. What is a follower? Someone who looks up to the leader

3. Name a person who is a leader. Leah, me, Josie, Angela, Mrs. Wilson, Mr. Squire

4. What do leaders do well? They lead People in the direction

5. Where can you find leaders? In

School

here At Ridge!

1. What is a leader?
a person who incourages people not a person who put's someone down

2. What is a follower?
a person who sollows what the leader does

3. Name a person who is a leader.
Mr Candler, Mr Dvan Squire, Leah Jones, Bill Clinton + Mrs Staples

4. What do leaders do well?
they do well in incouraging people + telling that they can do it

5. Where can you find leaders?
anywhere

STUDENT GOVERNMENT INTRODUCTORY ACTIVITY
DRAW LEADERSHIP

STUDENT GOVERNMENT ACTIVITY 2
CREATE ADVERTISEMENT

Taste Good
Cheap
Refreshing

Ryan's
Super
Cola
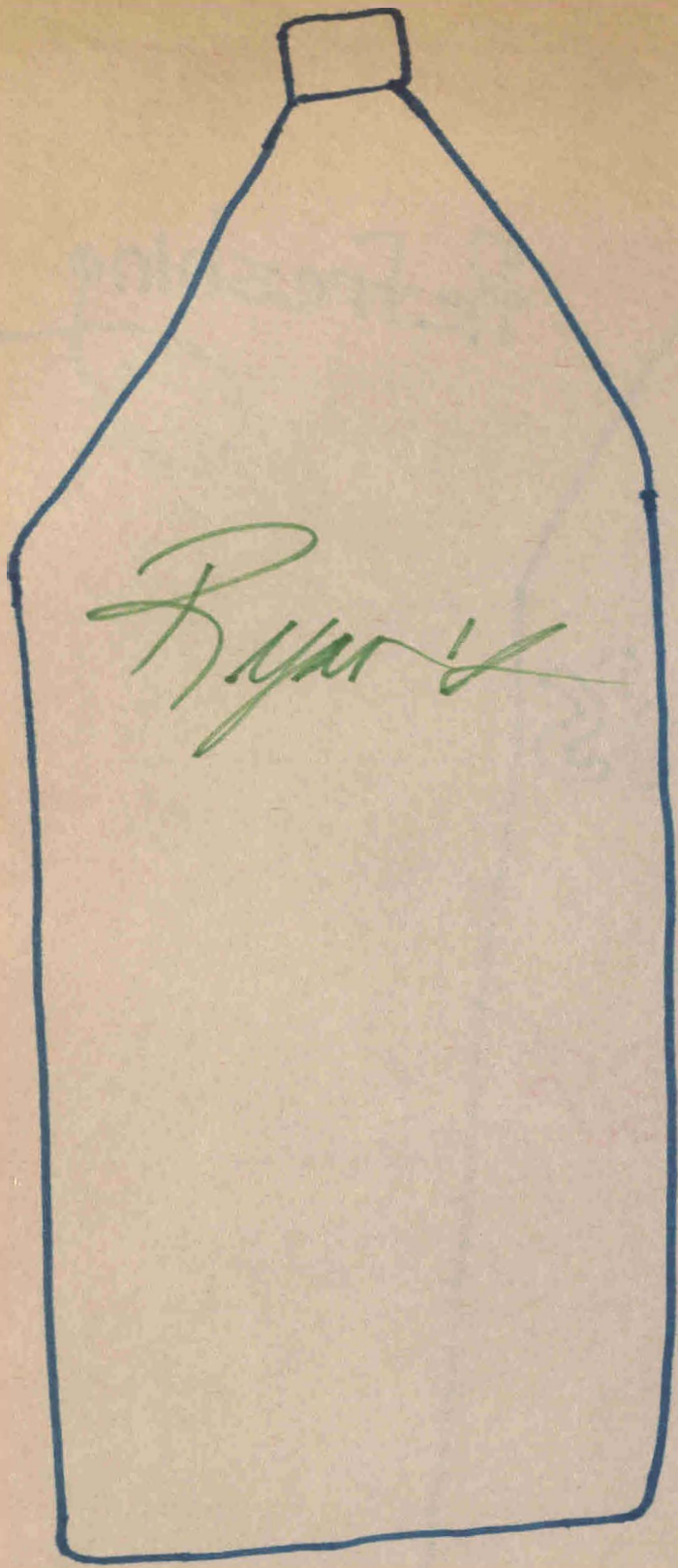
Palm
Cola
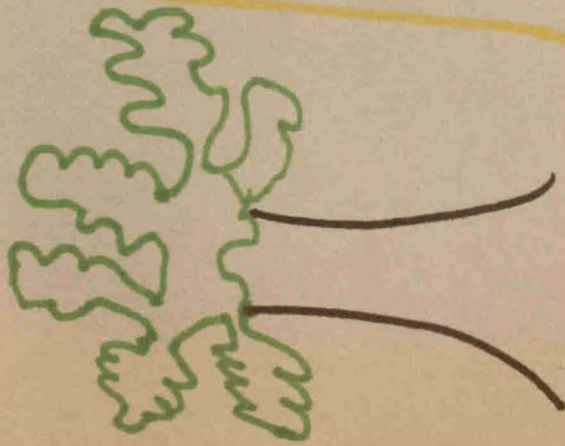
it's fresh taste good cheap

