The Development and Assessment of Instructional Materials for the Teaching of Leadership Skills to Second Grade Students in Selected Public Schools

Sharon Rose Lockett

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THE DEVELOPMENT AND ASSESSMENT OF INSTRUCTIONAL MATERIALS FOR THE TEACHING OF LEADERSHIP SKILLS TO SECOND GRADE STUDENTS IN SELECTED PUBLIC SCHOOLS

by

Sharon Rose Lockett

A Dissertation Submitted to the Faculty of The Graduate College in partial fulfillment of the requirements for the Degree of Doctor of Education Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
December 1982
THE DEVELOPMENT AND ASSESSMENT OF INSTRUCTIONAL MATERIALS
FOR THE TEACHING OF LEADERSHIP SKILLS TO SECOND
GRADE STUDENTS IN SELECTED PUBLIC SCHOOLS

Sharon Rose Lockett, Ed.D.
- Western Michigan University, 1982

The major focus of this study was the development, use and assessment of instructional materials for teaching leadership awareness to second grade children. The purposes of the study were (1) to determine if there is a need for instructional materials to teach leadership awareness, (2) to determine how teachers and experts would use instructional materials, and (3) to determine the opinions of teachers about the Leadership is Vital to Education (L.I.V.E.) Series developed in this study. The materials in this study were evaluated as an instructional method which could be used to (1) develop in students an awareness of the concept of leadership, (2) develop in students a proficiency in skills directly related to becoming capable, creative leaders and/or thinkers, and (3) motivate students to utilize these skills in their daily life situations.

Seven second grade teachers from the Kalamazoo Public School system in Kalamazoo, Michigan, and four experts in the field of early childhood education comprised the sample in this study. The instructional materials developed in this study included: (1) discussion and problem solving cards, (2) self concept building materials, (3) creative thinking and sequential thought materials, (4) information sheets on leadership skills, and (5) activities designed to increase listening skills. Seven leadership skills
frequently found in the literature were addressed: (1) critical listening, (2) oral communication, (3) written communication, (4) sequential thought organization, (5) decision making, (6) problem solving, and (7) group leadership techniques. A teachers manual was developed for use with the L.I.V.E. Series. The materials were used by the teachers and students in classroom learning activities during the 1982-83 school year.

An opinion questionnaire was used to solicit opinions and/or recommendations from the two sample groups.

The major conclusions drawn from this study were:

(1) There is a need for instructional materials in leadership awareness for use in the elementary grades.

(2) Teachers and experts judged the L.I.V.E. Series to be:
   (a) of high educational value
   (b) free of negative stereotypes
   (c) appropriate for second grade students
   (d) unique in format compared to other materials
   (e) useable without in-service training.

(3) Teachers and experts agree that the concept of leadership can be successfully grasped by second grade children.
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Western Michigan University

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Sharon Rose Lockett
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CHAPTER I

Statement of the Problem

Today's media is attempting to make clear to the American public the fact that we are experiencing a leadership crisis during extremely troubled times. The past decade has seen a continual decline in Americans' faith and trust in the presidency. They elect each new leader with a hope that this individual will have the skills to begin to improve existing conditions but are repeatedly disillusioned with the results. Burns (1978) asserts that by the 1980's people will be hungering "for that kind of leadership that sets a general direction—a leadership that does not simply promise to balance a budget or lower taxes but gives people a sense of purpose (p. 34)." The 1980's are upon us and Burns' predictions have come to pass.

When a reporter from Time Magazine (Morrow, 1979) asked Douglas Fraser who the nation's leaders are today, he replied, "I can't think of any leaders. Isn't that sad. God, that's what's wrong with this country! That's exactly what's wrong" (p. 29).

