Youth Leadership Program

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Report submitted to the Faculty of the

Virginia Polytechnic Institute and State University

In partial fulfillment of the requirements for the degree of

Master of Science in Agricultural and Life Sciences

Blacksburg, Virginia

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Abstract

Providing elementary students with meaningful opportunities to learn and practice essential leadership skills can benefit youth and the society in which they will grow, live and contribute. Based on the idea that youth leadership programs rarely target fourth and fifth grade youth, this project offers an educational resource to support the exploration of teaching transformational leadership in a safe, elementary school environment.

The purpose of the project is (a) to gather expert opinion data on youth leadership programs offered, (b) to provide a youth leadership development resource for educators, (c) to evaluate the "Invest in Yourself" youth leadership lesson plan components, and (d) describe insights about the transformational approach of modeling leadership, and if it is feasible for teachers to employ. The results include: (a) the opinion that there is a need for additional youth leadership development programs locally, (b) key leadership development skills currently being taught in 4th and 5th grade elementary school classrooms are teamwork, goal setting, and effective communication, (c) experts confirm the "Invest in Yourself" educational resource objectives are accurate, and (d) recommendations for improvement of the "Invest in Yourself" youth leadership development resource.

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Chapter One: Introduction

"True leadership lies in guiding others to success. In ensuring that everyone is

performing at their best, doing the work they are pledged to do and doing it

well." —Bill Owens

According to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, during the 2014-2015 school year there were over 89,967 educators teaching approximately 1,280,381 students in Virginia elementary and secondary school settings (National Center for Education Statistics, 2015). The student-to-teacher ratio is about 14 to 1. In Henrico County there were 3,893 fourth grade students and 3,933 fifth grade students enrolled, who are evaluated on their performance in the subject areas of reading, math, science and writing (Henrico County Public Schools, 2016). The Virginia Department Of Education and the commonwealth's public schools work in partnership to support and improve teaching and learning through a variety of programs and activities promoting the safety and well being of students. These efforts include:

- Improving instruction through effective reforms and best practices.

- Promotion of wellness through good nutrition and physical activity and school-health programs.

- Equipping children with knowledge and skills to make wise choices.

- Selecting and employing technology to improve teaching and learning.

- Constructing and maintaining schools and infrastructure that meet the needs of today's learners and educators.

- Maintaining safe learning environments and transporting children safely to and from school.
- Educating children in non-traditional settings.

The "Invest in Yourself" youth leadership project can provide support in the following efforts, equipping youth with knowledge and skills to make wise choices, employing technology to improve teaching and learning, and educating youth about leadership in non-traditional settings. In offering the "Invest in Youself" youth educational resource to the public school system and volunteers working with youth, I hope to motivate a collective community effort with everyone working toward empowering students around a shared vision.

Social capital (SC) has emerged as an important concept in leadership development work, and can be defined simply as 'the ability of people to work together for common purposes in groups and organizations' (Fukuyama 1995, p. 10). It is important to know that the term social capital has more than one meaning and definition. Another researcher defines it as "the features of social organization such as networks, norms and social trust that facilitate coordination and cooperation for mutual benefit" (Putnam, 1995). Social capital is an idea that you and you alone, are not responsible for your success, instead, success comes from the intangible, invisible resources and assets that emerge from our relationships (Pasricha, 2014). For this project, social capital is the norms, the social networks, and the relationships between adults and children that are of value for the child growing up. Social capital exists within the family, but also outside the family, in the community (Coleman, 1994).

As our society becomes more and more complex, the importance of leadership cannot be overstated. It is possible that a leadership education program targeting elementary age youth is a part of a community solution to the prominent community issues that face youth today. Some of the major issues facing Virginias' youth are the opioid epidemic, unhealthy lifestyles resulting in high obesity rates, and an abundance of families living at or below the poverty level. In reference to changing youth behaviors, "early intervention with risk factors (e.g., aggressive behavior and poor self-control) often has a greater impact than later intervention by changing a child's life path away from problems and toward positive behaviors" (National Institute on Drug Abuse, 2003). In addition, according to researchers, known psychosocial effects associated with childhood obesity are adoption of high-risk behaviors, decline in self-esteem, loneliness, nervousness, sadness, and negative self-image (Ebbeling, Pawlak, Ludwig, 2002). Irvin, Meece, Byun, Farmer, and Hutchins provided data from 60 high-poverty schools tells us that the primary factor in student motivation and achievement isn't the student's home environment; it's the school and the teacher (2011). Youth with unstable home lives need transformational, positive, caring leaders as role models. The presence of a transformational leader teaching youth how to lead themselves could have great impacts on the individual youth, the elementary school environment, and the community as a whole.

An extensive youth leadership development program would require cooperative partnerships that embrace social capital, institutional resources, human capital, community partners, and financial capital to create behavior changes within our communities. The development of elementary age leadership programs within the school

setting may create positive changes to social norms. A positive school-wide climate is also considered a result of an effective leadership development program (Pedersen, Yager, & Yager, 2012).

The "Invest in Yourself" leadership resources within this project are based on the idea that adults working with youth in the community should advocate for younger elementary students to model leadership as they are learning about their personal leadership identity. A greater self-awareness and the ability to apply the leadership concepts and skills learned will equip youth to make better choices, seek out and successfully handle leadership roles and responsibilities.

As an adult mentor to the Teen Excellence in Leadership Institute (TELI) program, a collaboration between Virginia 4-H and state FFA Association, I work alongside the leadership team to gain knowledge and experience in creating a successful youth leadership program. The TELI program targets teens in the 10th and 11th grades and provides youth valuable experience in, understanding themselves, peer- to- peer learning, communicating, conflict management, managing group decisions, and working with others in achieving individual and group goals. Teens work together to acquire leadership life skills they need to take action and create change within their communities. This program structure demonstrates that leadership skills can be developed through properly designed leadership opportunities and projects.

The "Invest in Yourself" youth leadership education program introduces transformational leadership concepts that will better prepare elementary students for future leadership opportunities and follows the framework of the TELI program. I venture to demonstrate that fourth and fifth grade youth would benefit from a framework

similar to the TELI program, by surveying youth development experts and describing their perspectives.

This youth leadership project presents an educational resource designed to aid fourth and fifth grade instructors in teaching leadership skills. The "Invest in Yourself" program lesson plans and activities are intended to contribute to leadership education in any learning environment. The Facilitators Guide to Transformational Leadership provides lesson plans for educators who have an interest in teaching leadership skills and who have some experience in leadership development. In the project Appendices, you will find the "Invest in Yourself" facilitators guide consisting of six lessons. This "Invest in Yourself" youth leadership educational resource uses experiential learning and teamwork activities to mold transformational youth leaders. Each lesson offers a safe environment for students to gain experience, practice leadership skills, and feel empowered to be positive youth leaders at the elementary school level. Leadership skills include student accountability, responsibility, self-knowledge, courage, collaboration, decision-making, risk taking, critical and creative problem solving, and being community conscious (Kretman, 2009).

As I conducted more research, exploring the process of creating this tailored youth leadership program, I discovered that there are very few leadership development curriculums targeting elementary school students. It is tangible that there is a need for a 4-H junior and intermediate age range course introducing basic leadership concepts.

Statement of the Problem

In Henrico, County leaders are extremely concerned about strengthening the families within our community, and are currently investing in educational programs that

support parents in their roles and youth in their future endeavors. According to the Henrico County Public School (HPCS) website "The Family Engagement mission, carried out by HCPS family advocates, is to empower families by successfully bridging gaps and building connections among families, schools and communities."

The Henrico Extension Office, Recreations and Parks, Department of Social Services, Henrico Public Libraries, and the Henrico County Public Schools have been participating in coalitions and a task force that has now become a formal working group called the Henrico Partnership for Family and Community Engagement (HPFCE). The HPFCE vision is to eradicate broken families and communities. The mission is to cultivate and support the strengthening of families in central Virginia by promoting positive community engagement to empower family members with the tools to improve and build relationships.

As noted earlier, some of the major issues facing Virginias' youth are the opioid epidemic, unhealthy lifestyle choices, and abundance of families living at or below the poverty level. According to the Virginia Department of Health, "the number of fatal opioid overdoses continues to rise sharply locally, across Virginia and throughout the United States. In Richmond, Henrico, Chesterfield and Hanover, the combined number of opioid overdose deaths increased from 51 in 2010 to 189 in 2016" (Virginia Department of Health, 2016). Additionally, the KIDS COUNT Data Book, based on data featured on its KIDS COUNT Data Center reports "growing up in poverty is one of the greatest threats to healthy child development. Poverty and financial stress can impede children's cognitive development and their ability to learn. It can contribute to behavioral, social and emotional problems and poor health." In 2016, there were an increasing 175,000, six

to seventeen year olds, or 14 percent of youth living in poverty in Virginia (The Annie E. Casey Foundation, 2016). To break these destructive progressions, local agencies are collaborating and sharing resources to combat the impacts that drug addiction, poverty, and low academic achievement will have on our young leaders of tomorrow.

Project Purpose and Objectives

The "Invest in Yourself" leadership education program provides experiences and skill development to educate and empower participants to become valuable leaders by investing in themselves. Leadership education is defined as: 1) teaching and modeling leadership ethics in the classroom, 2) providing a safe learning environment for students to experiment with leadership exploration, 3) giving students the opportunity to learn and practice leadership skills in class projects and activities (Hess, 2010). Each leadership lesson was structured to teach a specific life skill using individualized consideration and intellectual stimulation, including group collaboration or hands-on activities and concluding with reflection and application discussions. The "Invest in Yourself" program goal is to motivate youth to improve their leadership vocabulary and overall communication skills, develop an understanding of conflict management, be self-aware when working with others, set attainable personal goals and work toward them using their personal leadership philosophy. By guiding youth using the vision of investing in themselves, youth become mindful of their individual impact and leadership opportunities within the community.

The purpose of the project was to design a youth leadership resource targeting elementary aged students using a transformational leadership approach and evaluate if

this non-traditional instructional resource met the stated objectives as assessed by a panel of experts. The objectives of the project are to:

1. Develop an interactive six-lesson youth leadership development resource for educators that is age-appropriate and life skill building.

2. Describe the expert panel's perceptions on current leadership development programs in the local area.

3. Describe expert panel's viewpoint on using "Invest in Yourself" as a resource to support elementary youth in practicing leadership skills.

4. Describe insights about the transformational approach of modeling leadership, and if it is feasible for teachers to employ, with little effort and supplies.

Definition of Terms

Concrete Operational Stage: the stage of cognitive development in which a youth is

capable of performing a variety of mental operations and thoughts using concrete

concepts (Wood, Smith, & Grossniklaus, 2001).

Idealized Influence: sacrificing for the benefit of the group, setting a personal example,

and demonstrating high ethical standards (Avolio, Yammarino, & Francis, 2013).

Individualized Consideration: providing support, encouragement and coaching to

followers (Avolio, Yammarino, & Francis, 2013).

Inspirational Motivation: creation and presentation of an attractive vision of the future,

the creation of symbols and emotional arguments, and the demonstration of

optimism and enthusiasm (Avolio, Yammarino, & Francis, 2013).

Intellectual Stimulation: behaviors that increase awareness of problems and challenges

followers to view problems from a new perspective (Avolio, Yammarino, &

Francis, 2013).

Knowledge: the accumulation of information and the mental structures used to organize

that information (Northouse, 2013, p. 52).

Leadership: a process whereby an individual influences a group of individuals to

achieve a common goal (Northouse, 2013, p. 5).

Leadership Education: teaching and modeling leadership ethics in the classroom.

Providing a safe learning environment for students to experiment with leadership

exploration. Give students opportunity to learn and practice leadership skills in

class projects and activities (Hess, 2010).

Motivation: one's inner drive to accomplish a task (Kirton, 2003; Northouse, 2013).

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Social Capital: the norms, the social networks, and the relationships between adults and

children that are of value for the child's growing up. Social capital exists within

the family, but also outside the family, in the community (Coleman, 1994).

Transformational Leadership: an approach that causes changes in individuals and

systems (Franz, 2012).

Limitations of the Project

One limitation of this project is that the curriculum was not piloted with students

and therefore may not include activities that are as appealing to the targeted age group as

it is to the adult educators. Additionally, the curriculum was evaluated by a limited

number of experts and may not fully represent the attitudes and perceptions of all

teachers who would use it.

Basic Assumptions

Basic assumptions guiding this project are leadership education can and should be

taught in elementary school and can be easily integrated into classroom schedules.

The panel of experts that have reviewed the "Invest in Yourself" program are

knowledgeable about youth development and will provide an honest assessment of the

feasibility of each lesson, the order of the lessons, and deficiencies of the program.

Similarly, the qualitative descriptive information shared from the panel experts for this

project is representative of the objectives of the project and the criteria set by the youth

leadership lesson objectives. Lastly, the Bass Transformational Leadership Theory

assumes that leadership educators are ethical and can be a good role model for youth,

who participate in the "Invest in Yourself" program.

Significance of the Problem

All youth need opportunities to learn about and practice leadership in meaningful and authentic ways. Most educational organizations focus on the leadership development of teens in middle and high school. For example, Virginia 4-H does not have online or resources for leadership development targeting elementary youth (see Figure. 1).

Figure 1. Resources for 4-H Leadership & Personal Development from the Virginia Cooperative Extension webpage.

Most leadership education programs for youth, target adolescents. Student leadership programs which focus on specific leadership traits are readily accessible to students and teachers at the high school and post-secondary level, character building models alone are often the focus for students in the middle to late childhood developmental stage (MacGregor, 2013).

Leadership programs are scarce for elementary age youth and there is a lack of leadership development resources for elementary teachers. Hess (2010) noted the following regarding a lack of resources for youth leadership development,

"The lack of leadership programs and curriculums for younger students made the literature review challenging. The lack of resources on this specific research topic could be a result of different terminology used, but based on the definition used comparable information was extremely limited. The resources found were designed for use with older students and therefore had to be modified to fit elementary age students."

Educators need access to properly designed activities and projects for the elementary classroom that encourage youth to learn and practice building their leadership skills. It is proposed that the "Invest in Yourself" youth leadership project can assist educators in: 1) equipping children with knowledge and skills to make wise choices, 2) educating children in non-traditional settings, 3) and employing technology to improve teaching and learning.

Leadership educational programs that promote personal growth, should start earlier in the stages of youth development. Creating opportunities to involve students in early experiences in leadership serves to build their leadership capacity (Murphy & Johnson, 2011). Fourth and fifth grade youth and educators, should have access to age appropriate educational programs that include intellectual stimulation and experiential learning activities.

The problem is elementary students are facing adult issues earlier in their lives and may have to make life-changing decisions younger. Learning leadership skills could possibly help youth decline an introduction to drugs, communicate unsafe family issues effecting school attendance, or avoid situations that arise due to lower socioeconomic environments.

Transformational leadership framework and the "Invest in Yourself" lessons create a sense of purpose and individualized consideration, both align with the esteem and self-actualization levels of Maslow's model of basic and growth needs (McLeod, 2014). The leadership education lessons focus on improving the performance of youth, creating trust, and empowering students around a shared vision.

Chapter Two: Literature Review

Piaget's Cognitive Development Theory, Stage 3

According to Piaget, most students will enter the concrete operational stage sometime around the age of seven and complete it sometime before the age of eleven. There are many variant factors in terms of the speed at which a child develops, so some youth will reach this stage earlier than seven and some may exit it after eleven. As the name implies, the concrete operational stage of development can be defined as the stage of cognitive development in which youth are capable of performing a variety of mental operations and thoughts using concrete concepts (Wood, Smith, Grossniklaus, 2001).

When students reach the fourth and fifth grade levels in elementary school, they display more independence, have longer attention spans, and display increased cognitive abilities. Students at this age have not fully developed, therefore, lessons must present leadership concepts in a way that is comprehensible, yet cognitively challenging. Engaging students in early experiences in leadership creates the foundation for future leadership development (Murphy & Johnson, 2011).

Aspects of Middle Childhood Development

Providing active learning experiences is helpful during the middle childhood period. Hands-on activities where youth are up and moving, not limited only to sitting and listening are more effective. There are several aspects of development during these years including physical, social, emotional, and intellectual development.

Physical development is starting to move rapidly. Students experience growth spurts at different rates as they move towards adolescence. Typically, girls will begin to grow and mature faster than boys during this age period.

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Social development is the interaction between youth and their ability to function in social settings. The elementary years are important in terms of social cognition. Youth begin to mature cognitively and can manage more complex dialogue, problem solving, and thinking. Students approach solving problems with a negotiating style, trying to compromise with peers to resolve their own disputes but still, at times, need positive adult intervention (Centers for Disease Control and Prevention, 2017)

Relationships with friends tend to be rather brief, but there is a willingness to work in cooperative groups and team play is of high consideration with this age group. Generally, girls are more willing to take on leadership roles in games and classroom activities. Students are beginning to understand and to appreciate racial, ethnic, and religious and gender differences. There is a caring attitude and respect for each other at this age (University of Chicago Laboratory Schools, 2013).