"AT RISK" INTRODUCTORY ACTIVITY
DRAW LEADERSHIP

club

club

club
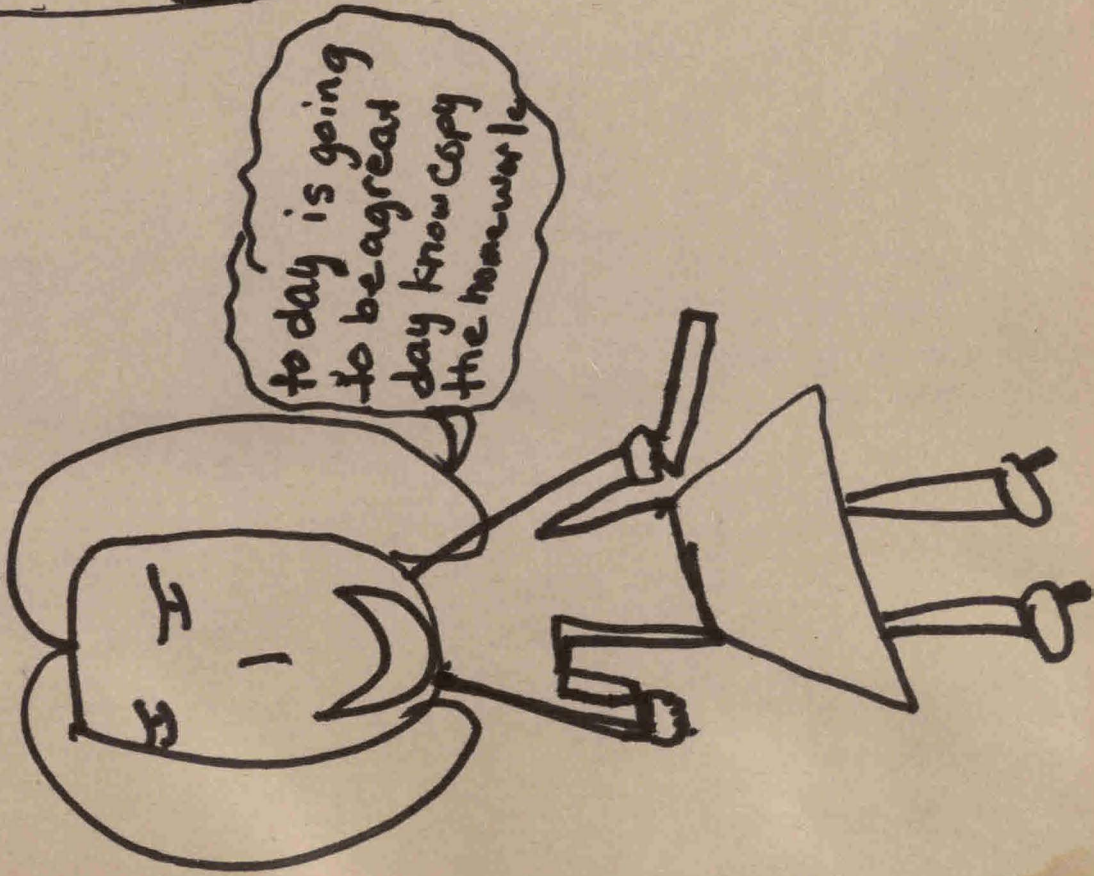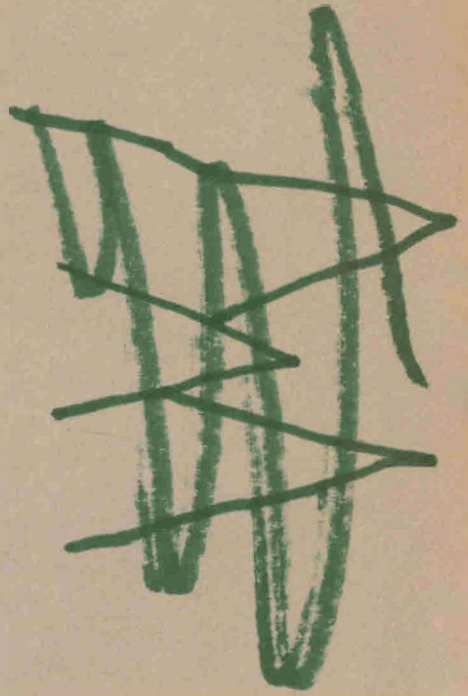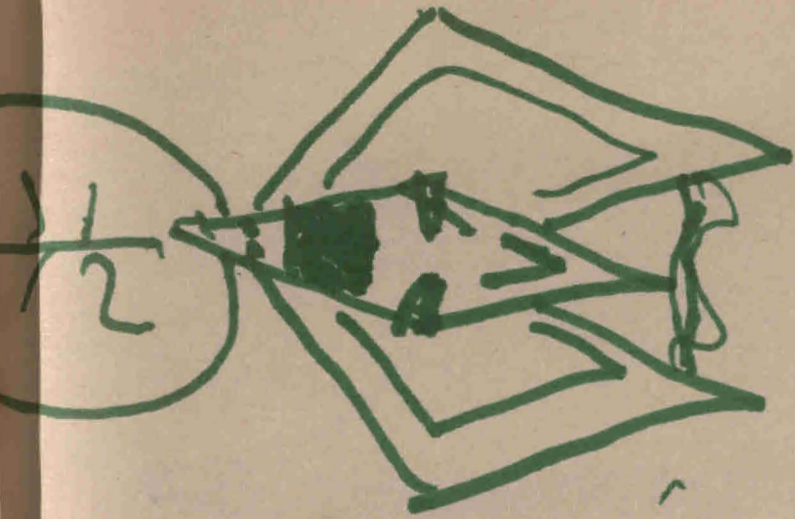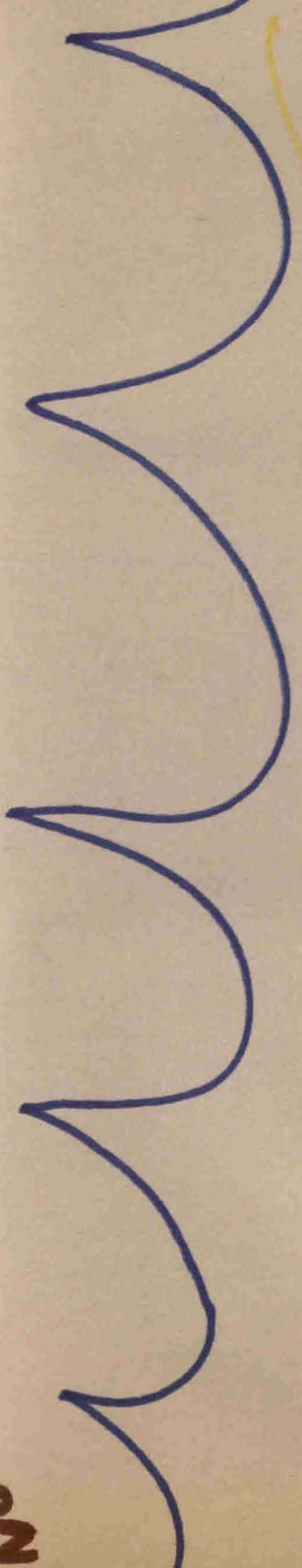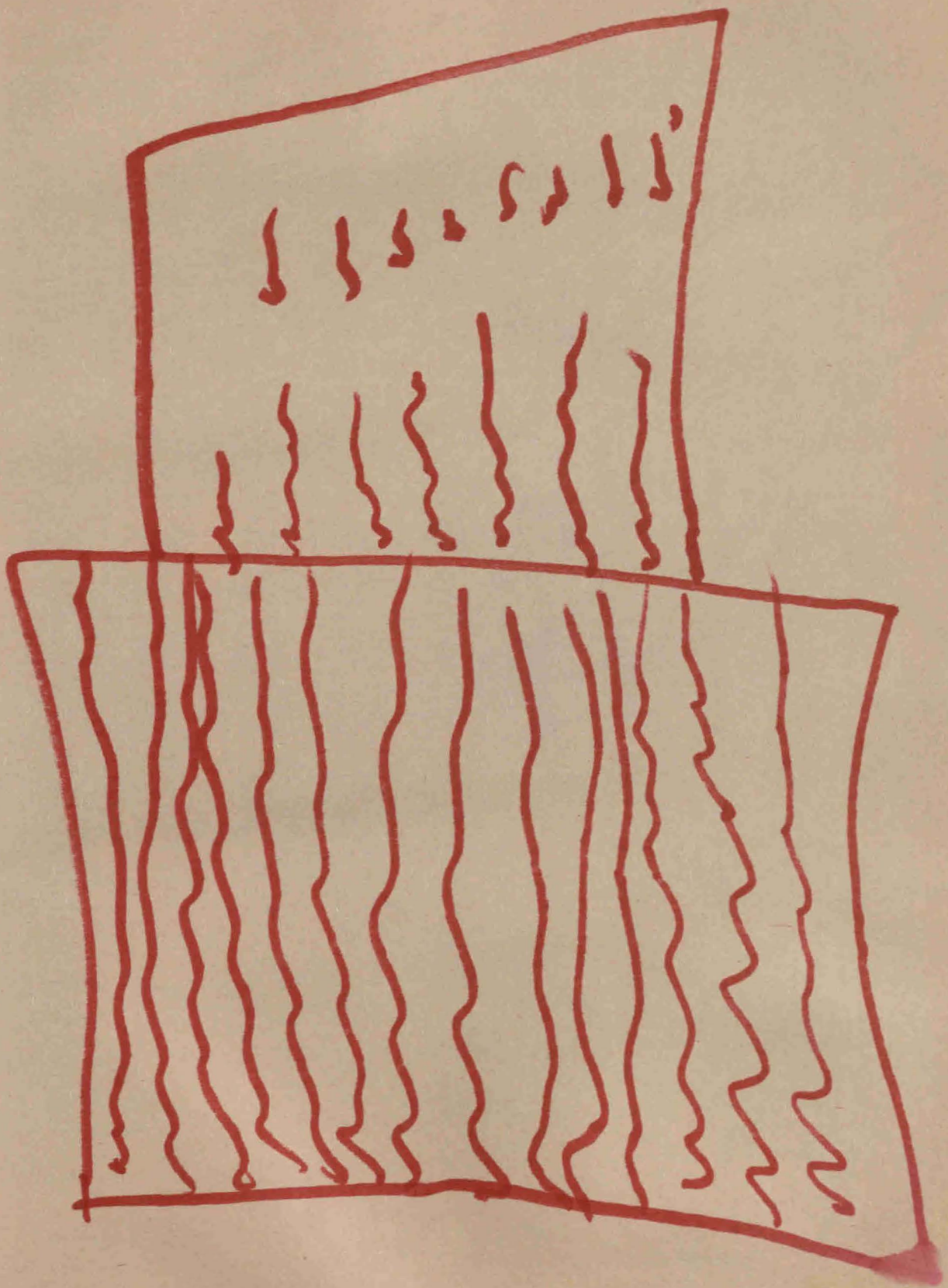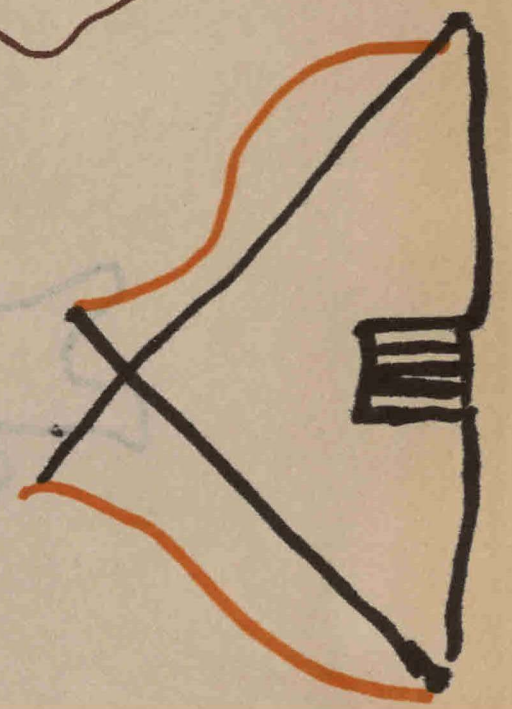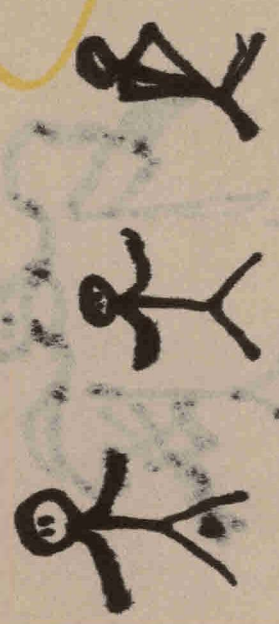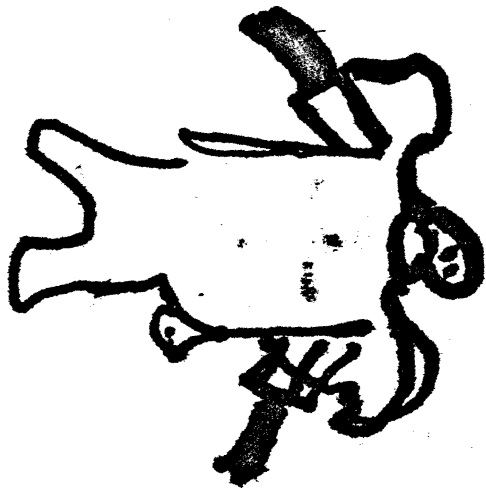
"AT RISK" INTRODUCTORY ACTIVITY
LEADERSHIP SURVEY