Arthur Schlesinger, Jr., historian, answered the same question, saying, "I don't see around the kind of people who constituted leadership when I was younger. Everything looked better when people like Franklin Roosevelt, Reinhold Niebuhr and the like were around" (p.30).
Ronald Steel describes the problem by stating that "We are living in a time of pygmies when it comes to leadership" (p.58). He goes on to predict that the United States will continue to suffer from a lack of leadership when he affirms, "I don't see on the horizon the kind of political leadership that can explain to us this new world in which we live. It will take someone with vision to do so and we have not had that kind of leader for a long time" (p.58).

In his analysis of our need for leadership, Morrow states that, "It sometimes appears that Americans ... have developed almost a psychological aversion to leading and being led..." (p.25). Clearly a need exists for a strategy aimed at turning that aversion into an awareness, interest and competence in leading and being led.

Commager (1980) suggests a number of explanations for the failure of our society to find or produce leaders. First of all, he states that an equalitarian society such as ours looks with suspicion on those who rise above the average. Such an attitude does not nurture or encourage leadership, because to be a leader it would appear that one must certainly rise above the average in almost every way. Secondly, Commager states "Increasingly, standards of fame or of celebrity are set by television or by popular magazines - or, worse, by professional 'image makers'" (p.20). This makes it hard for Americans to know whether their heroes or leaders are real or synthetic.

Another deterrent to leadership roles is the fact that issues today seem to be short-lived. Leadership is a matter of tenacity and perseverance yet the media has indoctrinated Americans to
require day-by-day solutions and day-by-day triumphs. We are robbed of time for reflection over a series of actions. There is an insistence on instant solutions to problems that have no solution or to those whose solutions require time.

Additionally, the philosophical climate of the nation no longer cultivates a sense of responsibility for posterity. "Leadership — as earlier generations of Americans knew — must be founded on such old-fashioned concepts as honor and virtue: wisdom and judgment" (p. 22). When these components once again appear in our society, Commager feels we will then experience the emergence of leadership.

A Wall Street Journal (1975) editorial offers yet another explanation of our current lack of leadership. It explains that in the past democratic leaders could focus on a limited number of problems. But that situations have changed. "Now social change is so fast, interaction so immediate that a leader or even a leadership group cannot fully understand one problem before the next one arrives overwhelmingly" (p.12). This fact, added to Commager's observation about American's demanding immediate solutions to identified problems, brings into clearer focus those factors which today's leaders must face.

Bennis (1969) is explicit in his belief that former leadership practices will not meet our society's needs today. He delineated four factors existing in today's society which make old leadership methods inappropriate today. They are: "1.) rapid and unexpected change; 2.) growth in size beyond what is necessary for the work being done; 3.) complexity of modern technology...; and 4.) a change
in managerial values toward more humanistic democratic practices" (pp.44-45). These factors permeate our communities, giving rise to a dramatization of our current lack of effective leaders.

When discussing the problems our nation is experiencing today, Commager states that what we fail to realize is that while the problems today are more complex than at any other time in the past, they are not more profound. Commager further indicates that the problems facing society are as serious as those of the past and need dramatization and solution. It seems that one individual alone cannot do that; particularly if he/she is inadequately prepared in effective leadership skills.

Bennis goes on to describe the organizations of the future. He contends that "they will be adaptive, rapidly changing temporary systems organized around problems-to-be-solved by groups of relative strangers with diverse professional skills." Creative, committed, productive futuristic leaders can help solve these problems. Quality leadership training can assist with the production of such leaders.

Burns (1978) relates that what we're lacking is the "moral or 'transforming' leadership that does not, of course, ignore material problems but goes far beyond them" (p.34). Morrow (1979) asserts that Burns describes transforming leaders as "those capable of directing people through fundamental changes of the institutions and societies" (p.28).

Our society demands more and more from its members. Daily events require people to make more decisions, communicate better, to
listen better and to have increased ability in thought organization, decision making and problem solving. Zanella (1979) asserts that in the past our schools have been in the position to pay particular attention to the development of individuals who mastered these skills thus preparing them to perform admirably in leadership roles. Zanella further states "that the last decade has demonstrated that more capable leaders are needed now than ever before in history. Unfortunately, there is strong evidence that this need is not being understood or satisfied by our educational institutions" (p.93). Conditions in our nation apparently call for our schools to once again direct additional attention to the development of these capable leaders.