Emotional development relates to how youth handle their feelings and express themselves. They are accepting family beliefs, admire, imitate and look up to older youth. Fourth and fifth graders are starting to develop decision-making skills, and they are able to make some of their own decisions. At this stage, youth are beginning to question authority, interaction with a mentor is important to influence positive youth viewpoints.

Intellectual development is how individuals learn and youth academic abilities vary greatly. Elementary youth have an improved attention span but many have quickly changing interests. They are creating their own sense of judgment, can use good judgment and judge ideas in absolutes. Things are either right or wrong, they do not have much tolerance for middle ground. The fundamentals of logic are also developing.

Activities without extreme rules that require more free thought, allow for the youth to communicate and deliberate on strategic planning steps and action plans.

Looking at Youth by Their Specific Grade Level.

In this elementary age group, students are starting to develop more responsibility and are formulating morals. Students realize what is right and wrong and expect consequences when they do not follow the rules. Youth are more likely to deliberately disobey parents, however, taking responsibility for their own actions is more prevalent in third through fifth grade (Lee, 2014). Students in fourth and fifth grade start to become emotionally ready to do stuff on their own. They do not need adult supervision with all of their actions and become more and more independent in social scenes (Ashcraft, 2009).

Fourth grade. A key developmental accomplishment at this age is having a best friend in which they start to develop trust in. Fourth graders are very concerned about issues of rules and fairness, and they are often working through questions related to friendship and their peer culture.

According to the American Speech-Language-Hearing Association (ASHA), students by the fourth grade should be able to readily contribute to group discussion, give detailed verbal presentations, and communicate appropriately and effectively.

Fifth grade. Friendships are more important than schoolwork. Youth will spend more time socializing with friends, texting, video chatting, and on social media.

During their social and emotional development, fifth graders begin to expand beyond their community. They become more interested in different cultures, foods, and languages. Students begin to understand the meaning of friendship. They choose their friends by characteristic traits such as loyalty, honesty, trustworthiness and being a good

listener (Ashcraft, 2009). Youth in this age group tend to compare themselves to the adults in their everyday life. Additionally, ASHA states that by the fifth grade, students are able to clearly reciprocate information discussed in class and group activities, and will participate in a wide range of group discussion topics.

Theoretical Framework

Research in educational leadership has begun to advocate the contributions of transformational leadership theory in school settings (Leithwood, Jantzi, & Steinbach, 1999). Most teachers and adult volunteers already act as role models, now we must teach elementary youth how to invest in themselves by wanting to develop leaderships skills, gain respect for classmates, and trust in their own competencies.

We know that fourth and fifth graders need to be encouraged and optimistic about the future and believe in their abilities. The "Invest in Yourself" leadership lessons will influence educators to convey empathy and support, keep communication open, and encourage creativity in their students. These likable leaders are influential, and require strong communication skills that make multifaceted ideas understandable to youth. As a result, they develop youth who think independently, and who have stronger critical thinking skills. Throughout the "Invest in Yourself" program self-cognizance and positive change is stimulated with the end goal of developing followers into valuable leaders.

The Bernard M. Bass's (1985) transformational leadership theory framework, in its authentic form, enhances the motivation, morale and performance of followers through a variety of mechanisms. In the following section, you will read how transformational theory correlates to the "Invest in Yourself" project objectives.

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Transformational leadership is defined as an approach that causes changes in individuals and systems (Franz, 2012). The theory encompasses four main concepts idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation.

Idealized influence refers to the "leader" becoming a positive role model and displaying ideal leadership traits such as honesty, trust, and enthusiasm. If the leader demonstrates these traits youth are more willing to connect and follow, as these are the characteristics that youth are searching for in their acquaintances. Each of the youth leadership program lessons aim to instill these principles in students throughout the experience.

Individualized consideration is an emphasis on what a group member needs. The leader acts as a role model, mentor, facilitator, or teacher to bring a follower into the group and be motivated to do tasks. Self- confident students taught by transformational leaders are willing to invest more effort in their tasks. The task at hand, within the "Invest in Yourself" program, could be managing conflict or simply increasing their practice of leadership skills, and allowing the youth time to apply the concept to their life.

Intellectual stimulation is delivered by activity leaders in terms of challenging the students, both as individuals and in group tasks. The adult leader will conclude lessons seeking ideas from the group and encouraging youth to think independently, learn from their peers, and to contribute to reflection discussions.

Inspirational motivation, is giving meaning, reason, or purpose to followers. This usually involves creating a vision or goal. In lesson five, "Goal Setting" youth will create a dream board to help them visualize goals they want to reach, and setting

measurable goals is a topic of discussion. This lesson also models group facilitation skills in creating a group leadership project. The "Defining Leadership" lesson encourages group consensus before the group moves forward together. If followers believe in the cause or are motivated by a sense of purpose, the learning environment feels more cooperative. If a student lacks a sense of purpose, they may feel bored, aimless, or even resentful at being pushed in certain directions by others.

A Sense of Purpose. Youth should feel confident in their ability to meet the challenges in their life, at school and at home. A sense of personal power will evolve from having successful classroom leadership experiences and seeing results for their efforts. A sense of purpose and individualized consideration both align with the esteem and self-actualization levels of Maslow's model of human needs. Please review Figure 2.
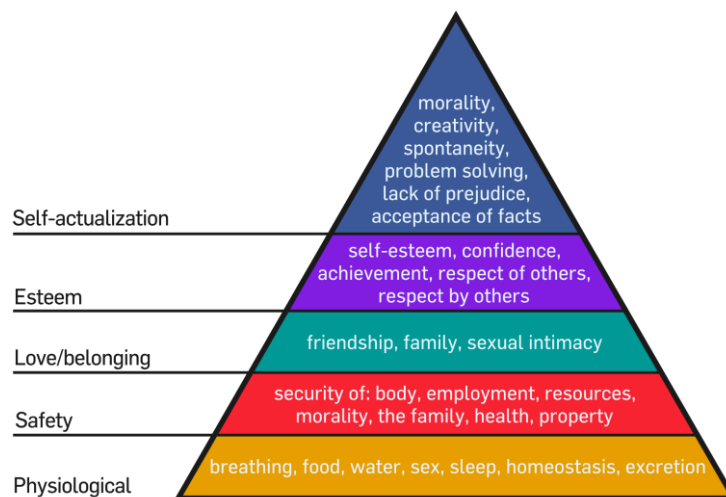

Figure 2. Maslow's Hierarchy of Needs.

Educators using the "Invest in Yourself" lessons play a role in helping youth build a healthy self-esteem, by setting attainable goals that give them a sense of purpose and direction. Students practice self-expression and channeling energy toward achievement through the development of communication skills. Transformational leaders seek

creative, youth-lead solutions and support youth progress toward shared goals. The skill of motivating others toward a shared goal is extremely important for youth leaders to observe, practice, and master in the world today.

Summary

Transformational leaders energize followers, youth follow because they want to. Furthermore, transformational leadership attempts to gather students around a vision in order to empower them to receive the vision themselves. The "Invest in Yourself" program is designed to teach youth to invest in themselves building confidence, understanding influence, improving communication and teamwork, and setting personal goals.

Activity Leaders using the "Invest in Yourself" youth leadership program, should guide youth to believe that their voice makes a difference and that all ideas are worth exploring, creating a relationship of trust. The experiences give youth the chance to change negative thoughts about their abilities and promotes two-way communication with a transformational leader. Many of the activities promote youth working together and talking through what happened, offering a positive mindset about failure.

Students work together to plan a leadership event or project using group decision-making skills, and have a mentor to support them in the journey. Youth develop a sense of importance and commitment when given opportunities to participate and contribute in a meaningful way to an activity or project. To use the leader's guide effectively, it is important that youth have a real sense of contribution.

One necessity of the youth development program is having a transformational school leader to be the Activity Leader. Someone who ensures students focus on their

tasks by being considerate of individuality and being charismatic in influencing and inspiring them. Instead of using set problem-solving techniques, he or she involves students to come up with solutions to problems as they arise.

Chapter Three: Project Overview

In an effort to enhance the current 4-H educational programs that are already in place in several elementary locations, this educational resource has been created to support educators and adult volunteers conducting youth leadership education programs using the transformational framework. The youth driven leadership lessons plans can be used as a resource for teaching elementary youth.

Methodology

The "Invest in Yourself" leadership educational program is designed to support educators in their effort to expand leadership vocabulary knowledge, build confidence, increase communication and teamwork, and assist in Specific, Measurable, Attainable, Realistic, and Time-based (SMART) goal setting in the elementary school environment. Additionally, the leadership activities are conducted in a way that helps fourth and fifth grade students to understand the importance of respecting differences, coping with challenges and failure, peaceful conflict management, and becoming engaged citizens.

First, I compiled the knowledge that I have gained through numerous professional development trainings, with the academic knowledge of graduate level courses through the Online Masters of College of Agriculture and Life Science program, Leadership Studies concentration. Each resource listed in Table 1, has had an influence on the creation of the "Invest in Yourself" Youth Leadership Development project and the resulting Facilitators Guide to Transformational Leadership, found in Appendix A.

Professional Development	LDRS Course of Study
"Energizer Olsen"	Leading Social Change
Leadership Lessons and Tools	Leadership Diverse Contexts

Table 1. Professional Development and Course Study Resources

Character Counts Training	Cognition, Problem Solving, and Preferences for Change
Conflict Management	Leading Teams Through Change
Strengthening Your Facilitation Skills Training	Evaluation Extension & Outreach Prog
VCE Leadership Development Webinars ∗ Leadership in balance ∗ Leader development across the lifespan ∗ The truth about leadership ∗ Setting and reaching your goals	Information Systems & Research in the Life Sciences
4-H Basics 101, 102 & 103	Youth Program Management

The "Invest in Yourself" lesson plan design follows the 4-H programming model, which involves goal setting, cognition, practice and performance.

Figure 3. 4-H Programming Model

The activities allow for peer-to-peer learning and group discussions. Youth are encouraged to work together on challenges and increase their own knowledge of the subject matter. Participants are given time to practice and apply the lessons learned during each experience in a variety of ways.

In this leadership program, lesson plans are non-formal and youth driven rather than adult leader centered. Once educators communicate lesson expectations and guidelines, the educational resources are designed in a way for youth to have the independence they desire and apply new leadership skills learned. Activity leaders allow youth to learn through open communication, sharing peer experiences and ideas. This kind of collaboration is critical for future growth. The lesson plan objectives are:

1. Develop young leaders to their fullest potential, through guidance and vision.

2. Teach transformational leadership to motivate students to do more than what is expected.

3. Leading intellectual stimulating, learner centered activities inspiring creativity and confidence.

4. Practicing the emotional component of leadership relating to perceptions, confidence, influence and trust, in a safe learning environment.

Next, surveys were developed and distributed to collect the perceptions and opinions of youth development experts, qualified by education level and years of experience work working with youth, on specific leadership development program resources. The twelve expert panel members were selected based on their personal desire to assist in addressing the leadership development programming needs for elementary students in Henrico. The expert survey participants consist of elementary school faculty, retired educators, and professionals who work in the curriculum development field. The expert panel participants are competent in the field of youth development and have been qualified by their level of education and number of years of experience working with youth (see Figure 4 & 5).

Figure 4. Expert Panel Education Level Data
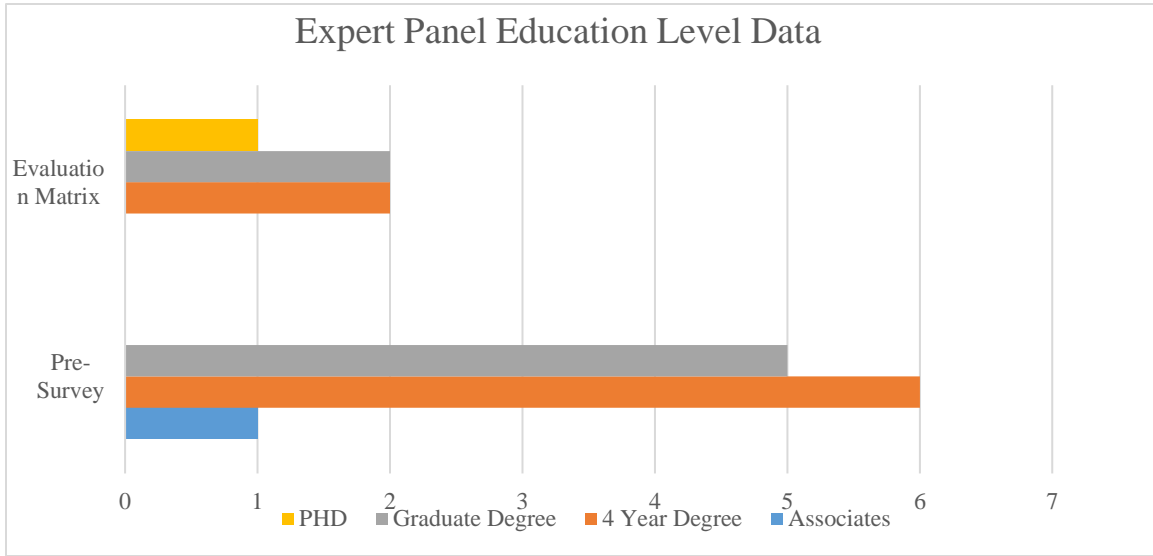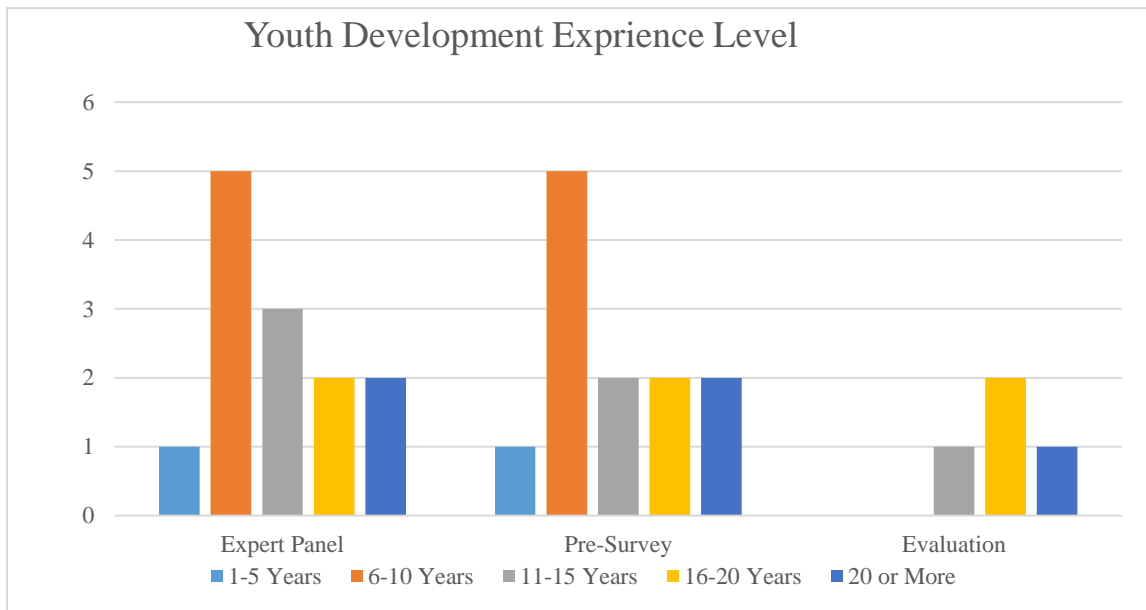

Figure 5. Youth Development Experience Level

The first evaluation method was the Education Expert Panel Pre-Survey found in Appendix B, it was used to gauge what experts think about youth leadership opportunities prior to evaluating the transformational leadership program guide. The pre-survey, was distributed to expert panel members targeting information about local leadership

programs available for elementary aged youth. There were 12 responses to the Education

Expert Panel Pre-Survey Questions (Appendix B). The pre-survey data disclosed

perceptions of current youth leadership programs, the necessary components of a youth

leadership development program, and community comments in reference to youth

leadership programs.

The second evaluation method, an Expert Panel Evaluation Matrix of the "Invest

in Yourself" Program Survey (see Appendix C), sought to receive feedback from

educational professionals as to the effectiveness of the "Invest in Yourself" leader's

guide. The expert panel members individually reviewed the lessons plans and provided

subject matter guidance. The expert panel answered survey questions created from an

evaluation matrix using the CIPP assessment model of a Context, Input, Process and

Product to evaluate the youth leadership development structure and proposed operation of

the "Invest in Yourself" lessons.