Leadership Review

1. What is a leader? When you try for something

2. What is a follower? a person the leads behind people.

3. Name a leader? Jonathan

4. Why is this person a leader? he trys to do his best

5. What can leaders do well? talk

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.? TV

Leadership Review

1. What is a leader? is somebody that is in charge.

2. What is a follower?

3. Name a leader? George Washington

4. Why is this person a leader? because he was a preasdint and never told alie.

5. What can leaders do well? speech lead well and never lie or fight

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.? ?

Leadership Review

1. What is a leader? someone who guides.

2. What is a follower? someone who listens to leaders

3. Name a leader? Mr. Pemberton.

4. Why is this person a leader? he is my principle.

5. What can leaders do well? make rules.

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.?

   television.

   Brittnie Ayres

Leadership Review

1. What is a leader? a Person who is leads somethin g

2. What is a follower?

3. Name a leader?

4. Why is this person a leader?

5. What can leaders do well?

lead

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.?

Heather

Leadership Review   a person who leads somthing

1. What is a leader?

2. What is a follower?   a person who fallows a leader

3. Name a leader?   John Smith

4. Why is this person a leader?   because the person is chose
by e other people

5. What can leaders do well?   help

6. Where did your perception of leaders and leadership come from, television, religion, home,
   etc.?   T.V.

Leadership Review

1. What is a leader?

Charge aperson how is im

2. What is a follower?

aPersor ic harge

3. Name a leader?

My Dad

4. Why is this person a leader?

he orher is Respos Bol

5. What can leaders do well?

Be in charge

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.?

Bisness

Leadership Review

1. What is a leader? Some one ___ who cochos, ic someting else

2. What is a follower? Some one that folows a goar lead.

3. Name a leader? Emmit Smith

4. Why is this person a leader? Some one that had workers hard

5. What can leaders do well? help

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.? T.V.

Leadership Review

1. What is a leader?

2. What is a follower?

3. Name a leader?

Leah/Ivan

4. Why is this person a leader?

Presedent/mice-cool

5. What can leaders do well?

6. Where did your perception of leaders and leadership come from, television, religion, home, etc.?

"AT RISK" ACTIVITY 2
CREATE ADVERTISEMENT

(Singing) peace girls
by Annie & Heather

because; it's fun/ good rock-n-roll music/we
have a ~~bad~~ beautiful voice

bild a deak
bulding

were chep
were good
were quick

We will make your Day!!!