If, as educators, we are able to train our children to listen more critically, it would appear that they will be able to more astutely discern the nature of existing problems. This training will allow our children to have a better chance of not becoming brainwashed by the media. Moreover, these children would perhaps be more apt to recognize the complexity of the problems and allow the necessary time for the identification of solutions. This might well be the first step in counteracting the concerns of Commager.

If our children are trained to communicate better, both orally and written, it seems that they would develop skills that would help minimize the impact of a rapidly changing society as discussed by Bennis. While individuals often fear change, both positive and/or negative, an increased proficiency in communicating would help to minimize this fear through a thorough assessment of the potential
outcomes of the proposed change. Such an assessment would allow for easier transitions in our rapidly changing society.

Also, children trained in problem-solving and decision-making techniques which require them to carefully analyze the problem and seek alternative solutions, would appear to be more appropriately prepared to meet the challenge of today's complex society. These children would make a better adjustment to a society characterized by rapid and unexpected growth; economic instability; complex technology; and so forth.

If our children are also taught sequential thought organization, then their chances of applying the appropriate method toward finding alternative solutions to problems would be greatly enhanced.

Having attained the above skills, problem solving could be enhanced by sharing these techniques with others. This could be accomplished if our children were taught group leadership skills. Through group participation in problem solving, a synergistic effect would take place in the identification of solutions and in methodologies for implementation of solutions, thus creating an even more precise, applicable, practical product.

Benjamin Bloom (1976) offers further support for the fact that schools have the potential for making the difference when he asserts that:

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

If one accepts Bloom's theory of school learning, one can be encouraged by the knowledge that leadership training can impact 95 percent of the school population.

Shane and Shane (1974) bring a clearer focus to the existing need for training to begin early when they state that:

Beginning very early, children need experiences that help them to understand the nature of change, to recognize that the future is at least partly malleable—that there are alternative futures among which they can choose—and to sense that greater prescience and wisdom are needed in this decision-making processes which can carry them toward socially desirable goals in the future. (p.182)

This quote further supports this writer's belief that leadership training is not implemented solely for the purpose of producing fine, capable leaders. Rather, leadership training can additionally be implemented for the purpose of training participants to be able to think more productively and provide them with additional coping skills useful in reaching socially desirable goals.

Shane and Shane summarize the need for leadership training when they assert that,

While young learners cannot explicitly be educated for tomorrows about which one can only conjecture, project, or envision, they can be encouraged to develop certain ways of thinking, evaluating, and behaving which promise to make them more effective human beings in a changing environment. (p.191)
To be sure, tomorrow's leaders will not suddenly appear on the horizon, fully capable of handling the challenges of the day. On the contrary, they will develop the requisite skills and abilities over a period of years, often beginning as early as six months of age (Buhler, 1927 and Stone and Church, 1973). Therefore, those who are concerned with the development of future leaders would do well to consider beginning with elementary school children.

The literature and this writer's experience gained from working with elementary age children supports the belief that it is indeed possible to develop, among elementary age children, skills of oral and written communication, listening, organization of thoughts, group leadership, problem-solving and decision-making.

To this end, then, what is needed is a strategy for systematically teaching leadership skills within the classroom; skills which are appropriate for early elementary students. Accordingly this project will focus on the development of instructional materials for second graders (children who are six, seven, or eight years old) because this age group represents the early part of what is called the 'middle years' of development or middle childhood (ages six-twelve years old). Middle childhood is a significant stage of development in a child's life. It marks the beginning of a new stage when he/she looks forward to increasing independence of his/her parents. He/she has already entered the educational system and has had at least two years to adjust to the demands and challenges found in a school setting.
During these formative years, the child acquires a great deal of information and many new skills. Alexander states, "... he learns much more about the demands of adults, the kind of society in which he lives, the expectations of his peers, his capacity, ability, and the opportunities within his culture" (p.132). This seems like a propitious time to introduce problem-solving and decision-making skills, thus possibly helping the student meet these new changes with increased confidence in his/her ability to handle change.