Figure 6. CIPP Evaluation Model

To assess the context for this project, each expert evaluated if the objectives and

goals of the six lessons were met and if leadership topics were focused. Additionally,

experts gauged if lessons are age appropriate and clearly communicated. Furthermore, experts recorded whether the lessons met the youth leadership development needs for fourth and fifth grade students, and are consistent with the transformational leadership theory.

The input section of the evaluation matrix addresses feasibility of carrying out the lesson plans, including a resource assessment. Experts selected their perceived time length of each lesson, proposed cost of program materials, and if the activities could be feasible within the elementary school environment.

Regarding the process evaluation, experts were asked if the lessons 1) provided information for consideration, 2) if experiential education was present within the lessons, 3) if they saw important life skill development, and 4) if there were lesson components that are weak or deficient.

The product evaluation provides guidance relating to components missing from the lesson plans or additional leadership skills that need to be considered for the "Invest in Yourself" program. Finally, the expert panel was asked if the instructional ideas in each lesson make a difference in preparing youth to be valuable leaders.

Instrumentation

The expert opinion data gathering technique was utilized through two surveys created to determine expert views of youth leadership programs offered and the "Invest in Yourself" youth leadership program. The pre-survey, leaders guide, and evaluation matrix were all distributed to the experts for review electronically. Research data was entered and analyzed using a web based measures of the Virginia Tech Qualtrics system.

In an effort to collect specific feedback and relevant information about the leadership lesson plans the program components were assessed for quality and feasibility of teaching it, in various educational settings. Each of the four (4) curriculum expert contributors were asked to evaluate the leaders guide using survey questions, developed from the CIPP model of evaluation (see Appendix D). The CIPP approach uses mixed methods of formative and summative evaluation that gives the expert panel the necessary system to improve the "Invest in Yourself" lesson plans, report on the project objectives, and help to expand the resource.

In addition, open fields were provided for comments, prompting reactions to the leadership lesson topics and cooperative learning experiences. Once returned, the matrices feedback was compiled to determine program deficiencies and highlight successes. This evaluative study utilized a descriptive survey design. An 80% response rate was achieved ($n = 4$). No generalizations were made, and the study is applicable to professionals who work in the youth development field.

<div align="center">**Project Evaluation**</div>

Education Expert Panel Pre-survey resulted in 12 expert panel respondents. A description of the valuable contributions from the expert replies are narrated in the following section. The first two questions of the pre-survey pertained to the highest level of education the expert had completed and the number of years of experience they have working in the educational field (see figures 4 and 5).

Pre-survey question three, asked the educational experts to identify key leadership development skills that are currently being taught in 4th and 5th grade elementary school classrooms. Most of the experts selected Teamwork ($n = 10$), Goal Setting ($n = 7$), and Effective Communication ($n = 5$), from the pre-determined list. See Figure 7 for all of the expert responses.
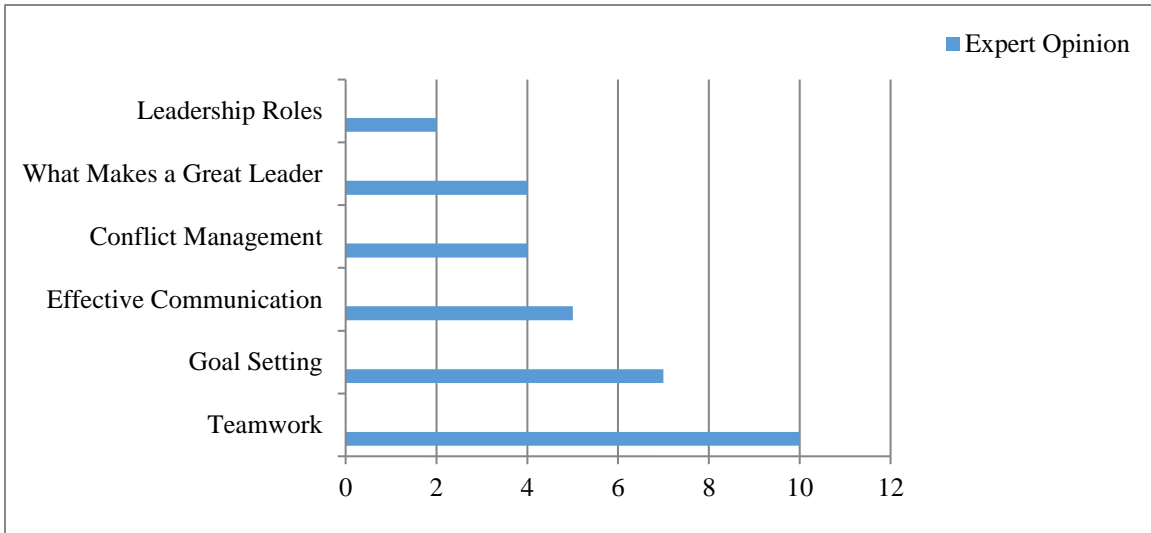
Figure 7. Pre-Survey Expert Response to Question 3.

From this data, one could conclude that Henrico County has a variety of youth leadership development programs that are convenient, affordable, and open to elementary aged youth. With only 25% of the expert panel reporting knowledge of a quality program and 25% reporting that they are unaware of any programs, I could determine that there is still a need for additional youth leadership development programs locally (see Figure 8).

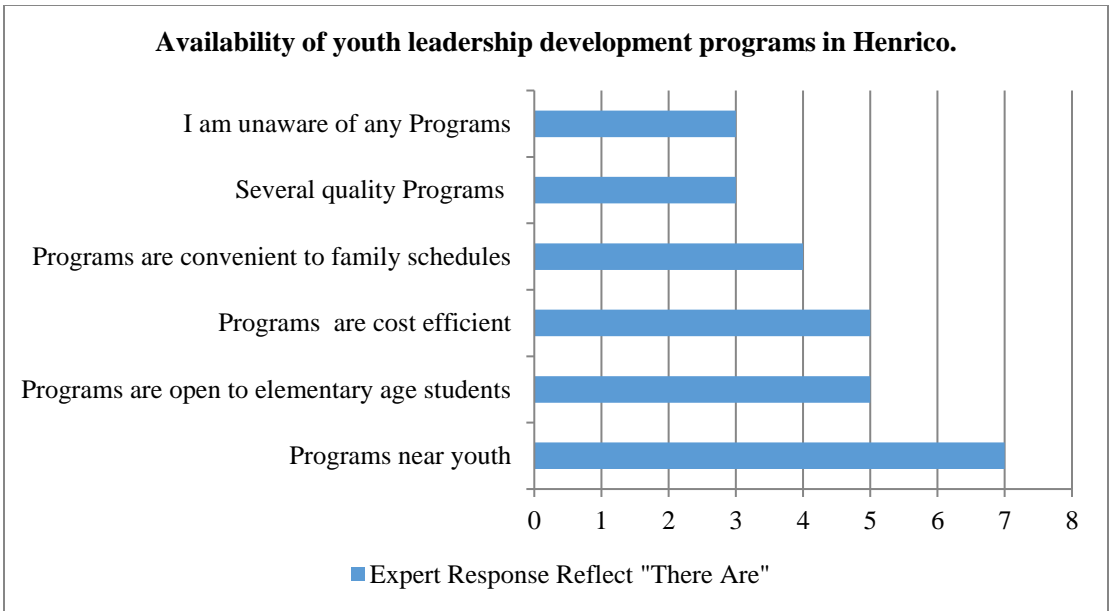*Figure 8.* Pre-Survey Expert Response for Question 4.

Question five, "What outcomes do you see as a result of youth leadership

development programs?" The expert responses are depicted in Figure 9.
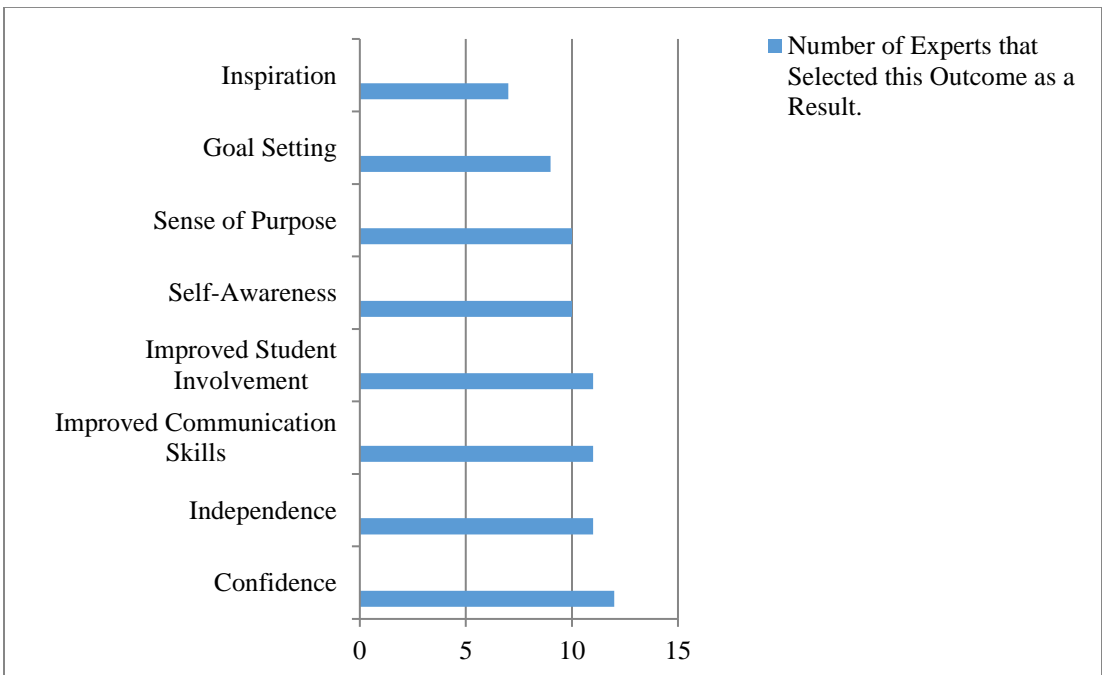
Figure 9. Pre-survey Expert Response to Question 5.

All experts surveyed agreed that confidence is an outcome of youth leadership development programs. Ninety-two percent of the expert panel stated independence, improved communication skills and improved student involvement are outcomes of youth leadership development. Eighty-three percent shared that self-awareness and sense of purpose are results of youth leadership development programs and 75% of the panel agreed that goal setting is a product of these type of programs. Only 58% of the expert panel thought inspiration is an outcome of youth leadership development programs. Based on these results, a transformational-based leadership program, focused on inspiring youth could increase youth inspiration and expert opinions within the inspiration benchmark.

In reference to expert opinions on the need for more leadership skill development within the elementary school environment, 83% of the panel either "strongly agree" (n=7) or "agree" (n=3), one expert neither agreed nor disagreed (n=1), and one expert did not answer the question.
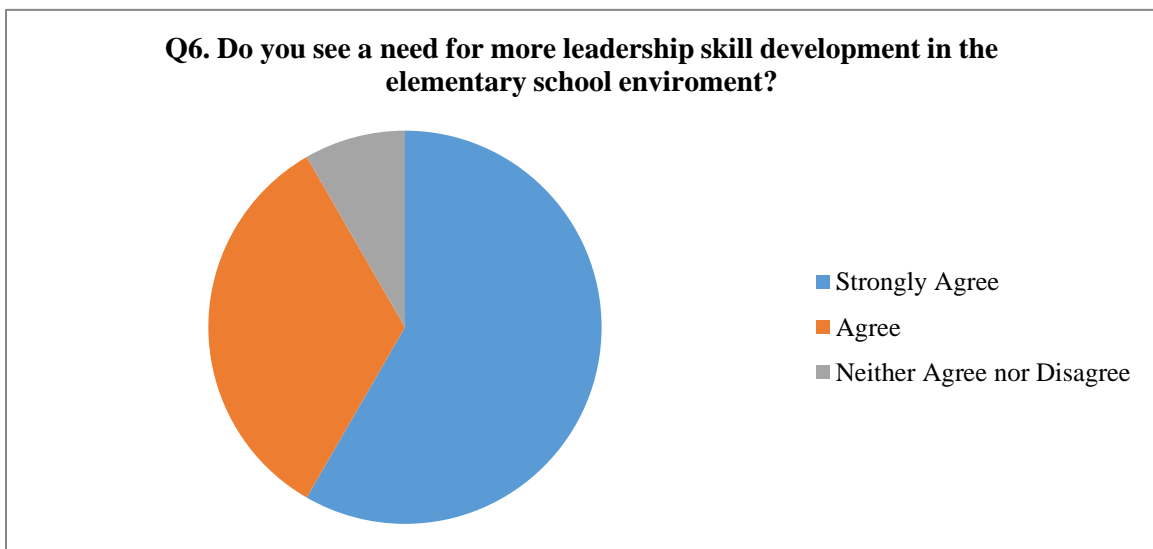
Figure 10. Pre-survey Expert Response to Question 6.

Figure 11 shows that overall 83% of the experts on the panel did agree youth should invest in themselves by participating in a youth leadership development programs. Nine panel members "strongly agree" (n = 9), and one expert reported they "agree" (n = 1). Which means 7 % answered they "somewhat agree" (n=1) or they "neither agree nor disagree" (n=1).

Q7. Do you see a need for the students to invest in themselves, by participating in youth leadership development education programs?

- Strongly Agree
- Agree
- Somewhat Agree
- Neither Agree Nor Disagree
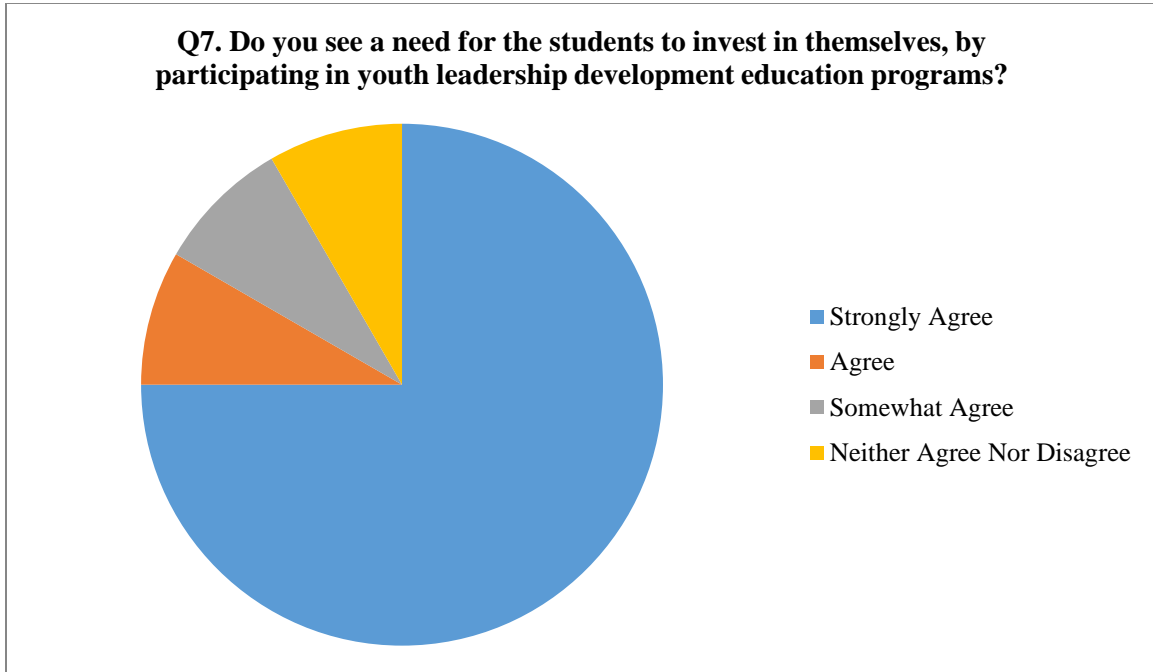
Figure 11. Pre-Survey Expert Response to Question 7.

The pre-survey requested that experts share any additional thoughts that they have in reference to youth leadership development within the fourth and fifth grade environment. Fifty percent of the expert panel elected to provide their comments to the project. Their comments are recorded on the following pages, numbered 1-6.

1. "In the Highland Springs area, there is not a lot of youth development programs for 4th and 5th graders!"

2. "Children today have a lot of challenges to face, poverty, divorced parents, single moms having to work and a lot of time alone. Youth of today need leadership programs to teach and lead them to take control of their futures and learn to be the best they can be. They need programs to keep them busy, help them develop teamwork, self confidence, good communication and how to deal with the world around them. Good leaders should help youth see their potential and be good role models to follow. Good leaders should help youth to make good choices and use communication to solve problems not force. Leadership programs are greatly needed to help our youth be good people and leaders for the future."