You pick the ~~colar and~~
you pick the wood
We effict

Mike anbd I vren :

small 50¢

Meidium 75¢

King size 1.00

Mike and I vern!
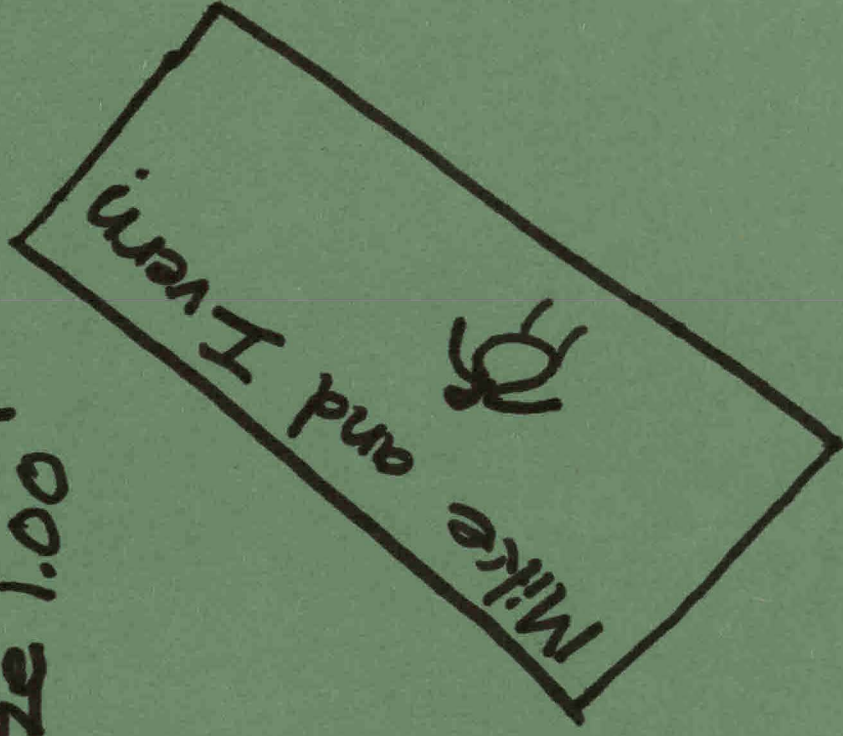
1. Sugar
2. fruit
3. Rainbow color

15 yarn
1 flow
2. Rainbow color

BABY BROTHER
BOOM-BOOM

Brittnie & Tasha

Free Baby brothers. Don't worry, even though we are getting tired of them, you will love them. We promise! (X crossed fingers)
Just take him.

Here is 3 reasons why you should buy: Johnny and/or Marquest.

1. We will buy everything you need for them.

2. You buy we will give you a free gift certifacate from any Mall!

3. Free new home for you # and your baby to live in.

Bonus!

$100☺,☺☺☺,☺☺☺!

WOW!

so sponcer today!

"AT RISK"
FINAL LEADERSHIP SURVEY

Appendix D

Leadership Review

1. What is a leader?
A leader is someone the qualified person

2. What is a follower?
Is someone that follows a leader

3. Name a leader? BJ Revis

4. Why is this person a leader? captain of the football team

5. What can leaders do well? talks to people lots of thangs

Appendix D

Leadership Review

1. What is a leader? someone that keeps things in order

2. What is a follower? someone who listens

3. Name a leader? Mike

4. Why is this person a leader? because he teaches me.

5. What can leaders do well? LEAD!
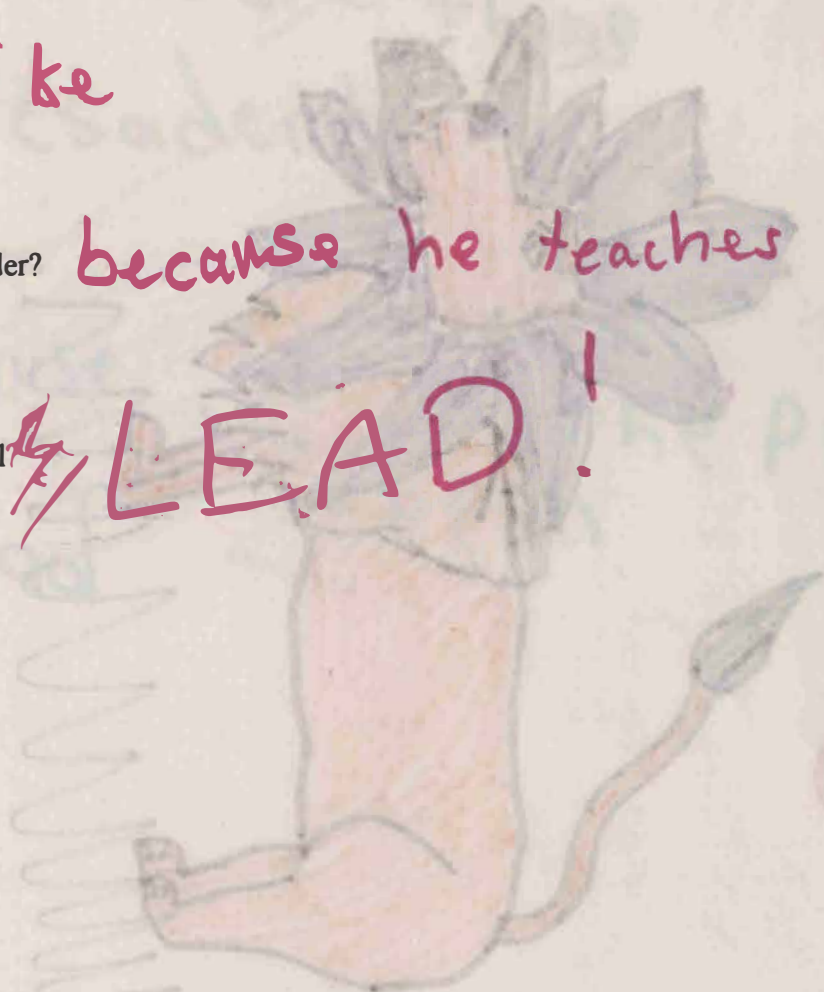
King of the jungle

Appendix D

Leadership Review

1. What is a leader?

Someone owe leads.

2. What is a follower?

Someone owe boleve in the same thing

3. Name a leader?

The presadent

4. Why is this person a leader?

because he is the preadent respon

5. What can leaders do well?

lead

Someone owe leads
in the   someone owle bolete
The presd...
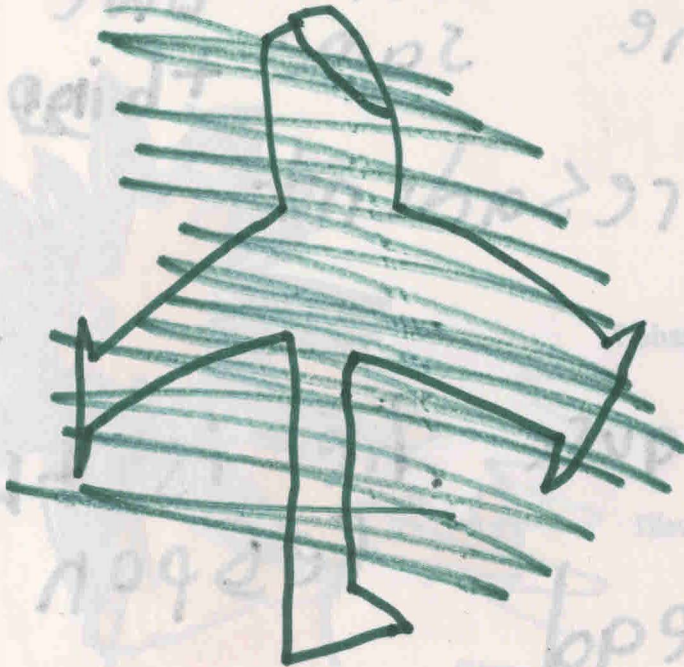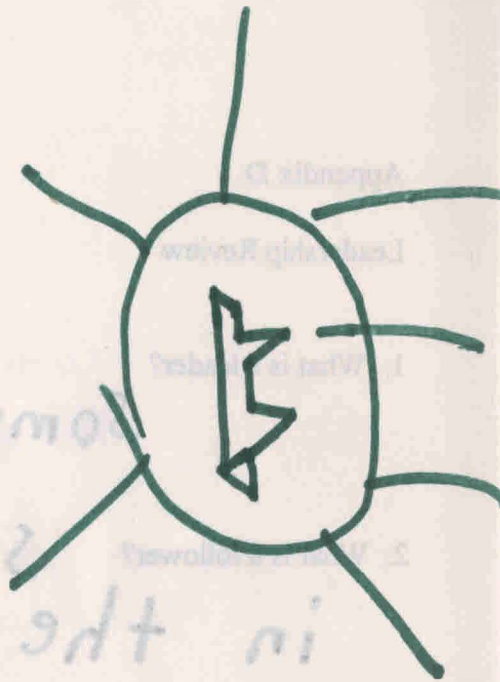
because
lead
respon...