Middle childhood represents a significant stage in a child's intellectual development. Bernard (1973) documents the fact that 50% of mature intelligence is achieved by age four (p.105). Bloom (1964) furthers this finding when he states that during this age period, children accomplish 50% of the deviation in IQ that they will acquire by 18 years of age (p.19). Bernard further points out that an additional 30% of mature intelligence is attained between the ages of four and eight years old. While it is true that the school is generally not interactive with the child at the age of four, it is interactive with children at a time when they can attain an additional 30% of mature intelligence. Thus, the schools can have an important impact on the knowledge and skills acquired at this stage of development. This seems to be a very timely period in the child's life for learning sequential thought organization and critical listening skills. It seems that the attainment of proficiency in these skills is sure to enhance the development of this intelligence and therefore the schools should capitalize on this opportunity.
Stone and Church (1973) assert that children at this age turn their backs on adults and unite in a society of children. "The values of one's peers become considerably more important than those handed down by adults" (p.346). This is a time when adults must seek methods which foster open communication. Increased proficiency in oral and written communication skills may assist in creating open lines of communication, not only between children and adults but between children and their peers.

At this age, the child has lost interest in playing alone and seeks to expand his/her social environment by including more friends. He/she is entering the age when social awareness develops very rapidly. Crow and Crow (1962) state that "As the child participates in the activities of his peers, he must learn how to meet his new associates and obtain satisfaction from being with them (p.277). The attainment of proficient group leadership skills may facilitate this process for the second grader.

Because of the age span which may be encompassed within a second grade classroom and the developmental factors listed above this study will focus on the development and use of instructional materials for second grade children and their teachers which provide: (1) information about leadership and its importance to young people and (2) increased proficiency in the specified leadership skills through participation in activities related to each of the following areas; oral and written communication, critical listening skills, sequential thought organization, group leadership techniques, problem solving and decision making skills.
While it is recognized by this writer that all or many of these skills are already being taught at some points in the curriculum for second graders in public schools, these materials are being developed to be presented in a concentrated manner during a unit study. The central task of this study will be the development of an awareness of the concepts of leadership and a proficiency in skills directly related to becoming capable, creative leaders and/or thinkers.

Rationale for the Study

Jim Enoch, assistant superintendent of the Modesto, California City Schools states that "leadership is like beauty. It's hard to define, but we know it when we see it" (Benjamin, 1980). Leadership is indeed difficult to define, however, for the purposes of providing a focus for this study, leadership is defined as the "process of influencing the activities of an individual or group in efforts toward accomplishing goals in a given situation" (Hersey and Blanchard, 1974, p.146).

Burns (1978) tells us that the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations (p.19). It is for the nurturance of this genius that leadership training exists. Additionally, leadership training seeks to identify this potential in the 'less obvious' leader and develop it to its maximum.

Porter (1981) states that many years ago educators believed that leadership was largely hereditary and could be developed only
in those who were somehow genetically blessed (p.77). However, many studies reveal that from the age of six months old on through the preschool years, there exists evidence of leadership being demonstrated even in young children (Buhler, 1927 and Stone and Church, 1973). Hurlock (1972) asserts that studies of leadership reveal that it is not an inborn trait but is one which develops over a relatively long period and with considerable effort on the part of the potential leader (p.278).

Many children have untapped leadership potential and go through life performing as followers in situations where, given the opportunity, their skills as leaders may well outperform the leader who is in charge. Hurlock notes that it is the use the child makes of his abilities that determines whether he will be a leader or follower; this, in turn, is "determined largely by the training he has during the early years of life" (p.277). It has generally been recognized that leadership instruction can benefit a wide variety of people, even those who may not have an active interest in leading.

If we define leadership training as the act of systematically instructing individuals in the attainment of leadership skills, it is essential to identify the skills related to leadership. Selection of these skills seems to be related to the age level of students who will receive the training.