3. "Leadership skills in all areas of life are important at this age. Adults should realize that not all youth have strengths in academics- there is so much more. Arts, agriculture, woodworking, etc. are all "strengths" we should emphasize to children."

4. "The programs (such as 4-H) not only provide training but opportunity to practice learned skills. All youth leadership development programs should include conflict resolution (which might slow the "bullying" incidences) – however, this should be carried into subsequent grades as well. Training for teachers in adolescent development might be helpful since all children do not develop at the same rate of speed AND each home environment is different."

5. "4th and 5th grade students are actively working and developing leadership skills in their everyday interactions with fellow students. However, I feel there is a need for these skills to be addressed in a more intentional way, and not solely focused on a negative light."

6. "It is easier for students to participate in programs in school during their lunch or after school programs."

Overall, the expert panel views were in line with one another, twelve different people from various professions, levels of education, and experience see the same needs within the community. The "Invest in Yourself" youth leadership development project's purpose and goals are supported by the experts' perceptions of current leadership programs for elementary aged youth. In addition, experts confirmed the educational resource objectives are accurate as they place emphasis on youth independence, increasing communications skills, growing student involvement (teamwork), self-awareness (leadership identity), sense of purpose, and goal setting through inspiration.

Chapter Four: Project Outcomes

Project Objective One: *Develop an interactive six-lesson youth leadership*

development resource for educators that is age-appropriate and life skill building.

The conceptual leadership activities introduced within this program are

strategically planned and use the experiential learning model, represented in Figure 3,

where youth "learn by doing". The lesson design is more than just doing activities and

creating a fun learning atmosphere for youth. They involve discussing the activity,

drawing conclusions from the activity and applying them to the real world. Youth *Do* an

activity, and *Reflect* by sharing the process of "what happened?", by generalize the

important points of the lesson. For example, "how do the major themes or ideas relate to

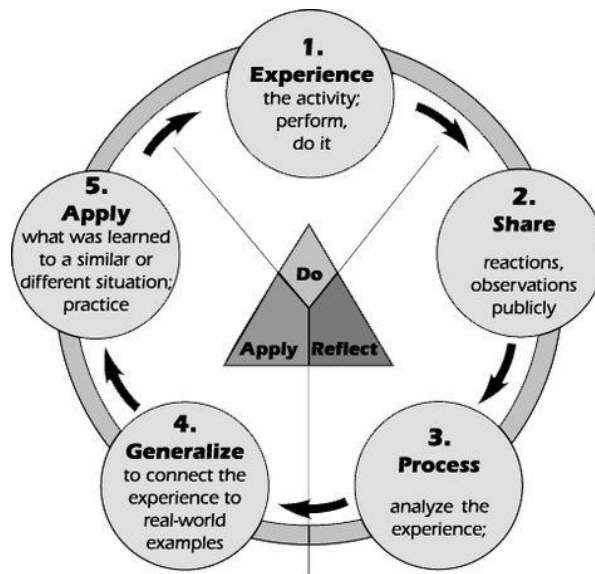real life?". Then, they discuss how they *Apply* this new information sometime in the

future.

*Figure 12. E*xperiential Learning Model

The "Invest in Yourself" youth leadership program is a customizable format, consisting of six (6) learn by doing lessons. The non-formal learning format cultivates the willingness to collaborate while practicing leadership skills taught during the lesson series.

Target Audience. The target audience for the "Invest in Yourself" youth leadership education program is any youth in the fourth and fifth grades.

This multi-session, youth, leadership program has been evaluated by an expert panel composed of different educational backgrounds, and eventually will be implemented in Henrico County Public Elementary Schools.

Project Objective Two: *Describe the expert panel's perceptions on current leadership development programs in the local area.*

Creation and collection of the pre-survey data from educators relates to the Process component of the CIPP evaluation model. Documentation of the panel expert responses were compiled, and a summary report of the educator feedback provides a clear picture of youth leadership programs offered to elementary students. Experts provided the following information to consider for curriculum operation.

1. "The programs (such as 4-H) not only provide training but opportunity to practice learned skills. All youth leadership development programs should include conflict resolution (which might slow the "bullying" incidences) – however, this should be carried into subsequent grades as well. Training for teachers in adolescent development might be helpful since all children do not

develop at the same rate of speed AND each home environment is different."

2. "4th and 5th grade students are actively working and developing leadership skills in their everyday interactions with fellow students. However, I feel there is a need for these skills to be addressed in a more intentional way, and not solely focused on in a negative light."

3. "It is easier for students to participate in programs in school during their lunch or after school programs."

Project Objective Three: *Describe expert panel members viewpoint on using "Invest in Yourself" as a resource to support elementary youth in practicing leadership skills.*

This project objective was met through the Expert Panel Evaluation Matrix of the Invest in Yourself leaders guide. When asked how effective is the "Invest in Yourself" program was in preparing students for becoming a valued leader, all four (4) experts selected "very effective". Overwhelmingly, 50% of expert panel respondents stated that they strongly agreed and 50% percent responded that they agreed, that the "Invest in Yourself" lessons met youth leadership development needs for fourth and fifth grade students.

It was unanimous that no leadership development components were missing from the leader's guide nor were there additional leadership topics that needed to be

considered for the program. Reviewing experts did not mark any of the six lessons as weak or deficient, and they did not make any comments.

Curriculum component evaluation: The expert panel was asked to mark any and all strengths that apply for each lesson. The strengths to choose from include, 1) Provided information for consideration, 2) youth learn by doing in lesson, 3) important life skill development, and 4) instructional ideas will make a difference. The expert responses are illustrated in Figure 13 below.

Curriculum Component Evaluation

	Defining Leadership	Communication	Conflict Management	Teamwork	Goal Setting	Leadership Identity
■ Provided Information for Consideration	3	2	3	3	3	4
■ Youth Learn by Doing	3	4	3	2	4	4
■ Important Life Skills Development	4	4	3	3	4	4
■ Instructional Ideas Will Make a Difference	4	4	3	3	4	4

■ Provided Information for Consideration ■ Youth Learn by Doing
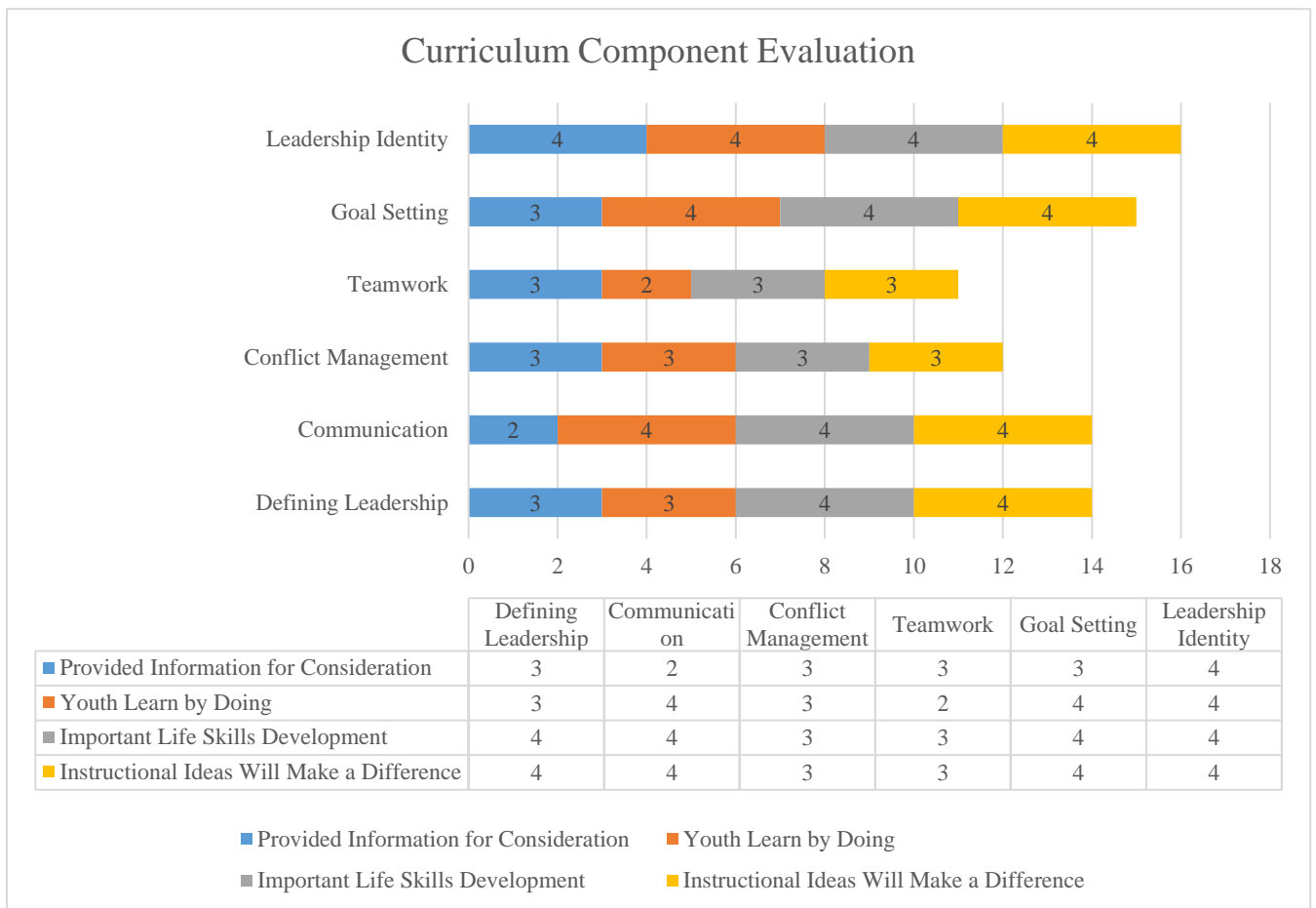■ Important Life Skills Development ■ Instructional Ideas Will Make a Difference

Figure 13. Curriculum Component Evaluation Data

Lesson 6: Leadership Identity rated as the strongest lesson, with all experts selecting all strengths in each skill area. It was also the only lesson that rated a four in the

"Provided Information for Consideration" category out of all six of the leadership lessons. Lesson 4: Teamwork, rated the weakest with only two experts reporting strength within the "Youth Learn by Doing" category, this lesson may need some improvements over time.

Project Objective Four: *Describe insights about the transformational approach of modeling leadership, and if it is feasible for teachers to employ, with little effort and supplies.*

Content Evaluation: The combined lesson plan assessment, reveals that the experts were happy (the smiley face was selected) with the "Invest in Yourself" lessons. Meaning that 100% of the experts polled were either happy or very happy with the content in each of the six lessons and agreed the leadership topics are focused, lesson goals are achieved, and lesson objectives are met. All panel members selected that lessons are age appropriate, clearly communicated, and align with the transformational leadership vision.

Resource Assessment: Most experts agreed that the lesson length was an hour, the perceived cost of program materials was spilt, with half of the experts stating "low cost" and half reporting that the materials were "available at the school". Two experts thought that activities are feasible within the elementary school environment during resource time and two of the experts thought the program would be feasible for afterschool programming. The panel all marked they were happy (the smiley face was selected), in reference to program resources being obtainable and appropriate in the school setting.

Discussion and Recommendations

Expert Panel Evaluation Matrix Survey Fallout

During review of the Expert Panel Evaluation Matrix of the "Invest in Yourself"

leaders guide data results, it became evident there is a need for more expert feedback

regarding the "set order" in which to print or deliver the "Invest in Yourself" lessons. The

original order of the six youth leadership lessons as organized in the project appendix is

as follows.

Lesson 1: Defining Leadership

Lesson 2: Communication

Lesson 3: Conflict Management

Lesson 4: Teamwork

Lesson 5: Goal Setting

Lesson 6: Leadership Identity

For the following question, "Rank the leadership development lessons in the order

in which you would teach them". Each expert opinion varied as exhibited in Figure 13.

Expert 1: Proposed Lesson Order
Defining Leadership
Conflict Management
Goal Setting
Teamwork
Communication
Leadership Identity

Expert 2: Proposed Lesson Order
Defining Leadership
Conflict Management
Goal Setting
Teamwork
Leadership Identity
Communication

Expert 3: Proposed Lesson Order
Goal Setting
Defining Leadership
Conflict Management
Teamwork
Communication
Leadership Identity

Expert 4: Proposed Lesson Order
Defining Leadership
Leadership Identity
Communication
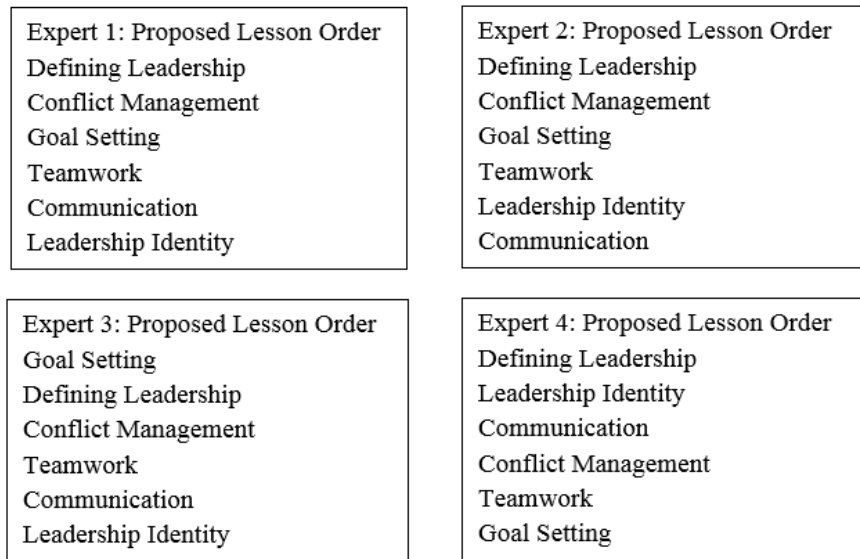Conflict Management
Teamwork
Goal Setting

Figure 13. Expert Panel Lesson Order Responses

Unfortunately, each expert proposed the lesson plans to be reordered in their own individual way. In the beginning stages of this youth leadership development project, I intended to let the educator leading the program to decide the order in which to teach the six leadership lessons. The order of delivery may very well depend on the youth audience and needs within that group. As a transformational leader, the activity leader should use individual consideration, based on their knowledge of the group of youth, to decide on what is best for that teaching environment.

Project recommendations:

1. Improvements to the Expert Panel Evaluation Matrix of the Invest in Yourself Curriculum Survey format are necessary. While cute, the smiley face rating system for the Curriculum Assessment and Resource Assessment fields did not provide a lot of valuable data to this project.

2. Before printing or sharing the "Invest in Yourself" Facilitators Guide, I should consult a Leadership Education Curriculum Specialist to: 1) complete a free-form evaluation, 2) preform a detailed review of that evaluation, 3) and implement the suggested edits to the Facilitators Guide to Transformational Leaderships' instructional components and format.

3. In an analysis of the Pre-survey question wording, I believe the survey answer choices for question in Figure 6 should have been different, or either the phrasing of the question should be improved.

Do you see a need for the students to invest in themselves, by participating in youth
leadership development education programs?

☐ Strongly agree

☐ Agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Disagree

☐ Strongly disagree

Figure 14. Education Expert Panel Pre-Survey Question Seven

Project Reflections:

Students should be given the opportunity to formally reflect on what has been learned, and teachers should have tangible documentation to assess their students' learning. This type of youth evaluation tool was not included for the purposes of this project. A evaluation survey should be created, using the National 4-H Common Measures instrument, and included in the leaders guide for teachers to use with their students when using the lessons in the classroom. One of the goals of using National 4-H Common Measures would be to identify a common core of youth outcomes and indicators which can be used to improve and compare this youth leadership resource to similar programs nationwide.

In conclusion, to be sure that the lesson objectives are being met in the field, educators should take notes of what the youth say and the thoughts they share during activity debriefs and reflections while participating in the "Invest in Yourself" leadership program. Recording these individual ideas will capture what is going on in the youth's minds and reveal if their thoughts tie back to the concepts taught within the lesson. Activity leaders' feedback could also be collected to by using an observer behavior checklist, this data could be complied and reported on to support the validity of the "Invest in Yourself" youth leadership educational program.