Appendix D

Leadership Review

1. What is a leader? Someone who leads followers

2. What is a follower? Someone who follows a leader

3. Name a leader? John Smith

4. Why is this person a leader? because he lead people

5. What can leaders do well? help
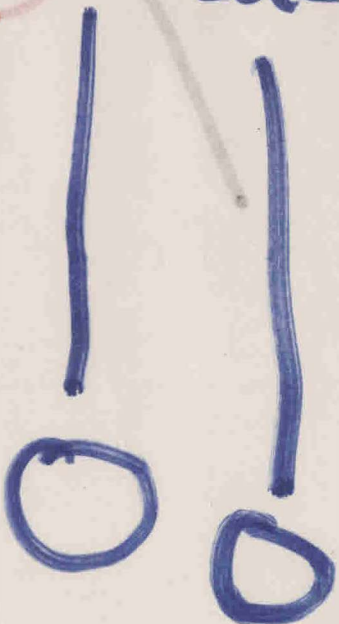
Appendix D

Leadership Review

1. What is a leader? someone who ~~works~~ is in charge

2. What is a follower? some one who is assisted and follow the leader and listen to the leader

3. Name a leader? George Whasington

4. Why is this person a leader? because he leaded the goverment

5. What can leaders do well?

lead people read thing well !

someone who _____ is in charge

someone who "assisted"
and follow the leader and listen to the

(read) Washington

because he leaded
the government

lead people lead thing
well

Appendix D

Leadership Review

annie #3

1. What is a leader?

leader is being a leader of something

2. What is a follower?

a person that ~~folows~~ a Leader

3. Name a leader?

~~Ray Green~~ Elves

4. Why is this person a leader?
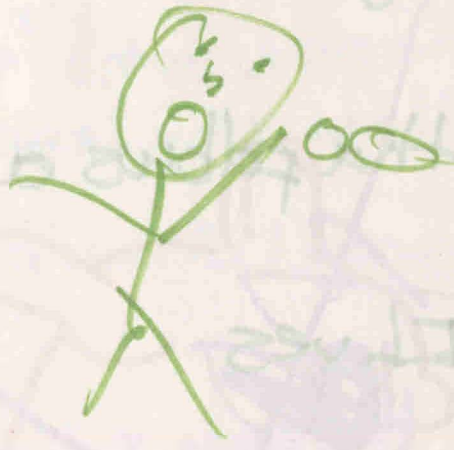
~~couse~~ he has heart for everything
and ~~toy~~ he has a cool
~~hea~~ hair ~~stay~~.

5. What can leaders do well?

acopertoit

Ima
leader

Appendix D

Leadership Review

1. What is a leader? Some one who helps and cares.

2. What is a follower? Some who follows orssoos

3. Name a leader? ~~Dion saunders~~ Mrs. Putnum.

4. Why is this person a leader? they have good grands

5. What can leaders do well? LEAD.
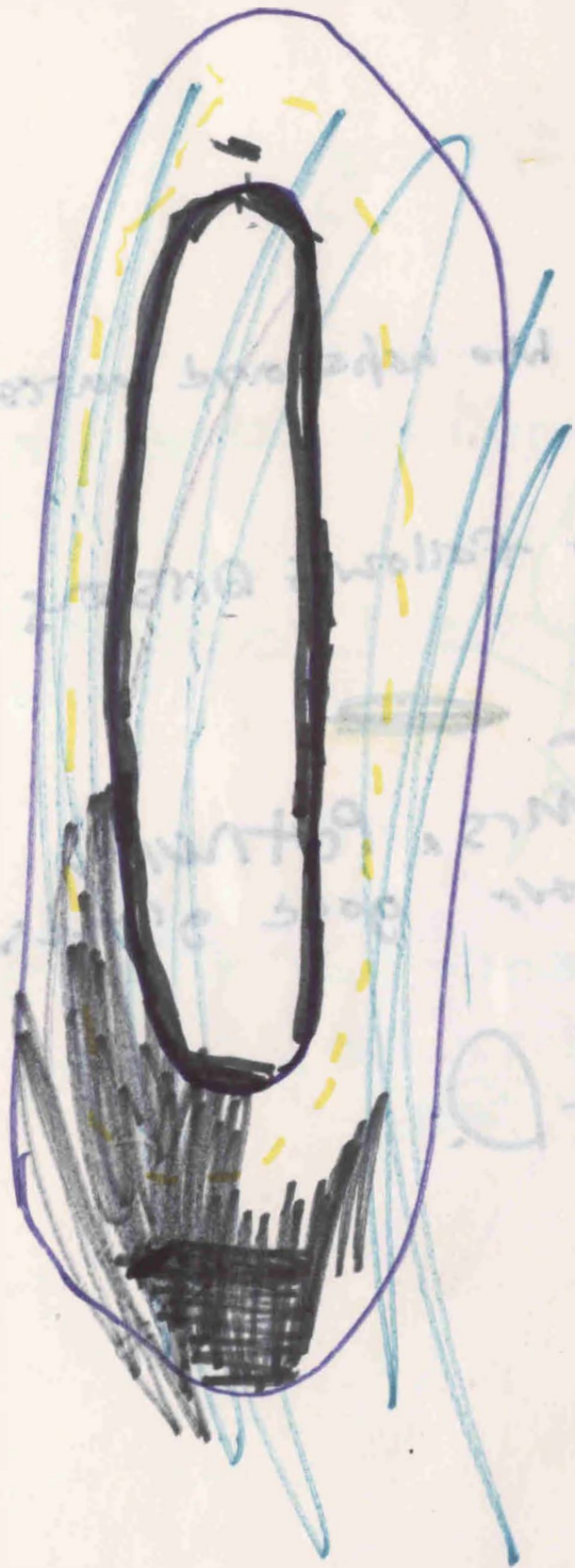
Appendix D

Leadership Review

1. What is a leader?

   A leader is a man that is in charge

2. What is a follower?

   He followes the leader

3. Name a leader?

   John Smith

4. Why is this person a leader?

   He leade a ship to Virginia

5. What can leaders do well?

   Tell there man to Do stuff
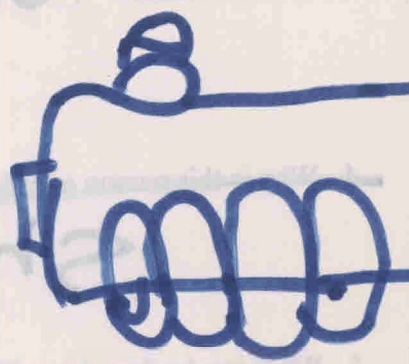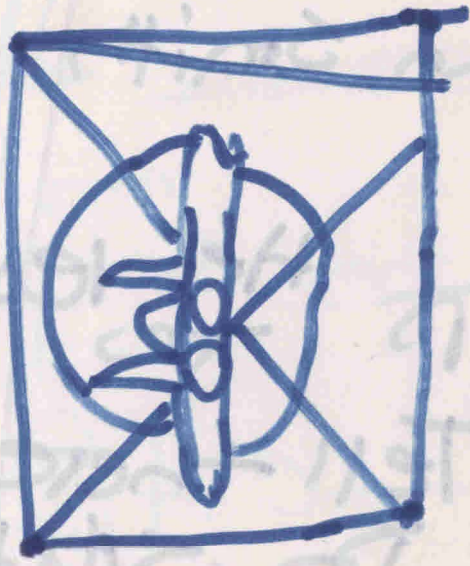
ACTIVITY 3
PUT COMIC STRIPS TOGETHER

MARK TRAIL / *BY JACK ELROD*

MARK TRAIL *BY JACK ELROD*

MARK TRAIL *BY JACK ELROD*

Thats me and my Fullback he is #40.