Stark (1978), who claims that leadership education can effectively begin in kindergarten or first grade, has identified five components of leadership instruction: (1) Moral Education: training in recognizing the consequences of any action for oneself,
for others, and for society; (2) Analysis of Leadership Styles: autocratic vs. democratic vs. passive leadership; (3) Communication Education: development of skills in oral and written expression; (4) Creative Problem-Solving: development of a systematic approach for successful resolution of problems; (5) Organizational Skills Development: practice in organizing both people and ideas (pp.34-36).

Porter developed a list of leadership skills to be taught to junior high school students which included: decision making, listening, thought organization, communication techniques and group leadership techniques (p.78-79).

Urich and Batchelder's (1979) leadership training was done with high school students and included the following skills: problem solving, feedback communication, conflict resolution, decision making, parliamentary procedure, change strategy, action planning and team building (p.206).

For the purpose of this study, seven leadership skills were selected. These skills were selected by the writer on the basis of their ability to be taught at any grade level and on the assumption that the attainment of these skills would provide a sound basis for the development of more complex leadership skills, e.g. conflict resolution, parliamentary procedure, etc. Thus the seven leadership skills addressed in this study are: (1) listening skills, (2) sequential thought organization, (3) proficient written communication skills, (4) productive oral communication skills, (5) group leadership techniques, (6) decision making skills and (7) problem solving skills. Further discussion of these skills will be found in the Methodology section in this chapter.
Having defined leadership and explained the components of leadership training, we can now discuss the importance of leadership training occurring in the schools. Reed and Avis (1978) state that as a macrocosm of society, schools are the arena for the expression of not only educational problems but also societal problems (p.28). Many authors have stressed truancy, tardiness, high drop out rates, suspension, low academic achievement, vandalism, student disruptive- ness and poor student-teacher relationships as some of the problems facing today's youth and their schools (Liss and Robinson 1978), Urich and Batchelder 1979, Reed and Avis 1978). Each of these authors is also convinced that the teaching of leadership skills to students can help to lessen the impact of some of these problems.

Addison (1979) states another major advantage of teaching young people to be outstanding leaders is that they have the ability to project themselves into the future. She quotes Judson as saying, "They have a sense of where they are going and how they are going to get there. They are able to foresee the unforeseeable, to anticipate the problems or consequences before other members of the group (in Passow, 1977)". This skill can be immeasurably useful for our young people as they deal with life today.

Stark (1980) reminds us that knowing who the leaders are in our classrooms is one thing but "to acknowledge leadership as a talent and to accept the responsibility for developing it in school is another" (p.35). Yet the writer believes that the schools can potentially provide optimum opportunities for teaching leadership to young people.
Urich and Mitchell present strong support for teaching leadership to young people in a discussion of the results of a leadership program implemented in a northeastern urban high school. This program consisted of workshops which trained the students in many of the specified leadership skills. It resulted in decreased student disruptions, increased positive student participation in school-related activities, a decrease in vandalism and an increase in scores on standardized tests. Results such as these are worthy of attainment. What is needed is a strategy for systematically teaching leadership skills within the classroom. This strategy must be appropriate for early elementary students as well as helpful to teachers in preparing these students to productively enter today's society.

The dual focus of this study is: (1) on the development and (2) use of instructional materials for second grade children and their teachers which provide: (a) information about leadership and its importance to young people and (b) increased proficiency in the specified leadership skills through participation in activities related to each of the following areas: oral and written communication, listening skills, sequential thought organization, group leadership techniques, problem solving and decision making skills. The materials developed will be designed for use with second grade students. A major contribution of this study is the development of the Leadership is Vital to Education (L.I.V.E.) Series and its potential for increasing the available instructional materials for leadership training for elementary children.
Objectives

The objectives of this study address the dual focus of development and use of leadership instructional materials. Specifically:

1. To discuss research literature on instructional materials used to teach leadership to elementary school children with an emphasis on those designed for use with second grade students.
2. To specify the steps classroom teachers use or would use to prepare elementary children to assume leadership roles.
3. To develop instructional materials on the identified needs and a teacher's guide and resource list to accompany the instructional materials.
4. To determine the effectiveness, applicability and practicality of the leadership instructional materials as assessed by classroom teachers through the use of a scheduled interview form adapted from the literature.