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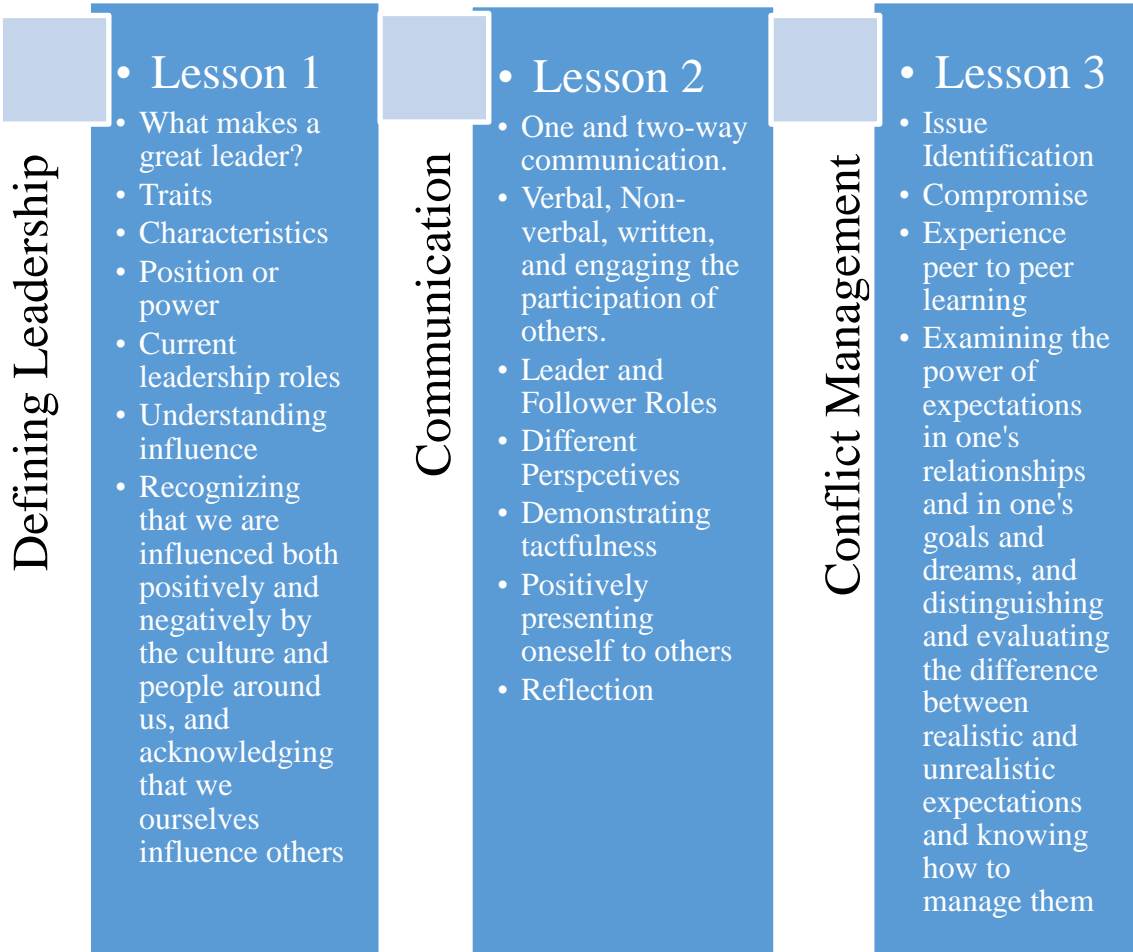
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Appendices

Appendix A- "Invest In Yourself" Program Overview

Defining Leadership

- Lesson 1
  - What makes a great leader?
  - Traits
  - Characteristics
  - Position or power
  - Current leadership roles
  - Understanding influence
  - Recognizing that we are influenced both positively and negatively by the culture and people around us, and acknowledging that we ourselves influence others

Communication

- Lesson 2
  - One and two-way communication.
  - Verbal, Non-verbal, written, and engaging the participation of others.
  - Leader and Follower Roles
  - Different Perspcetives
  - Demonstrating tactfulness
  - Positively presenting oneself to others
  - Reflection

Conflict Management

- Lesson 3
  - Issue Identification
  - Compromise
  - Experience peer to peer learning
  - Examining the power of expectations in one's relationships and in one's goals and dreams, and distinguishing and evaluating the difference between realistic and unrealistic expectations and knowing how to manage them

Teamwork

- Lesson 4
  - Problem Sovling Senarios
  - Problem A
  - Problem B
  - Participate in facilitated group decisions
  - Respecting others
  - Performing roles of both leader and follower
  - Building on strengths, and commitment to free group input and expression

Goal Setting

- Lesson 5
  - SMART
  - Exploring the characteristics of a responsible person and the need to take ownership of one's thoughts and actions to help accomplish goals
  - Initiative is an action step based on one's decisions that results in reaching goals
  - Developing action steps

Leadership Identity

- Lesson 6
  - Personal Identity - understanding the relationship between oneself and the community, pride in being a member of a larger group, awareness of areas for self-improvement, taking responsibility for one's actions and the resulting consequences

Appendix B: Education Expert Panel Pre-Survey Questions

Page 1 of 3

Please mark the highest level of education you have completed?

- ○ 2 year degree
- ○ 4 year degree
- ○ Professional degree
- ○ PhD
- ○ Ad Hoc Doctoral Program

Please share how many years of experience you have working with youth in the educational field.

- ○ 1-5 years experience
- ○ 6- 10 years experience
- ○ 11- 15 years experience
- ○ 15 - 20 years experience
- ○ More than 20 years experience

Please check the leadership development skills that 4th and 5th grade youth are currently being taught in the elementary school classrooms. Mark all that apply.

- ☐ Effective Communication
- ☐ Conflict Management
- ☐ Goal Setting
- ☐ Teamwork
- ☐ Leadership Roles
- ☐ What Makes a Great Leader

In your opinion, what is the availability of youth leadership development programs in the Henrico area? Mark all that apply.

- ☐ There are programs near to youth

- ☐ There are programs that are open to elementary age students

- ☐ There are several quality programs to choose from

- ☐ There are programs that are convenient to family schedules

- ☐ There are programs that are cost efficient

- ☐ I am unaware of any programs

What outcomes do you see as a result of youth leadership development programs ? Mark all that apply.

- ☐ Independence

- ☐ Self- Awareness

- ☐ Confidence

- ☐ Improved Communication Skills

- ☐ Goal Setting

- ☐ Sense of Purpose

- ☐ Inspiration

- ☐ Improved Student Involvement

Do you see a need for more leadership skill development in the elementary school environment?

- ☐ Strongly agree

- ☐ Agree

- ☐ Somewhat agree

- ☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Disagree

☐ Strongly disagree

Do you see a need for the students to invest in themselves, by participating in youth leadership development education programs?

☐ Strongly agree

☐ Agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Disagree

☐ Strongly disagree

Please share any additional thoughts that you have in reference to youth leadership development within the fourth and fifth grade environment.

Please type your comments below.

Survey Link:

https://virginiatech.qualtrics.com/jfe/form/SV_4GdA14m3A9ksBtX

Appendix C – Expert Panel Evaluation Matrix of the Invest in Yourself Program

Survey Questions

Page 1 of 4

1. Curriculum Assessment

Context Evaluation:	☹	☹	😐	🙂	😊	Tell Us Why		
						Age appropriate	Clearly communicated	Aligns with the transformational leadership vision
Leadership topics are focused	○	○	○	○	○ ➜	☐	☐	☐
						Age appropriate	Clearly communicated	Aligns with the transformational leadership vision
Lesson goals are achieved	○	○	○	○	○ ➜	☐	☐	☐
						Age appropriate	Clearly communicated	Aligns with the transformational leadership vision
Curriculum objectives are met	○	○	○	○	○ ➜	☐	☐	☐

2. The Invest in Yourself lessons meet a youth leadership development need for fourth and fifth grade students?

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree

3. Resource Assessment

Are lesson materials available to teachers and appropriate in the school setting?	☹	☹	😐	🙂	😊	Tell Us Why		
						30 min	45 min	1 hour
Length of the lessons.	○	○	○	○	○ ➜	☐	☐	☐
						no cost	low cost	Available at school
Perceived cost of the activity materials.	○	○	○	○	○ ➜	☐	☐	☐
						During class time	During resource	Afterschool program
Activities are feasible within the elementary school environment.	○	○	○	○	○ ➜	☐	☐	☐

4. Curriculum component evaluation. Please mark any and all strengths that apply for each lesson below.

	Provided information for consideration.	Youth learn by doing in lesson.	Important life skill development.	The instructional ideas will make a difference.
Lesson 1: Defining Leadership	☐	☐	☐	☐
Lesson 2: Communication	☐	☐	☐	☐
Lesson 3: Conflict Management	☐	☐	☐	☐
Lesson 4: Teamwork	☐	☐	☐	☐
Lesson 5: Goal Setting	☐	☐	☐	☐
Lesson 6: Leadership Identity	☐	☐	☐	☐

6. Please mark which (if any) of the curriculum components that are weak or deficient?

☐ Lesson 1: Defining Leadership

7. Are there any curriculum components missing from the lesson plans, or are there additional leadership topics that need to be considered?

○ If Yes, please share your thoughts.

○ Possibly

○ Not in my opinion

---

8. Rank the leadership development lessons in the order in which you would teach them.
(click and drag the lesson title to make your preferred order.)

Defining Leadership	1
Communication	2
Conflict Management	3
Teamwork	4
Goal Setting	5
Leadership Identity	6

9. How effective is the Invest in Yourself curriculum in preparing students for becoming a valued leader?

○ Extremely effective

○ Very effective

○ Moderately effective

○ Slightly effective

○ Not effective at all

10. On a scale from 0-10, how likely are you to recommend the Invest in Yourself lessons to a colleague?

Not at all likely										Extremely likely
0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

11. Please rate each lesson.

	Excellent	Good	Average	Poor	Terrible
Lesson 1: Defining Leadership	○	○	○	○	○
Lesson 2: Communication	○	○	○	○	○
Lesson 3: Conflict Management	○	○	○	○	○
Lesson 4: Teamwork	○	○	○	○	○
Lesson 5: Goal Setting	○	○	○	○	○
Lesson 6: Leadership Identity	○	○	○	○	○

*Please note that the original Qualtrics survey created, mistakenly did not have a question

Survey Link:

https://virginiatech.qualtrics.com/jfe/form/SV_babDfEpUdTXUTXv

Appendix D – CIPP Evaluation Matrix of the "Invest in Yourself" Program

Expert Panel Evaluation	Curriculum initiation and structuring		Curriculum operation	
CIPP Model	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Criteria:	Whether the curriculum includes focus, goals and curriculum objectives. Needs assessment	Resources: work plan, equipment, funds, and personnel resources.	Provide information for consideration. To assure the technique of lesson plans.	Will the instructional ideas actually make a difference?
Intended Outcome:	Objectives for the curriculum are age appropriate.	What are the relative effects of different materials on student achievement?	Forecast the mistake of design.	Determine whether the curriculum should be modified, fine-tuned, or terminated.
Feasibility:	What student population will the curriculum serve?	Are materials acceptable to teachers and school setting?	Which (if any) of the curriculum components are deficient?	How operational is the curriculum in preparing students for being a valued leader?

Expert Panel Evaluation	Feedback		Rating Scale
CIPP Model	Comments:	Recommendations:	
Lesson 1: Defining Leadership			
Lesson 2: Communication			
Lesson 3: Conflict Management			
Lesson 4: Working in Teams			
Lesson 5: Goal Setting			
Lesson 6: Leadership Identity			

Invest in Yourself

Kristina Yager, Virginia Cooperative Extension

Extension Agent

4-H Youth Development

Facilitators Guide

to Transformational Leadership

Contents

The "Invest in Yourself" youth leadership program teaches the basics of how to communicate more effectively, work cooperatively in groups, be involved in group discussions, manage conflicts, set attainable goals and actively work toward them.

Throughout the "Invest in Yourself" program, self-cognizance and positive change is stimulated with the goal of developing fourth and fifth grade students into valuable leaders using a transformational leadership approach as the framework for the curriculum. The Bernard M. Bass (1985) transformational leadership theory framework enhances the motivation, morale and performance of followers through a variety of mechanisms. Transformational leadership can be defined as an approach that causes changes in individuals and systems (Franz, 2012). Transformational leadership framework and the "Invest in Yourself" lessons focus on improving the performance of followers, creating trust, and empowering students around a shared vision. It concentrates on leader's strengths rather than weaknesses. The activity leaders using these youth leadership development lesson plans will create energy, be a positive role model, give individualized consideration the students' needs, create intellectual stimulation by challenging youth to problem solve, and lead group reflections on tasks performed. As an inspirational leader, the educators will motivate youth toward the "Invest in Yourself' vision and coach the youth as they work towards shared goals.

THE EFFECTIVENESS OF THE "INVEST IN YOURSELF" RESOURCE

The "Invest in Yourself" leadership educational resource will guide educators to convey empathy and support, keep communication open, and encourage creativity in their students. The lesson plans emphasize positive role modeling, reflect the needs of fourth and fifth grade students,

delivers opportunity to practice lifeskills learned and challenges youth to be innovative. Activities follow the "Do, Reflect, Apply" learning approach letting youth experience the learning process with minimal guidance from adults.

The experiential learning model allows for discovery by youth that may not take place with exact instructions therefore, reflection of group tasks is extremely important. The experiential learning model shows the process in which to expose youth to new information. The experiential learning model consists of concrete experience, observations and reflections, formation of abstract concepts and generalizations, and testing implications of concepts in new situations (see Figure 1).
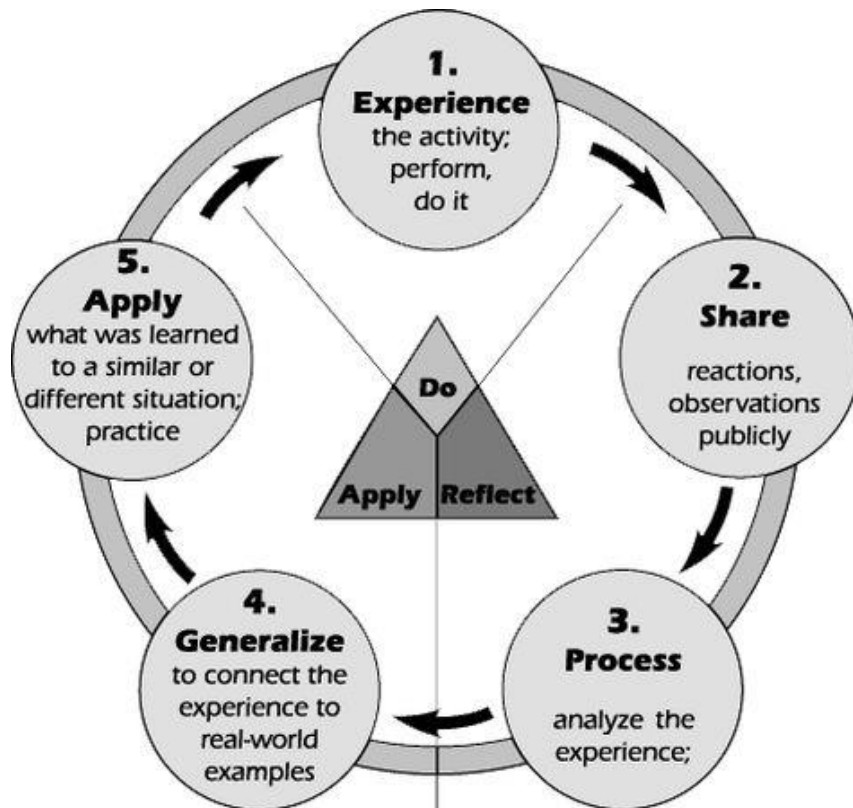
Figure 1.The Experiential Learning Model

Generalize

- "So What"
- Connect the experience to real world

- **What did you learn about yourself through this activity?**
- **How do the major themes or ideas relate to other things you do in your life? (Identify life skills)**

- **What did you learn about leadership while you were doing this activity?**

Process

- **"What" is Important**
- What are some important things you learned about Leadership?