I play quarter-back I am #8.

A coach. Coaching
a baseball team
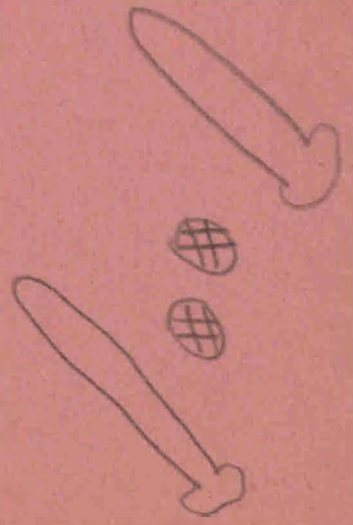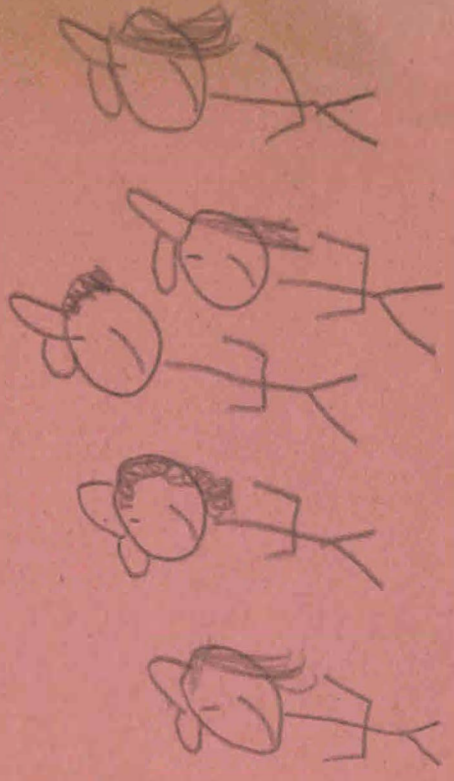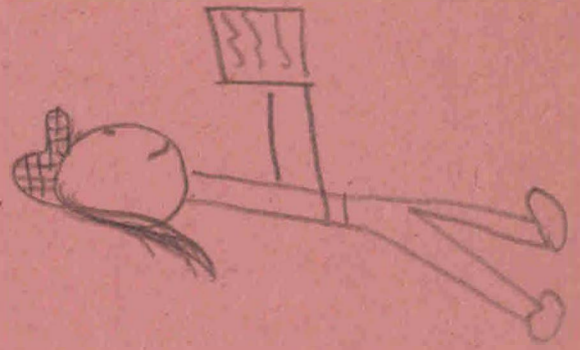
~~This is~~ A president of the School.
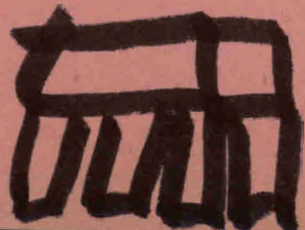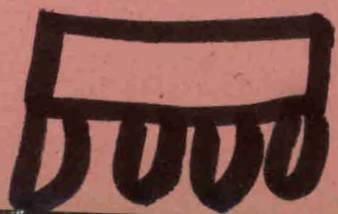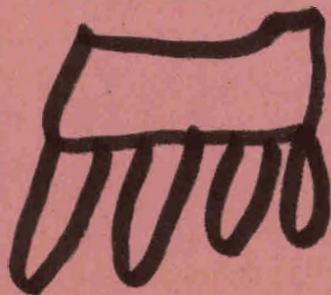
Being
Responsible
and nice.

President
Bill Clinton
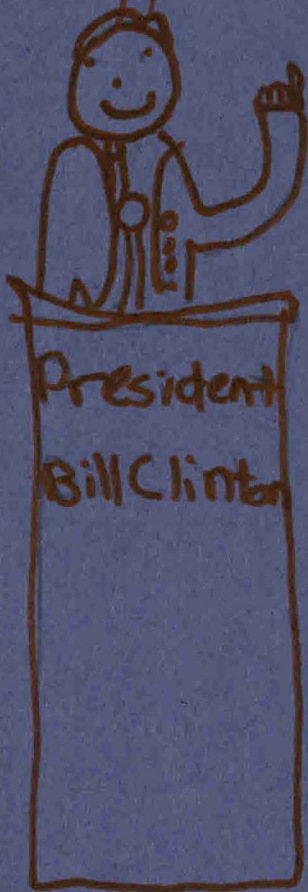
A coach is a
leader of a team
or some pople
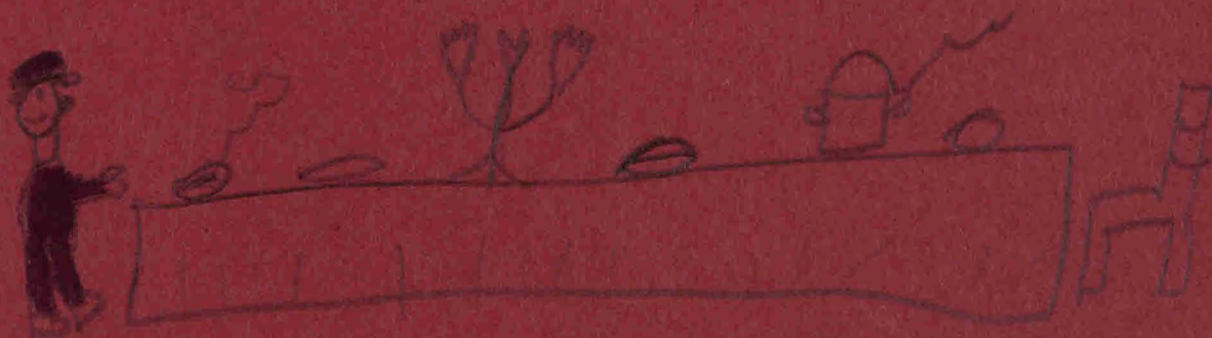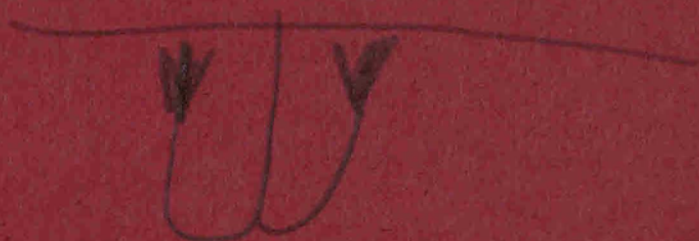
My mom is the
leader of our
house.

Here!!

This is Leah standing and calling
the role.