Review of the Literature

A search of the literature and materials dealing with the instruction of leadership skills for elementary children will cover the following major areas:

1. The development and use of instructional materials for teaching leadership skills to second grade students—what they should learn, how it should be presented, etc.
2. Commercially available products for use by classroom teachers; determination of factors influencing the selection of
instructional materials e.g., cost, instructional time, attitude, format, etc.

3. Instructional materials appropriate for students in the second grade—readability, interest level, successful methods, etc.

4. The need for leadership training to occur within the classroom environment.

Assumptions

The development of these instructional materials will be guided by the following assumptions:

1. The use of instructional materials related to the development of leadership skills has an impact on children's ability to assume productive leadership roles, and to understand the leadership process to the extent that they can become better leaders and followers and productive thinkers.

2. Children in second grade will be more skilled in the performance of leadership skills if systematically taught proficiency in those areas.

3. There is a need for materials at this grade level regarding this subject.

4. Having achieved an awareness of the leadership process and some degree of proficiency in the related skills, these children will be better prepared in assuming leadership roles and more effective human beings in a changing environment.
Limitations

1. This project will be limited to second grade children and a select number of teachers in the Kalamazoo Public Schools.

2. Only selected leadership skills will be represented in these instructional materials. Some skills (e.g. conflict resolution) may not be easily taught within a classroom setting at the second grade level due to the physical, emotional and cognitive level of children of this age.

3. This project will be limited to the development of instructional materials appropriate to the interests and learning characteristics of second grade students. The materials will be limited to paper/pencil types of materials. Audiovisual materials will not be included in the materials but a resource list for audiovisual materials will be provided.

Methodology

The method to be used in the development of these instructional materials will include the following procedures:

1. Interviews and correspondence with school system personnel and other educational professionals in the field as well as teacher training institutions to determine the methods and materials desirable and appropriate for leadership instruction in the elementary grades.

2. Examination of instructional materials for children which are available to classroom teachers in the area of classroom leadership instruction. Sources will include commercial

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distributors and publishers, state and federal departments of education, computerized file searches and national clearing-houses.

3. The development and adaptation of instructional materials which:
   (a) are appropriate for second grade students
   (b) are in a format which permits the students to have ownership and is inexpensive
   (c) provide a number of educational exercises in order to maintain student interest in the materials, and to supplement other learning activities.
   (d) Address the selected skills in a manner similar to the following examples.
   (1) oral communication activities which assist children in learning to say what they really mean, at the right time, to the right people, accurately and honestly.
   (2) written communication activities which assist children in turning thoughts into words, sentences, paragraphs, etc., which say what they really mean, accurately and honestly.
   (3) listening activities which assist children in listening critically for actual meaning, and intended meaning, for small details, and incongruencies in the information.
(4) sequential thought organizing activities in which children must take isolated occurrences, put them in a sequential order which makes sense and explain their reasons for selecting this order.

(5) group leadership activities which assist the children in learning how to chair a group and lead it in the accomplishment of an agreed goal as well as in learning how to be good followers.

(6) problem solving activities which assist children in accurately identifying the problem, listing alternative solutions, selecting the best alternative, implementing the solution, and finally evaluating the choice made.

(7) decision making skills which assist children in assessing the pros and cons of decisions, making a choice and being able to live with the choice.

(e) meet criteria for second grade instructional materials identified in the review of literature (Woodbury, 1979).