- **What problems or issues seemed to occur over and over?**
- **Why did that happen?**

- **What if you had_____?**
- **If you could do it again, what would you do differently?**

Apply

- **"Now What"**
  - Practice

- **What will you do next time you run into a similar situation?**
- **How can you use what you have learned in a similar situation?**

- **What will you do differently next time?**
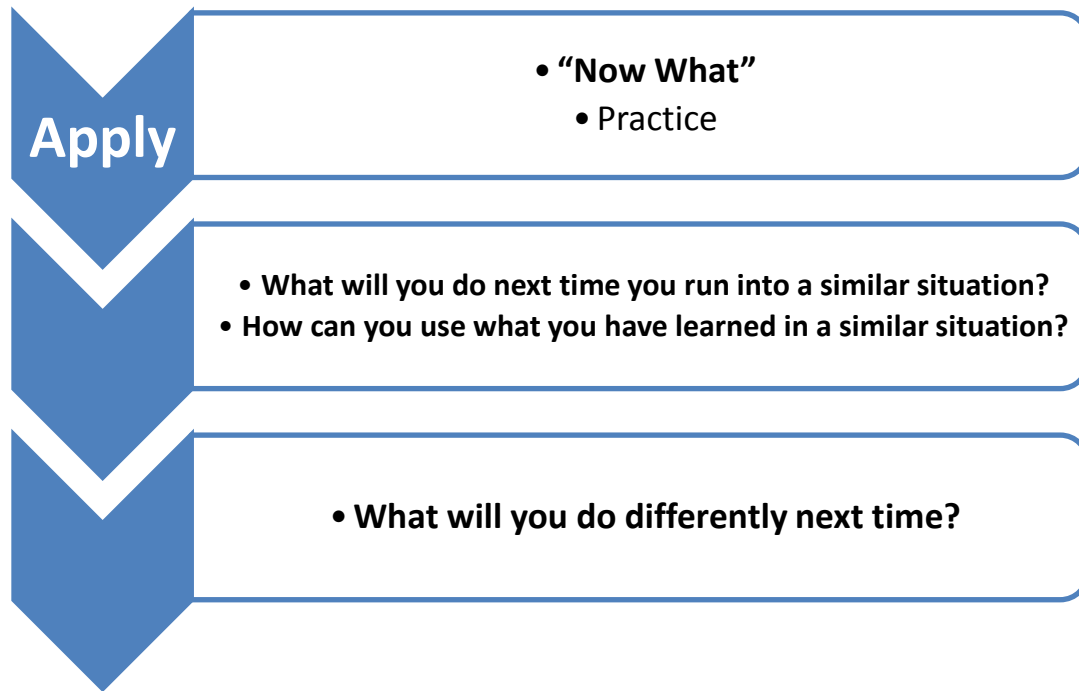
Figure 2. Generalize, Process, Apply Process

The "Invest In Yourself" lesson plan design creates a sense of purpose for students to expand their knowledge, feel successful and be confident in their abilities. Self-discovery and teamwork activities are intend to supplement the traditional classroom lessons and create a safe environment for youth to learn. The activity leader will prompt group discussion and topic reflections, while ensuring that everyone's contribution is heard.

Vision: To develop transformational leaders who focus on strengths, inspiring and motivating youth to be lifelong learners with purpose.

Goal: To empower youth to invest in themselves, by developing leadership skills that will last for a lifetime.

"Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies", according to the [U.S Department of Labor, Office of Disability Employment Policy](), "Youth leadership is part of that process. In order to control and direct their own lives based on informed decisions, all youth need the following:"

* Mentoring activities designed to establish strong relationships with adults through formal and informal settings,
* Peer-to-peer mentoring opportunities,
* Exposure to role models in a variety of contexts,
* Training in skills such as self-advocacy and conflict resolution,
* Exposure to personal leadership and youth development activities, and
* Opportunities that allow youth to practice leadership and build self-esteem.

Tansformational leadership seems to fall right in line with the description of the youth development process that the Department Of Labor has outlined. The objective I perceive from the DOL's position of youth leadership, is the goal of being prepared to manage daily life based on knowledgeable decisions. Training on lifeskills, such as self-advocacy and conflict resolution are youth needs that are mentioned, or individual consideration. Opportunities to practice personal leadership involves intellectual situation, for example activities focused on overcoming challenges, personal goal setting, and reflection of group task. Positive role modeling and peer-to-peer mentoring opportunities add value to the experiences through building trustworthy relationships.

Empowering youth to be confident in their own strengths improves the performance of the leaders and followers, creates a positive environment and shared purpose. Inspiration motivation or influencing youth attention toward simple, understandable, and beneficial vision prepares young people to be successful.

The "Invest in Yourself" leadership development program is designed to support educators in their effort to expand leadership vocabulary knowledge, build confidence, increase communication and teamwork, and assist in **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-based (SMART) goal setting in the elementary school environment. Additionally, the leadership activities are conducted in a way that helps fourth and fifth grade students to understand the importance of respecting differences, coping with challenges and failure, peaceful conflict management, and becoming engaged citizens.

The curriculum design follows the 4-H programming model, which involves goal setting, cognition, practice and performance.

The activities allow for peer-to-peer learning and group discussions. Youth are encouraged to work together to resolve challenges and increase their own knowledge of the

subject matter. Participants are given time to practice and apply the lessons learned during each lesson in a variety of ways.

LEARNING OBJECTIVES

* Developing young leaders to their fullest potential, through guidance and vision.

* Teaching transformational leadership to motivate students to do more than what is expected.

* Leading intellectual stimulating, learner centered activities inspires creativity and confidence.

* Practicing the emotional component of leadership relating to perceptions, confidence and trust in a safe learning environment.

The leadership lessons within this educational resource are compilation of activities generated by either adapting an already existing youth activity, activities found through attending youth development training sessions, or activities created from my experiences working with youth.

Objectives:

∗   Youth will discover how to listen to one another and effectively discuss subjects.

∗   Describe the traits and skills of leaders.

∗   Understanding the term influence.

Goals:

Encourage creativity through intellectual stimulation.

Build confidence and trust in a safe learning environment.

Materials

Laptop
Projector
Markers
Wall signs for Status, Position, Influence and Power.
Internet Access
Index Cards

Opening Activity: *Ask the students "What makes a great leader?"*

Record a list of all answers on a flip chart or white board.

Activity Leader: "Great! Thank you for sharing your insight on what makes a good leader. We will come back to this list in a few minutes. "

Activity 1: Defining Leadershi

Before the activity: Print the wall signs found in the activity appendix, Status, Position, Influence, Power and tape them to the wall. The definition of each word should be on the backside of the signs.

Directions given to the students: Stand up and move toward the sign that describes leadership in your opinion.

1. Let a few from each sign share why they chose the sign that they are near.
2. Ask one student to read the definition on the back of the sign to the class.
3. Then ask them to sit down.

Activity Leader Remarks: "Let's come up with an agreed upon definition of LEADERSHIP."

Activity Leader Instructions: Facilitate feedback from the students and write their definition on the board or flip chart.

∗ Be sure to ask if everyone agrees with the definition that the group has developed and then provide the scholarly definitions below.

Vocabulary:

∗ Leadership: a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013, p. 5).

∗ Transformational leadership: an approach that causes changes in individuals and systems.

Activity 2: Traits vs. Characteristics

Activity Leader Instructions: Prompt a class discussion. Ask the students to;

1. "Describe someone they know, or know of, that is not a good leader."

    Ask a follow up question "why"?

2. "Describe someone in their lives that they consider to be a good leader" for the group.

Activity Leader: "Here is the challenge question; do a person's traits or skills define them as a good leader?" Give several students an opportunity to answer, do not confirm or deny their answers. Create a safe environment to share thoughts with the group.

Vocabulary:

> Trait - a characteristic or quality of a person.

> Skill - the ability to do something well; expertise.

Activity Leader Instructions: Using the list that the students created during the opening activity, hand one of the students a blue and a red marker and ask the class to work together to circle all of the traits in blue and all of the skills in red.

Facilitation: For each word discuss the definitions above, does the whole group agree on the "color of the circle"? (skills in red, traits in blue)

Reflection:

Questions by Activity Leader:

1. Do traits change? (not easily changed, these are fixed)
2. Do skills of people change?

> *"Leadership is not an innate characteristic, and can be developed through formal and informal training"*
>
> *(Bolton, 1991)*

> *"the leader's job is to help followers reach their goals by directing, guiding and coaching them along the way"*
>
> *(Northouse, p.122).*

Activity 3: Understanding Influence

Reflection:
Questions by Activity Leader:
1. What did you see in that video?
2. Why do you think I showed it to you?
3. How are you going to respond?

Before the activity: Create an index card with the "Debate on Influence" chart, or have them draw it.

Debate on Influence:	
In your opinion is influence Positive or Negative? *Please write down an example.*	
Examples of things that influence youth today:	
Who influences you?	
Who do you influence?	

Directions given to the students: Please individually answer the four questions on your index card, using enough detail to speak on the topics in a debate.

Activity Leader Instructions: To initiate the debate, ask for two volunteers that are willing to share what they have written on their card and explain their reasoning. Explain that you will give each volunteer/student two minutes to share their point of view on the topic. ***Remind students to be persuasive, not abrasive.***

Then, open up the discussion for the first topic.

"What is influence?"

After the student speakers finish, ask the group if anyone experienced influence, and has changed their outlook written in the index card.

Continue with other debate topics:
1. How do people use influence?
2. What is the biggest influence on youth today?
3. Does a leader need influence to create change?
4. Did this activity change your view of a leader/ leadership?

Objectives:

∗ Experience one-way and two-way communication to engage the participation of others.

∗ Practice listening and following verbal instructions.

∗ Increase communication skills to reduce communication errors that effect youth development.

Goal: Prepare young leaders to their fullest potential, through guidance and vision.

Materials

Pencils
Following Directions handouts
Tic-Tac-Toe board
Flip Chart
Markers

Activity 1: Blind Tic- Tac- Toe

Instructions to Activity Leader: Look in the activity appendix and run the Blind Tic- Tac- Toe activity as the directions explain.

Credit for the activity goes to Mr. Carl Olsen energizerolsen

Activity Debriefing:
Questions by Activity Leader:

1. "Who completed each move as their team instructed them?"
2. "Which round was the most challenging?"
3. "Did anything improve your success rate?"

Activity Leader ask participants: "Can you think of a situation or problem in which communication was not critically important?"

    ∗ Stress the importance of clear communication in everyday life, such as, the asking of questions and knowing when to ask for help!

    ∗ Elaborate on why asking clarification questions, is a good idea. "Communication errors may frustrate teammates and create more work for individuals on occasion." The leader could add a personal example from the classroom environment.

Activity Leader Instructions: Set up the base for discussion; share the following statements.

"Let's talk about and practice good communication today! To do so, we must first define communication for the group. For the purposes of this lesson, communication is defined as the reciprocal exchange of information and ideas."

1. Good communication is descriptive
2. Deals with facts, what happened, with whom
3. Communication is a substance of group interaction

Activity 2: Color Block

Activity developed by Peter R. Garber, "50 Communications Activities, Icebreakers, and Exercises", Retrieved from *https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf*

Before the activity: Print the <u>name</u> of a color using **a marker of a different** color on a flip chart or white board large enough for participants to easily see from their seats. For instance, you might print "RED" using a blue marker.

<h1 style="text-align:center">PURPLE   YELLOW</h1>

<h1 style="text-align:center">PINK   ORANGE</h1>

*Note to Activity Leader: *Do not let participants see the flip chart until you are ready to begin the activity. Write at least six colors, and show only one at a time. Using the example given above, participant should say the color *blue,* not read the word *red.* You should expect participants to have some difficulty performing this assignment; they may read the words, not say the colors.

Activity Leader Instructions:

Before you show the youth the words, instruct the participants as a group to "say the *colors".* Show each color and let the youth call out their answers. After you go through all the colors, show the first one again and ask the students "What color did I show?"

Activity Debrief:

Questions by Activity Leader:

      "Why was it so difficult to say the color?"

Activity Leader Remarks: Explain that the brain is receiving multiple messages … meaning the words and the actual colors where sending mixed messages. This is similar to what happens when we have communication overload in face-to-face communication, phone calls, e-mails, voice mail messages, texts etc.

     ➤ Make the point, "simplifying messages often improves communications."

Conclusion

Activity Leader ask youth: "How much easier would this exercise have been if both the printed word and the color in which the words were printed were the same?"

Activity 3: Following Directions

Activity adapted from The Substitute Teacher Toolbox. Retrieved from

http://cacareerbriefs.com/wp-content/uploads/Improving-Listening-Skills-Oklahoma.pdf

Activity Leader Instructions: Distribute Handout A to each participant.

(Handouts A and B are located in the Activity Appendix)

Instruction given to youth: Please work alone to do exactly as instructed; this will test your listening skills and ability to follow directions.

Activity Leader: Read the following instructions to the group. Do not allow questions to be asked.

1. In quadrant one place a dot on the letter "I."

2. In quadrant two, print the word *XEROX* in the spaces provided.

3. In quadrant three, PB stands for Papa Bull, MB stands for Mamma Bull, and BB stands for Baby Bull. Which one doesn't belong?

4. In quadrant four, spell *two words* using the letters shown.

Following Directions Worksheet	
1. I	**2.** __ __ __ __ __
3. MB BB PB	**4.** OODRWWTS

Activity Leader: After participants have completed handout A, ask them to guess how many of the four instructions they completed correctly. Then show them handout B, and let they score their own work.

Remind participants, that the instructions told them to place a dot **on** the letter "I" in quadrant one. In quadrant two the word *XEROX* in the **spaces provided**. Explain that in quadrant three there is no such thing as a Mamma Bull—she would be a cow! Finally, in quadrant four, tell participants that all they had to do was spell the phrase "***two words***" using the letters provided.

Following Directions Worksheet: Answers

1.
 	
              $\bullet$
	2.
	
	  X E R O X

3.
 	
  (MB) BB PB
	4.
	
	  TWO WORDS

Conclusion:
Question from the Activity Leader: "Why did we do this silly exercise?"

* This exercise highlights the fact that we need to listen very carefully to instructions and not to create your own interpretation of what someone wants or is asking of you.

* It also highlights how easily it is to misunderstand instructions if you do not listen completely.

Objectives:

∗ Experiencing peer-to-peer learning.

∗ Discuss respecting different perspectives.

∗ Promoting decision-making processes.

∗ Equip the students with age appropriate skills to work toward peaceful solutions.

Goal: Explore the emotional component of leadership, relating to perceptions and behavior.

Materials

Pencils
Index cards
Flip chart or white board
Markers

Activity 1: Different Styles

Before the activity: Hand out index cards.

Instructions given to youth: "Please number your index card from 1 to 5. I am going to ask five questions please write your honest answer to each question. Answers will be shared at the end of the activity."

1. You just bought an expensive car, how much did you spend?
2. You are in line to return something, and there are several people in front of you. How people many is "too many" to wait?
3. You leave an event to do a task, and say, "I'll be right back!" How long are you gone?
4. The bicycle repair person says, they will contact you "in a while" about your bike. How long do you expect to wait?
5. You ask a friend if you can have a few M&M's. Your friend says "yes", how many did you eat?

Activity Leader Instructions: Read the questions again and ask youth to share their answers aloud. List the different answers on the board for each question. Allow time for cross conversations and then move on to the questions below.

Activity Debrief:

Questions by Activity Leader:
1. "So what was the result of asking the same questions to everyone in the group?"
2. "Did we all hear the questions the same?"
3. "Do the words "expensive", "several", "right back", "in a while" and a "few" mean the same value to everyone?"

PERCEPTION

Activity Leader Instructions: Share the following background information:

Perception is one's ability to see, hear, or become aware of something through our senses. It is a way of understanding or interpreting something. Sometimes the way we perceive the actions or statements of those around us may or may not reflect what is actually intended. This is sometimes due to life experiences, and or family beliefs.

Activity 2: What do you see?

Activity Leader Instructions: Show *Figure 1*, a larger image is provided in the activity appendix. Give the youth time to look at the picture and respond to the question, "What do you see in Figure 1?"

Images from http://moonsighting.com/math_jokes.html

What do you see?

Figure 1

Activity Leader: Let the youth share their conclusions.

Now, point out now in black you can read the word GOOD, in white the word EVIL (inside each black letter is a white letter).

Activity Leader: Show the *Figure 2* a larger image is provided in the activity appendix. "What do you see in Figure 2?"

Give time for the youth to look at the picture and respond with what they see.
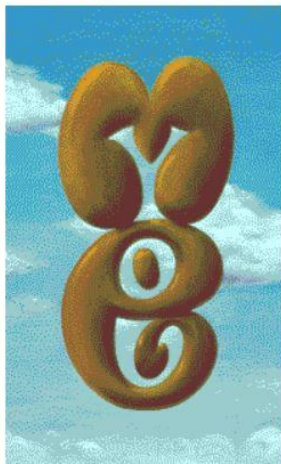

Figure 2

Activity Leader Remarks: "You probably read the word ME in brown, but when you look through ME you will see YOU! Do you need to look again?"

Questions by Activity Leader:
1. "What was the point of that activity?"
2. "Do people see things differently?"
3. "Did anyone disagree about which word they saw?"

Conclusion:

Activity Leader: "Sometimes, the way we see things or our own point of view, "perception", can create conflict between two people or a group of people."

In order to become more effective leaders and students, youth must understand their own strengths, weaknesses, values and how others perceive them.

Activity Leader: Share this quote describing Conflict:

"Conflict is a process emerging from team members' tension for real or perceived differences"
(De Dreu and Weingart, 2003b).

Activity 3: What Color is Conflict?