Voice Level
Volume 0 - No Talking
Volume 1 - Whisper
Volume 2 - Normal talking
Volume 3 - Loud talking
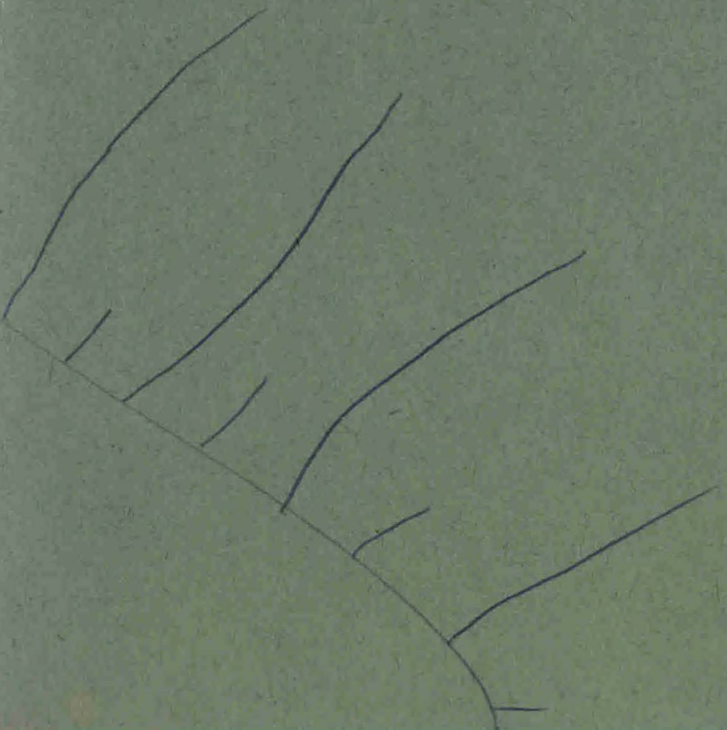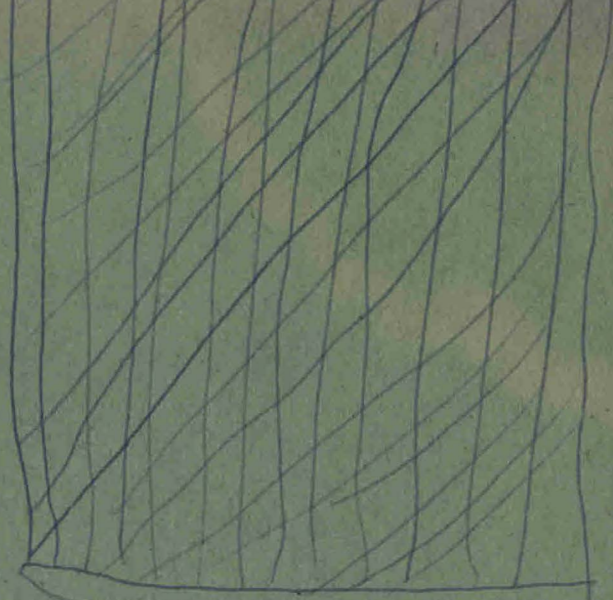
I think that leadership is very important and very fun!

Power to the People
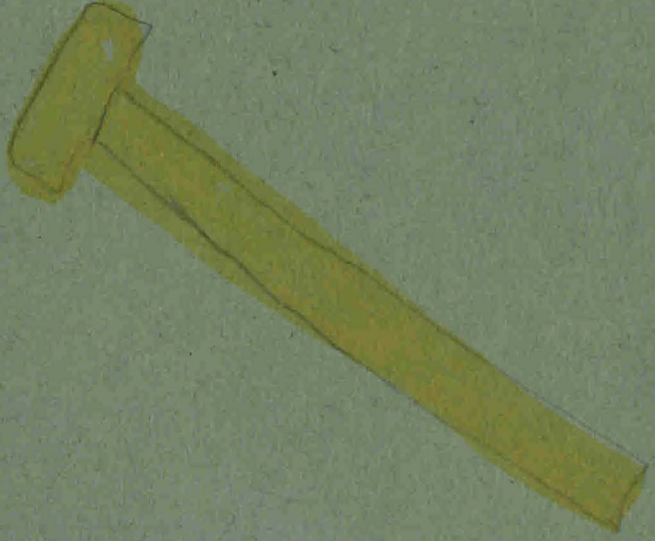
gavel

Paying attention - Knowing what to do.