4. The reproduction of instructional materials for field testing by students and second grade teachers.

5. The validation of the instructional materials and the teacher's manual by use of a panel of curriculum experts with attention given to content, usefulness, cost, quality, format and other criteria identified in #3e. This panel will consist of an instructional specialist, lower elementary classroom teacher, lower elementary principal and the director of elementary
instruction. These people were selected because of their familiarity with instructional materials for curriculum as they relate to elementary students.

6. The perceptions of a minimum of five classroom teachers within the Kalamazoo Public School System regarding the effectiveness, applicability and practicality of the instructional materials. Classes selected to be representative of the second grade population of Kalamazoo Public Schools, will use the materials with the assistance of their teachers who have volunteered to be trained to participate in this project which will be designed to be taught in a four week unit by the classroom teacher.

7. The development of a scheduled-interview form for use by teachers based on criteria identified in the literature.

8. The compilation and tabulation of the evaluation data on the materials.

9. The determination of conclusions and suggested revisions.

10. The recommendations for the future use of these instructional materials in the process of teaching skills associated with leadership.
CHAPTER II

REVIEW OF THE LITERATURE

This study had as its main concern the development of instructional materials which can be used to teach leadership to elementary children. Instruction in leadership has characteristically taken place in business, industry and the armed forces. This training is primarily concerned with training individuals to be effective in their employment field. Case studies, films and recordings are frequently used to provide leadership problems for group discussion. This is a popular method of leadership training in industry, business, the armed forces, and education as well. Other methods include the use of role playing, psychodrama, sociodrama, business games, in-basket problems, and group exercises involving construction or problem solving projects.

Leadership training for adults seems to have been extensively developed, as is evidenced by the multitude of commercial and non-commercial programs which exist today. However, the emphasis of this study is on leadership training for elementary school aged children and, therefore, was limited to a review of literature which involves leadership training for young people during the ages of formal schooling.

The first section of this chapter contains a review of the antecedents of leadership training for young people. In the second section, research related to the persistence and transfer of
leadership training for young people is reviewed. A discussion of the need for leadership training to take place within the educational setting will be presented in the third section. The current educational methods used to teach leadership to young people are reviewed in the fourth section. The final section contains a description of instructional materials available from organizations serving youth and from commercial publishers.

Historical Antecedents

As early as 1916, Edward Thorndike asserted that too much emphasis has been placed on teaching conformity. He states that initiative, independence and originality must be cultivated as positive factors (p.406). Throughout the years, many methods have been implemented in an effort to accomplish this goal.

Fretwell (1919) and Hastings (1926) discussed the formation of leadership clubs. In these clubs young people were given responsibility for managing athletic activities. In both cases, the young people were boys at the junior or senior high school level, who were given guidance in the performance of their tasks. A great deal of interaction between the pupil leaders, other students and personnel was encouraged. The goal of these clubs was to produce young people who were prepared for citizenship, knew the value of cooperation, the necessity for obeying rules, and possessed a respect for the law. Additionally, these boys would gain in poise, self-confidence, initiative, and would develop the ability to handle other people.

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Crouch (1926) presented a different scheme for training for leadership. A local rotary club set up an award to be given annually to the class in the high school which attained the best all-around record in the areas of conduct, scholarship, social responsibility and the ability to save. Each year a team of principals, superintendents, college and university presidents, a state superintendent of public instruction and various other professionals made the judgment of which class is deserving of the award.

Nash (1927) discussed a program in which individual children were designated as pupil helpers and given the opportunity to develop into quality leaders through being individually trained to assist the teachers and students in the school in numerous ways. She asserts that, in many cases, the child's involvement in this training was paramount to their success in school.

The aforementioned programs represented some subjective methods of teaching leadership to young people. Cassell and Shafer (1961), Eichler (1933) and Zeleny (1941) present discussions of some more objective studies of leadership training. These studies consisted of members of experimental and control groups who were rated in leadership by their peers before and after a period of leadership training. Training was given only to the experimental group. Groups receiving the leadership instruction showed significantly higher ratings by their peers in leadership and social insight than those without instruction. Eichler concluded from his study that it seems possible to measure leadership qualities by means of student
rating and it is probable that leadership can be measurably improved by direct instruction.