Before the Activity: Cut up a large quantity of 4x4 construction-paper squares in a wide variety of colors. Be sure to have plenty of red, black, brown, and gray. Place them in a central location.

Instructions to youth: (Open the discussion) "What Color is Conflict? Do you see it on the table? Please choose a color or group of colors that represents conflict for you."

Activity Leader Instructions: Either in the large group or in smaller groups of five or six, have participants share the colors they chose and why they chose them.
(If you split up into smaller groups, come back together at the end and have volunteers share with the whole group which colors they chose and why.)

Note to Activity Leader: This is an opportunity to have them practice communication skills from the previous lesson. Let the youth pair up with someone that selected the same color construction paper. Partners will practice telling stories to one another about a conflict situation in their life.

Instructions to youth: As one youth tells a story, the other partner should:
* Observe nonverbal body language.
* Focus– Do not be distracted while listening.
* Be respectful; do not let students interrupt each other.
* Acknowledge the cause of the conflict, even if you do not agree with it.

  After one youth has a minute to share, ask their partner to summarize what happened in their partner's story. Check in with the storytellers to see if youth are sending and receiving information successfully? Repeat for the other partner.

Activity Leader: Share the following information:
Conflict can stem from many causes. To resolve conflict in the most effective manner, it is important to understand the source of the conflict.
1. Data Conflict - lack of information.
2. Structural Conflicts - involves uneven control.
3. Interest Conflict - usually involves a perceived or actual competition over an issue.
4. Relationship Conflict – Involve strong emotions.
5. Value Conflict - Involve different ways of life, ideology, or religion.

When trying to manage a conflict be sure that both sides feel heard.
* Each person should be able to share his or her "story" or "side" without interruption.
* Each party agrees to stick to the facts.
* Everyone involved must focus on a resolution.

Instructions to Activity Leader: Prompt a class discussion.

Ask youth, "What are the steps in dealing with a conflict?"

This activity was adapted from the Making Better Choices, Module 7. Retrieved from
http://www.aces.edu/teens/pdf/mod7.pdf

Show the ICED poster in the Activity Appendix.

* **I**dentify the problem
* **C**reate an alternative solution
* **E**valuate which alternative work best
* **D**ecide on the best solution collectively

I Identify the problem.
(e.g., disagreeing with a friend)

C Create constructive alternatives.
(e.g., 1. never talk to friend again, 2. yell at friend, 3. talk about problem with friend)

E Evaluate the alternatives.
(e.g., 1. lose the friendship, more free time; 2. Disagreement gets worse, you win disagreement, but friend's feeling may be hurt (or vice versa); 3. you and your friend gain a better understanding of each other – may lead to a better friendship, may not).

D Decide on the best alternative.

Conclusion:
Question from the Activity Leader:
"Would this approach work in the situation you shared earlier?"

Activity 4: *Journaling Activity*

Before the activity: Ask the youth to take out a piece of paper and a pencil in order to create a journal entry.

Instructions to youth: "Think about a time when you had a conflict with someone. Write down your perception of what happened, and consider their perception of you during that situation. Were you kind and caring? Did you use good judgment and decision making skills? Did you lead or follow; did you do the right thing? Or were you stuck in a fixed mind frame, wanting things one way without visualizing a compromise?"

Activity Leader Instructions: Give the youth about 10 minutes to complete a paragraph or so. Then ask them to go back and use the ICED steps introduced in activity three and have them write down a list of at least 3 things you could do in the future that would have helped solve the conflict or avoid the situation altogether!

Activity Leader: Ask if anyone is comfortable sharing.

Reflection:
Apply lessons learned, and bring awareness to insights gained to use in new situations. *Questions by Activity Leader:*

1. "How might remembering this lesson benefit you in your everyday life?"
2. "Do you consider yourself able to peacefully resolve disagreements?"
3. "Do you feel this approach could help you manage someone else's conflict?"

Objectives:

  ∗   Respecting others as youth perform the roles of leaders and followers.

  ∗   Building on strengths.

  ∗   Commitment to open group input and expression.

  ∗   Understanding and improving team performance.

Goal: Prepare young leaders to their fullest potential through guidance and vision.

Materials

5 Teamwork Scenarios
Space for groups to spread out and work together
Place for peers to perform skits

Opening activity:

Instructions to Activity Leader: Locate the BUZZ activity located in the activity appendix, and run the activity according to the instructions.

Credit for the activity goes to Mr. Carl Olsen. [energizerolsen](#)

Reflection:

Questions by Activity Leader:
1. Were there any problems understanding the rules?
2. Why is an activity that seems to be so easy end up being hard?
3. What was the mood of the group as we did this activity?
4. What did it feel like to make a mistake?

> "Carefully planned teambuilding activities within these small group settings will enhance communication and help the youth to build trust or spark a plan of action."
>
> Franz's (2012)

Activity 1: Acting Out

Activity Leader Instructions: Break the youth into five groups; each group should elect a group leader.

Communicate these Guidelines: All group members must participate at some level, and each group should select a leader to report out at the end of the activity.

Activity Leader Instructions: Give each group one of the bullet points below and ask them to be the teacher. Give each group ten minutes to create a short skit that demonstrates the teamwork scenarios below.

1. Successful team performance includes improving small group communication and trust.

2. Teamwork could involve misunderstanding and conflict, due to emotions and poor personal relationship skills.

3. Team members manage new expectations and past failures. Youth must ask questions when there are unclear goals or cloudy messages.

4. Group members who are poor listeners may experience fear or anxiety, creating a weak team structure or even toxic leadership.

5. Expectations of the leader must be clear to all members of the working group and there should be some student discussion on the expectations of partners and group members.

Instruction for the Activity Leader: After each group performs their skit, the group leader should ask the class what the skit represented. Then have the class guess a few times, the group leader can then read their teamwork scenario to the class and then the next group can "act out".

Reflection:
Questions by Activity Leader:
   1. "Do all teams work well together?"
   2. "How about during that activity?"
   3. "Are there any groups that had to overcome a challenge or change directions?"
   4. "How did the group leader feel, was your group successful?"

Activity 2: "When Someone Claps Twice"

Source: Developed by Patty Hupfer and Anne Stevenson for the Wisconsin Association of School Councils, Inc. Summer Leadership Workshop
Time Required: Approximately 15-20 minutes.

Before the Activity:
1. Buy pieces of individually wrapped candy for the number of participants in the group. Candy should be placed at the front of the room, in sight of the youth.
2. Cut the "When Someone Claps Twice" action statements, located in the activity appendix, into small slips of paper. You must have one per person; if you have a smaller group participants can receive two slips of paper.

Objective: For participants to experience, in a concrete way, how all group members play a role in reaching a goal, and to consider how groups set and attain goals.

Activity Leader Remarks: "Setting and working toward goals is critical to the success of any group. Each member plays a part in the attainment of the goal. This activity gives participants the opportunity to work together toward a goal that benefits everyone."

Activity Debrief:
Questions asked by the Activity Leader.

1. Talk about what happened
   a. Was it easy to reach the goal?
   b. What things hindered you from reaching the goal?
   c. What did you do that helped you reach the goal?

2. Talk about the goal:
   a. Was it a worthwhile goal?
   b. Even though you did not decide on the goal, you were willing to work toward it.
   c. Have you ever had to work for a goal that you did not choose?
   d. What is it like to work for a goal that you do not feel is worthwhile?
   e. What is it like to work toward a goal in which there is not an immediate "reward," or one that takes a long time to accomplish?

3. Other comments or experiences to share?

Activity 3: Creativity Problem

Activity adapted from http://www.thinking-differently.com/2009/06/9-dots/

Activity Leader Instructions:

1. *See Activity Appendix for "dot activity" handout.*

2. Hand each youth a "dot activity" and ask them to work by themselves to solve the challenge. Time the activity. (4 minutes)

   The problem: Draw four straight lines through the nine dots without retracing and without lifting your pen from the paper.

3. Allow the youth to select three others to work in their group. Instruct the groups to discuss the solutions each member came up with.

Reflection:

Questions by Activity Leader:

1. Did you find a solution individually or within the group setting?
   a. "What happened in your groups?"
   b. "Did anyone change their way of thinking?"
   c. "Did anyone discover a new strategy?"
   d. "What is the group solution?"

Objectives:

* Youth will set goals and determine steps to reach them.

* Awareness of areas of self-improvement.

* Practice group decision-making and presentation skills.

* Work together to plan one shared leadership event for the school.

Goal: Use transformational leadership to motivate students to do more than what is expected.

Materials
Magazines
Scissors
Glue
Fabric
Ribbon
Poster or Foam Board
Post-it notes
Assorted extra paper
Internet Access
Laptop

Activity Leader: Pose this question to the group. "Who already has a goal in mind that they are working toward?" Let youth share.

Activity Leader: "So, how do you set goals for yourself?" Do you write your goals down and read them from time to time? Do you evaluate your progress toward accomplishing your goal?

"Have you ever created a dream board?"

Activity 1: Create a Dream Board

Instructions to youth: Take the next 20 minutes to plan and design a dream board. What do you want your dream board to represent; you may include any materials, words, or pictures provided or draw your own ideas. It could be school or career related goal, something in your immediate life or a goal you have set for the future.

Guidelines: The only requirement is that it must be an actual goal that you want to achieve.

*Directions to youth: A*lso, each youth will create a one-minute presentation outlining the goal and the action steps required to reach that goal.

Please consider;

1. Identify community members or mentors who can assist you in succeeding.
2. What possible obstacles could arise that you may have to overcome?

HAVING A GROWTH MINDSET

Activity Leader Instructions: Show YouTube Video

(2 ½ minute).

> *"Having a Growth Mindset"*
>
> https://youtu.be/ElVUqv0v1EE

Ask the youth to, "share one important thing that they heard during the video."

* Youth may respond with, train your brain, take charge, repeat, repeat, repeat!
* Don't give up!

Activity Leader Remarks:

"The video mentioned that Steve Jobs dropped out of college; do you think that some people may have viewed that as a mistake at the time?"

"Well, he proceeded to work towards his dreams… and probably learned a thing or two about himself in the process."

"Let's review. A growth mind set is restating a goal that you have set for yourself, adding the word YET to the end of your sentence. For example, if your goal was to get straight A's this reporting period, and you got a B in Science, you could say, "I have not accomplished my goal of straight A's YET!"

Reflection:

Question asked for the Activity Debrief:

"Should youth be discouraged if they dream big and do not reach a goal that they set?" Let the youth discuss as a group.

Questions by the Activity Leader:

1. "Is it okay to fail at something that you attempt?"
2. "Does that mean you will not succeed?"

Activity Leader Remarks: "Failure" is making no attempt at all or letting fear hold you back from giving a task your all. Failure can also be positively defined as your, **F**irst **A**ttempt **I**n **L**earning (FAIL).

Example, of learning to walk. You try it time and time again until you get it right! Correct?

Activity Leader Remarks: "We all have failed at least once and mistakes are common; everyone makes them." "Choose a partner and complete the next activity while you talk through some of your life experiences."

Activity 2: My Favorite Mistake

Activity adapted from a character development training attended.

Activity Leader Instructions: Handout a piece of paper with a pen mark across the middle of it.
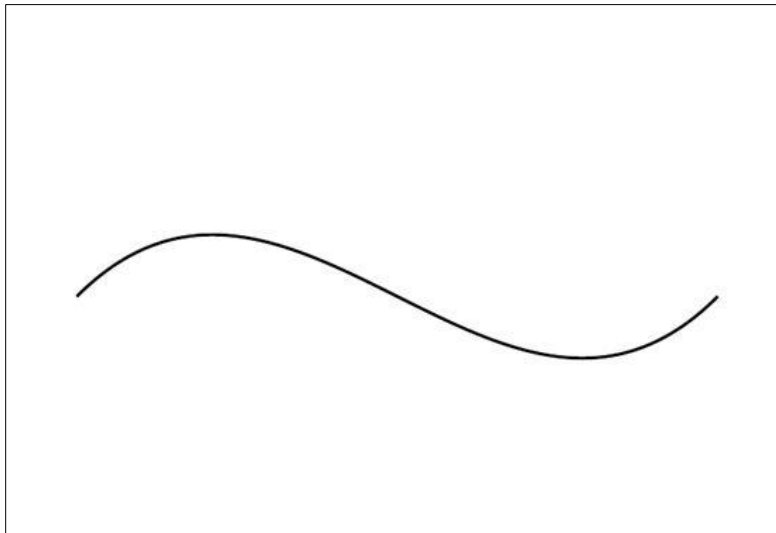
Instructions to the youth: "Please transform this error into something creative and beautiful. When you are done, flip the paper over and write one of your past mistakes that helped you grow or learn something about yourself."

"Would anyone like to share his or her approach in solving the problem or mistake you documented?"

> ### Note for the Activity Leader:
>
> To increase the comfort level for the youth to share, share a personal experience, (have one in mind) this may create a common bond and build trust.

Activity Leader Remarks: "Now let us explore further just how you set goals for yourself. Have you ever heard of SMART goals? The acronym stands for **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-based goals." Ask youth to look back at their dream board.

Questions asked by the Activity Leader:

1. "Is the goal that you are aiming for a specific goal?"
2. "Can you measure your progress toward it and know when you achieve it?"
3. "Is it actually attainable and realistic?"
4. "Do you have a timeline associated with completing the goal?"

"Hopefully, the answer to these questions is yes- because you are all so smart!"

Youth Challenge:

"If you would like to readjust your dream board you may do so for extra credit points today!"

Activity 3: Plan a Leadership Event

Activity Leader Instructions: Hand everyone a Post-it note. Tell the youth to "close their eyes and envision a need within their community." Have them write it down on the post it note and stick it to the classroom wall and take their seat.

Activity Leader Instructions: Ask, "By a show of hands, in the past have you ever planned a project?" Let the youth share some of their experiences and how it made them feel.

Note for the Activity Leader:

Inquire about the impact to the community.

Activity Leader Remarks: "A huge part of citizenship is having social responsibility."

"As a class we will need a project leader to coordinate an upcoming project."

1. Give each youth a few post-it notes, and ask everyone to write one idea per note. Ideas should be topic for the leadership event or project.
2. Have youth stick their ideas to the wall.
3. If you have a volunteer, let that person read all of the post it notes aloud.
4. Group similar ideas together on the wall where youth can see. To narrow the project ideas down to about 4 main themes.

> *Note for the Activity Leader:*
> **If you have several excited volunteers, group the similar Post-it note ideas and create small working groups for about four main project ideas.**

Activity Leader Instructions: Demonstrate and facilitate group decision making. Using a voting system where each youth can individually choose, determine which school leadership project the class should pursue. The leadership event idea with the most votes will be selected!

1. Announce each of the 4 project themes and have the youth stand up and move toward the project in which they would like to participate. Remind the class that a true leader makes his or her own selections and does not follow the crowd.
2. Once the youth have agreed on a project, task them to do some research in reference to the Who, What, When, Where, How to take their idea and put it into action. Give the youth some class time to prepare an action plan, and have a "show and tell" about the leadership event.

Reflection:

Questions from the Activity Leader:

1. Was it easy to narrow down everyone's ideas into one collective project?
2. Was there a project that created more emotion than another did?
3. Was the way we made a decision fair to the majority? Why or why not?
4. Is there a better way?

Objectives:

* ∗ Understanding the relationship between oneself and the community.

* ∗ Communicating and relating to others.

* ∗ Increase youth performance and personal satisfaction involving independence, practice, and purpose.

Goal: Prepare young leaders to their fullest potential through guidance and vision.

Materials

Laptop
Internet Access
"Draw Me" worksheet
Poster Board
Markers

Activity 1: Draw Me

Credit for the "Draw Me" activity goes to Mr. Carl Olsen; energizerolsen

Instructions to the Activity Leader: Make copies of the "21A Draw Me" Handout; see Activity Appendix. Run the activity per the instructions given.

Give all participants a pencil and a "Draw Me" sheet. They should also have a clipboard or magazine for drawing. At the signal to start, all of the participants will circulate in the room, introducing themselves to and exchanging drawings with other people in the group. At each exchange, they draw one part of the other person's face. The face parts are listed and the person doing the drawing signs for the part drawn. This activity is carried on until most of the drawings are completed. The facilitator should observe and encourage the process. After the drawings are complete, have the students sit in a
circle and show their drawings.

Reflection:

Questions by Activity Leader
1. How many in the group are not comfortable with their art ability?
2. How did it feel to draw someone?
3. How did you feel about your drawing?

Activity Leader Instructions: Ask, "Why is it important for young people to develop leadership skills?" After the youth have a chance to voice their thoughts, share the following insights:

➢ The development of leadership contributes greatly to the positive development of young people and their communities.