Hello

ok.. teacher

May I kick the ball

yes...
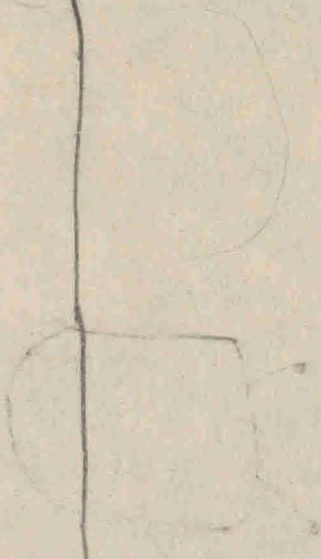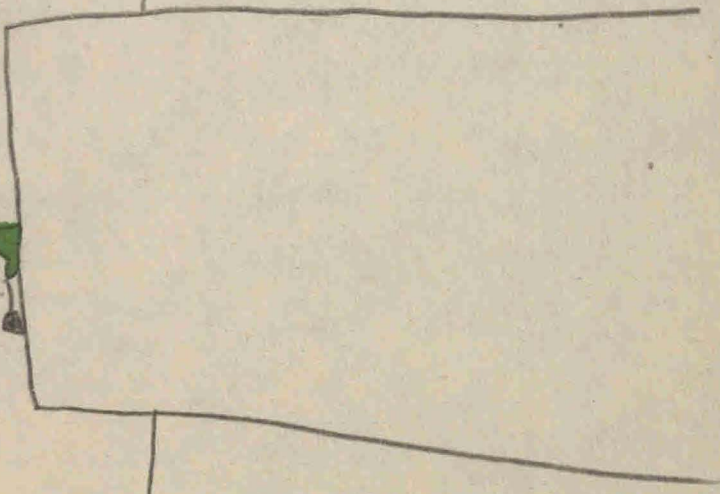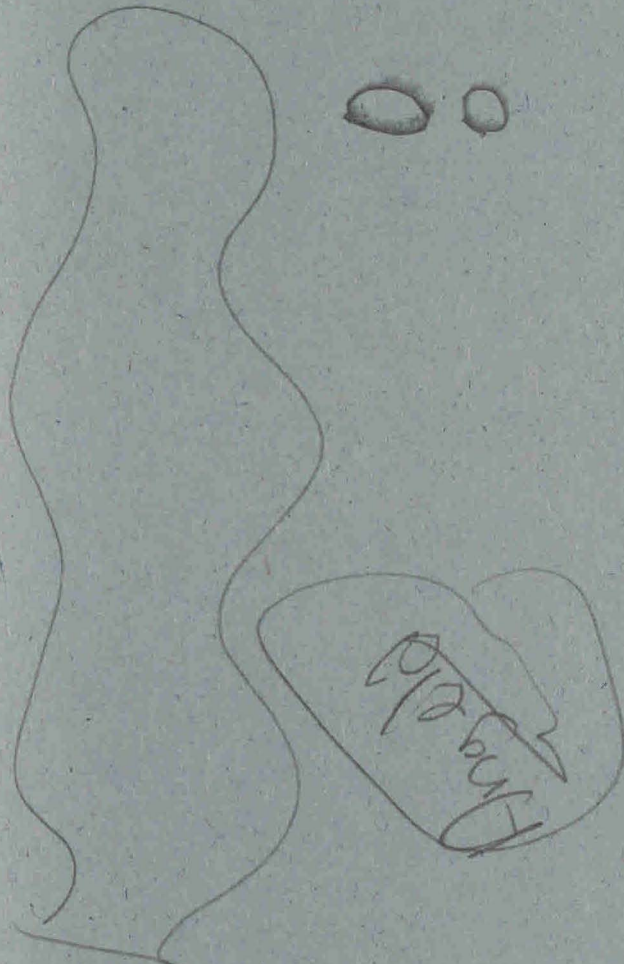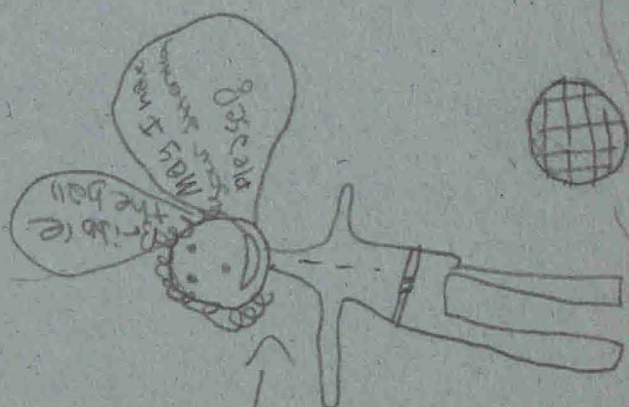
Soccer
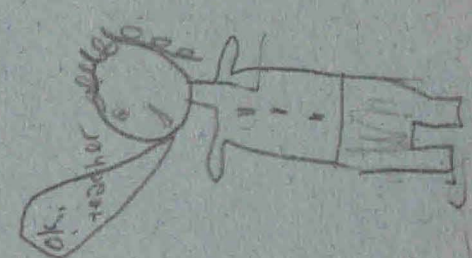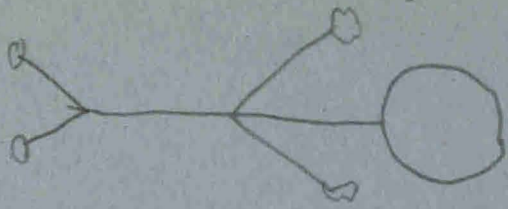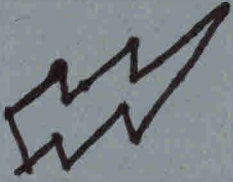
Safties are lightning!
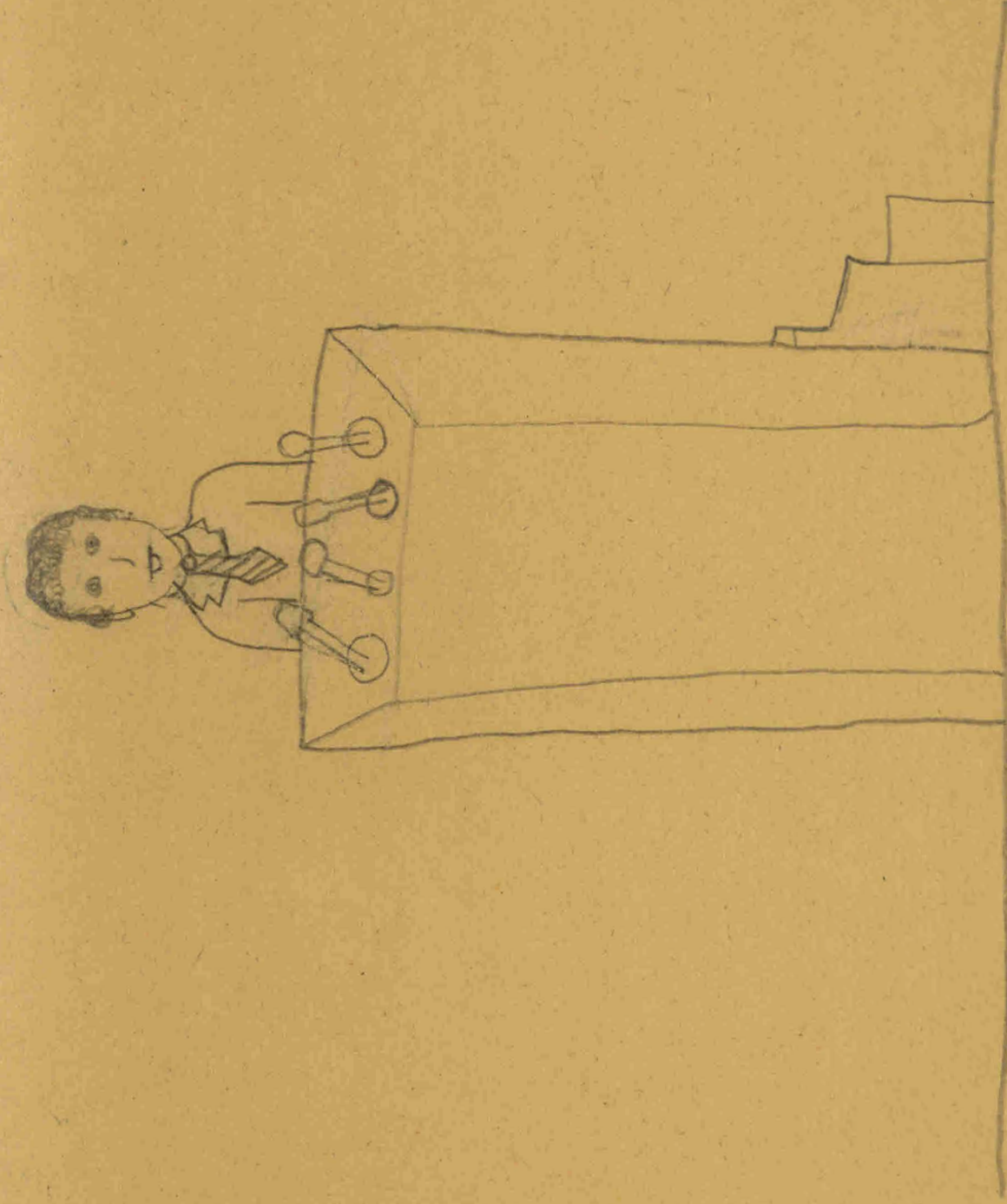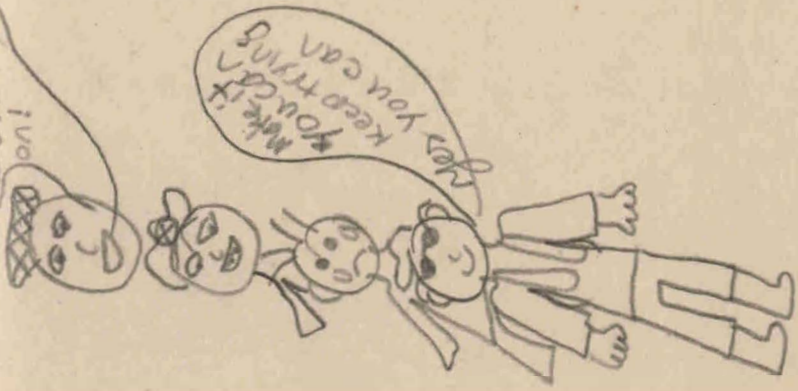
being a responsible leader
is important

being a responsible leader

Being responsible,
taking care of your
job.