Vocabulary:

Personal Leadership Identity: understanding the relationship between oneself and the community, pride in being a member of a larger group, awareness of areas for self-improvement, taking responsibility for one's actions or inaction, and the resulting consequences.

"Young people help to re-energize adults and counteract negative stereotypes of youth when they are successfully engaged in leadership within their communities"

(Zeldin, & Camino, 1999; Fiscus, 2003).

Activity Leader: Ask, "How do you inspire greatness in others? Allow the youth who would like to share their thoughts to answer.

> ➢ Some would say encourage followers to expect more of themselves, and as a leader exceed your own expectations!

Video Background: In the following clip from the 2009 hit movie *Invictus*, starring Morgan Freeman and Matt Damon, you will see how powerful and life-changing a brief moment with an inspiring leader can be. Freeman plays the role of South African President Nelson Mandela. Damon plays the role of Francois Pienaar, the captain of the Springbok Rugby Team. In the scene, Mandela has invited Pienaar to tea and the topic of conversation is their philosophy on leadership.

Activity Leader Instructions: Show video clip from Invictus
 (3 Minutes)

[Invictus](https://youtu.be/TQhns5AwAkA)

https://youtu.be/TQhns5AwAkA

Reflection:

Questions by Activity Leader

1. What are Pienaar's views on leadership? (Pienaar chooses to lead by example and builds inspiration. Setting the example demonstrates integrity).
2. Was there anything that Mandela did that you would like to be able to do?
3. What would you have said if you were invited to tea and asked about your philosophy on leadership?

Activity adapted from Leadership IQ. (www.leadershipiq.com)

Activity Leader: "What is your leadership style? Are you like a tech CEO or a world leader? Is your leadership style creative or firm? Do you put people first or goals first?"

Instruction for youth: Draft your leadership viewpoint by taking these steps.
1. Give your idea a short title.
2. Briefly describe your perception.
3. Name, which parts come from the leadership lessons.
4. Name your most important influences.

Example : "To Lead by Example"

Thoughts driving my attitude are

1. _____
2. _____

My influences include:

1. _____
2. _____

Example:

Leadership is about learning…learning from others and our experiences. My philosophy is relationship based and situational. My influences include parents, coaches, teachers and mentors as well as several professional colleagues.

Reflection:

Questions from the Activity Leader:

1. Tell me "Can youth be leaders?"
2. "What are some of your current leadership roles?"
   * Are you a leader or a follower- or both?
   * Think back to selecting the leadership project, did you act as a leader or a follower?
   * What have you learned about yourself during these leadership development lessons?

Activity 3: Create a Public Service Announcement Poster

Activity Leader Instructions: Review the components of a poster listed below.

Most posters are created to advertise a product, announce information to the public or promote a service. Posters have two main parts- words and images. All the components of the poster must work together to communicate a specific message. Making a successful poster includes having a clear purpose, being organized, effective communicating and relating to a range of diverse people.

Directions to youth: "Your task is to create a poster to either, 1) teach or promote one of the leadership topics you have learned about, 2) encouraging other youth to be valuable leaders or, 3) promote the leadership event you have planned." Upon completion plan and display it somewhere in the school.

Conclusion

Activity Leader: Concludes the series of lessons by asking some hypothetical questions around the following:

"What kind of leader do you aspire to be?"

"Are you an inspirational role model who concentrates on others strengths?"

"Do you want followers to like, trust, and look up to you?"

"Are you going to communicate clearly, working collaboratively towards shared goals?"

"Will you work hard to motivate others to invest in themselves, create a vision and coach team members to create change?"

"Are you able to create trust and improve the performance of others?"

Activity Leader Remarks: "I would venture to say that you are developing as a transformational leader. Congratulations!"

ACTIVITY APPENDIX

Activity Appendix

Contents

Status

Status definition: the position of an individual in relation to another or others, especially in regard to social or professional standing.

Position

Position Definition: high standing, as in society; important status.

Influence

Influence definition: the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others.

Power

Power definition: the ability, strength, and capacity to do something.

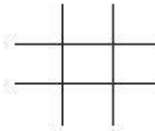# Lesson 2: Communication

Activity 1: Blind Tic- Tack- Toe

53 Blind Tic Tac Toe

Activity Type: Game

Group Size: Two teams of 4 to 16 players

Materials: Overhead transparency marked as follows:

Time: 15 to 20 minutes depending on the number of games

Procedure: The two teams will be the Xs and Os. There will be four members of each team playing at one time. They will be set up as follows:

Overhead Projector Screen

↓ x x x x o o o o ↓
(Facing away from the screen)

Choose a team to start and have one player at a time tell you where to place your mark. Teams alternate until one team wins or a cats game (tie) is declared. The starting team is alternated each game.
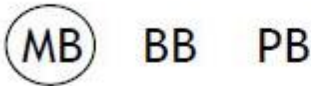
Processing Questions:

1. What problems did you encounter by not being able to see the game board?

2. Do we all see and explain things the same way?

3. Would have helped if we could ask questions or conferred?

Lesson 2: Communication

Activity 3: Following Directions, Handout A.

Following Directions Worksheet

1.	2.
I	__ __ __ __ __
3. MB BB PB	**4.** OODRWWTS

Lesson 2: Communication

Activity 3: Following Directions, Handout B.

Following Directions Worksheet: Answers

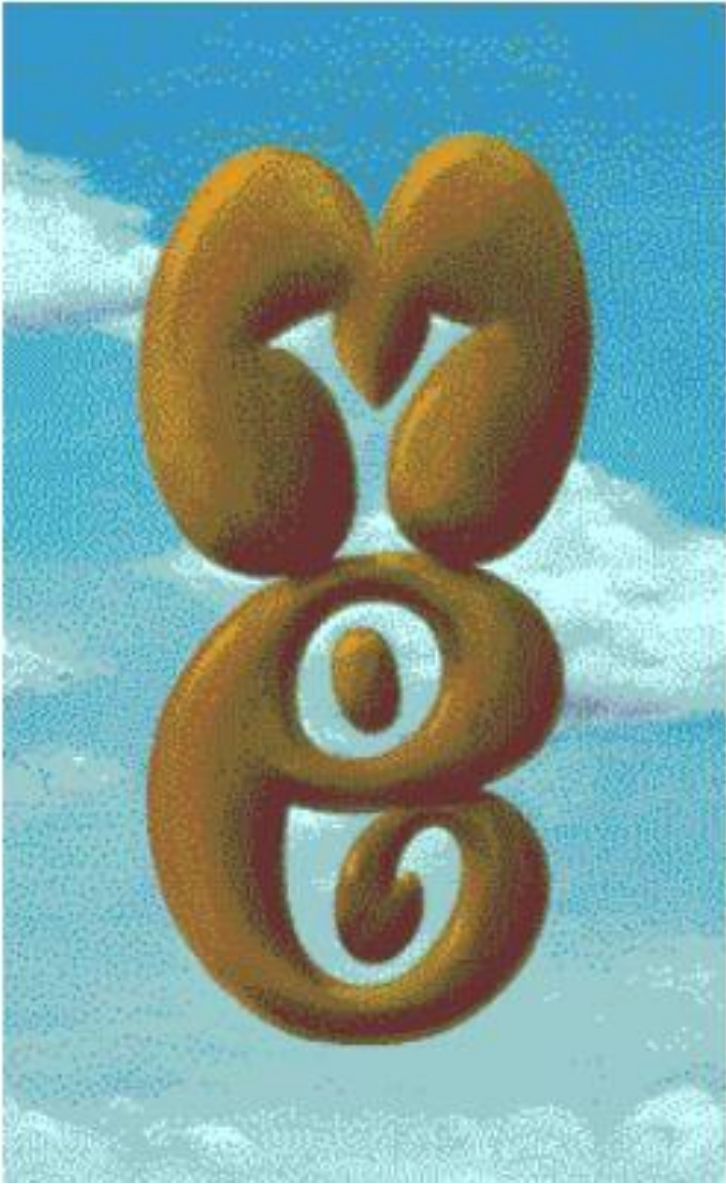| 1.	2.
┃	X E R O X
3. MB BB PB	**4.** TWO WORDS

Lesson 3: Conflict Management

Activity 2: What do you see?
Figure 1

What do you see?

Figure 2

Lesson 3: Conflict Management

Activity 3: ICED Image

I Identify the problem.

(e.g., disagreeing with a friend)

C Create constructive alternatives.

(e.g., 1. never talk to friend again, 2. yell at friend, 3. talk about problem with friend)

E Evaluate the alternatives.

(e.g., 1. lose the friendship, more free time; 2. Disagreement gets worse, you win disagreement, but friend's feeling may be hurt (or vice versa); 3. you and your friend gain a better understanding of each other – may lead to a better friendship, may not).

D Decide on the best alternative.

1. Identify the problem: spell out what the problem is and talk about why it is a problem.

2. Create a list of possible ways that a person could handle the problem .

3. Evaluate how constructive each alternative is (how much will the alternative help versus harm the person; how much will the alternative help versus harm other people in the person's life?)

4. Decide among the alternatives which one will bring the most help and least harm."

Lesson 4: Teamwork

Opening Activity: BUZZ

46 Buzz

Activity Type: Game
Group Size: 8 to 30
Materials: None
Time: 10 to 15 minutes

Procedure: Arrange the group in a circle. Count to fifty, moving around the circle. The count must move around the circle without hesitation. The special rules for the count are as follows:

1. The count will continue until they get to a number with a 7 in it. (7, 17, 27, 37, 47, etc.) At this point, instead of saying the number with a 7 in it, the person would say "Buzz" and the count would reverse directions.

2. In addition to numbers that have 7 in them, they will also "Buzz" on numbers that are multiples of 7. (7, 14, 21, 28, etc.) Challenge the group to see how high they can get. Always start the count at a different point in the circle.

Processing Questions:

1. Were there any problems understanding the rules?

2. Why is an activity that seems to be so easy end up being hard?

3. What was the mood of the group as we did this activity?

4. What did it feel like to make a mistake?

Carl Olson

Lesson 4: Teamwork

Activity 2: When Someone Claps Twice"

Note to Activity Leader: The activity works best when all group members can see each other easily.

Instructions to Activity Leader:
1. Explain to the group that they will be working together to achieve a goal, which is everyone receiving a piece of candy. To do this, each person will have to do his/her part to reach the goal.
2. Hand out the slips of paper to participants. After giving them a moment to read their paper, the facilitator claps twice. * This should start the action rolling, and if everyone does his/her part, everyone ends up with a piece of candy!*

Note to Activity Leader: Very often, the action stops, either because someone isn't paying attention, or they miss the clue of the person before. Sometimes a person "jumps in" when they're not supposed to, causing the movement to stop or to "skip" some people. If this happens, ask everyone to check his or her paper, then start over by clapping twice.

Action Statements (slips of paper)

When somebody claps twice, stand up and say "good morning".
When somebody says "good morning", get up and turn off the lights.
When somebody turns off the lights, yell "It's dark in here!"
When somebody yells "It's dark in here!" get up and turn on the lights.
When somebody turns on the lights, stand up and spin around twice.
When somebody spins around twice, make a loud cow (mooing) noise.   When somebody makes a cow (mooing) noise, stand up and say, "I'm glad to be here!"
When somebody says "I'm glad to be here," stand up and flap your arms like a bird.

When somebody flaps their arms like a bird, stand on your chair.

When somebody stands on a chair, say "Get down from there!"

When somebody says 'Get down from there!' make a loud sneezing sound.

When somebody makes a loud sneezing sound, feel the forehead of the person next to you and shout "Somebody get a Doctor!".

When somebody shouts "Somebody get a Doctor!", "Mary Had a Little Lamb" in a loud voice.

When somebody sings "Mary Had a Little Lamb," walk around the leader/teacher 2 times.

When somebody walks around the leader/teacher two times, laugh really loud.

When somebody laughs really loud, stomp your feet for 5 seconds.

When somebody stomps their feet, do a cheerleading move and say "Rah! Rah! Rah!"

When somebody does a cheerleading move and says "Rah! Rah! Rah!", tell us what time it is in a loud voice.

When somebody tells us what time it is, shake hands with the person next to you and loudly say, "Nice to meet you!"

When somebody says "Nice to meet you!", say "I have a question".

When somebody says " I have a question", yell: "The answer is seven."

When somebody says "The answer is seven," go to the front of the room and make the letter Y with your body. Yell out "Y" and stay there.

When somebody makes the letter Y, grab 2 other people, go to the front of the room, stand next to the Y and make the letters M, C, and A, then sing "YMCA."

| |
|---|
| When somebody sings "YMCA", hop on one foot for 5 seconds and yell "I am a rabbit." |
| When somebody says "I am a rabbit," say "Here comes Peter Cottontail!". |
| When somebody says "Here comes Peter Cottontail!" give everybody a piece of candy |

Lesson 4: Teamwork

Activity 3: Creativity Problem "Dot Activity" Handout
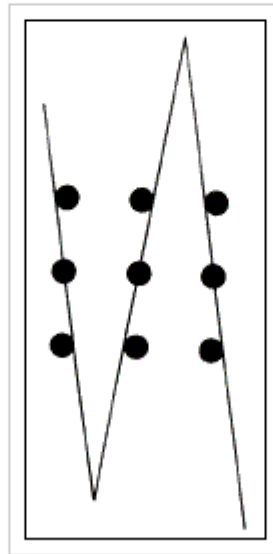
Creativity Problems

Connect all nine dots using only four straight and connected lines.
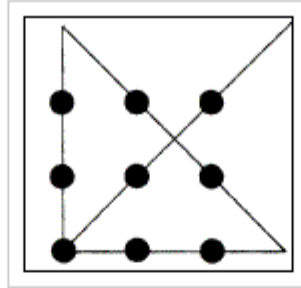
Researchers at Stanford University have come up with an even more interesting solution to this puzzle. One subject realized that it wasn't necessary to draw four lines through the centers of the dots; the problem can be solved with only three lines.

Lesson 6: Leadership Identity:

Activity 1: "Draw Me"

21 Draw Me

Activity Type: Energizer

Group Size: Any number—works very well with a classroom size group

Materials: Pencil and "Draw Me" worksheet (#21A)

Time: 20 minutes

Procedure: Give all participants a pencil and a "Draw Me" sheet. They should also have a clipboard or magazine for drawing. At the signal to start, all of the participants will circulate in the room, introducing themselves to and exchanging drawings with other people in the group. At each exchange, they draw one part of the other person's face.

The face parts are listed and the person doing the drawing signs for the part drawn. This activity is carried on until most of the drawings are completed. The facilitator should observe and encourage the process. After the drawings are complete, have the students sit in a circle and show their drawings.

Processing Questions:

1. How many in the group are not comfortable with their art ability?
2. How did it feel to draw someone?
3. How did you feel about your drawing?

21A Draw Me
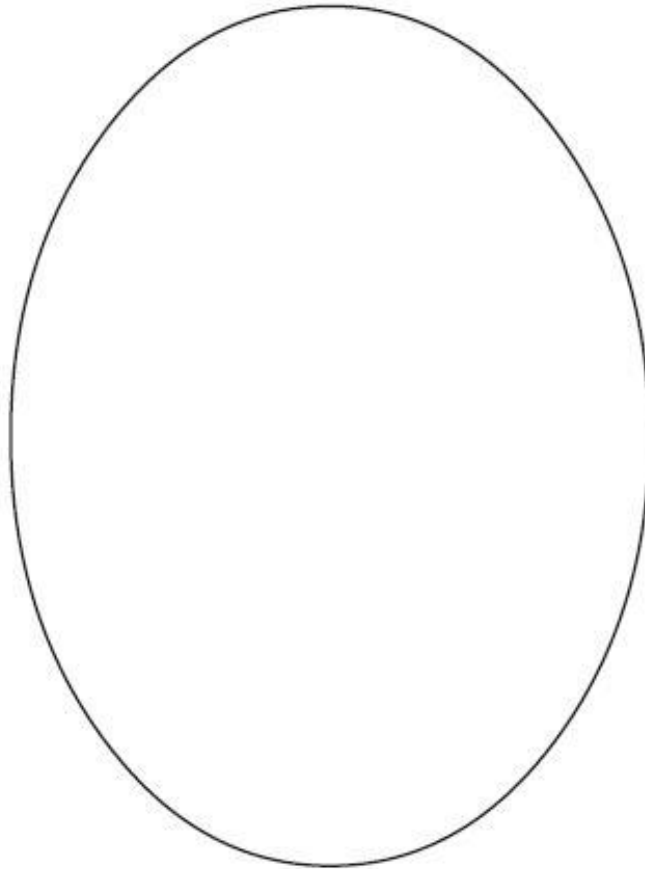
Hair _____

Mouth _____

Nose _____

Left Ear _____ Right Ear _____

Left Eye _____ Right Eye _____