Zeleny (1941) endeavored to corroborate this study with an experiment designed to ascertain whether or not persons can, by training, be improved in ability to lead discussion in groups. Students were ranked on leadership ability by their peers. Ten were then randomly chosen for leadership training. Later, these students were encouraged to practice these traits in class discussions. This method provided both instruction and practice in leadership. The results of this study corroborated Eichler's study and suggested that a student, when made aware of the traits demanded of a leader and given the opportunity to practice leadership, will indeed develop these qualities.

During the 1940's and early 1950's, the literature which related to leadership training seemed to be concerned with methods of instruction that produced greater dominance and sociality. McCandless (1941), Milner (1948), Thompson (1944) and Zeleny (1940) report studies comparing how groups respond in different learning structures.

McCandless (1942) reported a study in which two cottages of boys in a training school were encouraged to participate in the governing of the cottages. Both cottages began with adult supervisors but the experimental cottage soon became self-governing, while the other cottage continued to have greater adult supervision. The sociometric ratings of intermember popularity were highly related to dominance at the beginning. However, within four months
those boys who had gained their popularity by dominance had lost in popularity in the experimental cottage but not in the control cottage.

Thompson (1944) studied preschool children who were divided into two groups, one of which received a curriculum in which the teachers were instructed to help children in their relations with other children in their use of play materials. The second group received curriculum taught by teachers instructed to adopt an impersonal policy; they were to give information and help only upon specific request from a child or a group of children. Experimental and observational measures were taken in the fall and spring to ascertain the two groups' development in the following social and emotional areas: (1) ascendance, (2) social participation, (3) leadership, (4) constructiveness and (5) number of nervous habits. The highly guided group showed development significantly different from the group with little guidance. The highly guided group "was more ascendant, more constructive, and showed greater social participation and leadership" (p.25+).

Milner (1948) and Zeleny (1940) conducted similar studies in which two classes were taught by the same instructor. In one class, the instructor divided the classes into a number of student-led discussion groups. In the control class, the instruction was done in the traditional recitation-discussion method.

The results of Zeleny's study showed that students in the student-led discussion class showed a greater change in attitude. Their personalities became, in general, more socially adjusted and
moved more in the direction of leadership, cooperation, and sociability. They also liked the plan better. Additionally, these students recorded slightly higher gains in knowledge of the subject matter. Similar results were found by Milner (1948) which corroborated Zeleny's work.

Persistence and Transfer of Leadership

Proponents of leadership training for young people seem to be interested in ascertaining whether or not the leadership skills which young people gain as a result of leadership training do persist and transfer into accomplishment of their daily tasks. This knowledge appears to be necessary to give credence to leadership training.

Studies by Healy (1962) and Levi (1930) involved ascertaining whether or not there is a persistence in leadership among elementary and junior high school students. Healy (1962) obtained the sociometric scores of 58 fifth grade students who were then trained to fulfill democratic leadership roles by demonstration, conferences and sociodrama. The initial and terminal sociometric scores for these students were compared which resulted in the fact that all children could become democratic leaders through participation.

In order to ascertain the persistence of these results, child leaders were again assessed at the junior high level by comparing the experimental subjects still available with an equated control group. The experimental groups were found to differ significantly in sociometric scores and numbers of leadership roles. Healy
concluded that training democratic leaders at the elementary level seemed to promote attempts to lead and contribute to success at the junior high level.

Levi (1930) looked at existing leaders in elementary and junior high school to see if their leadership continued to prevail in senior high school. A variety of objective data were gathered on each leader such as: the kinds of extra-curricular activities in elementary, junior high and senior high schools participated in, the school marks, the kinds of outside organizations to which these leaders belonged, etc. These students were then followed into nine senior high schools where, through interviews with school administrators, each student's academic status and quality of leadership in extra-curricular activities were determined.

Results indicated that the "accelerant" is a leader in activities, that the elementary and junior high leader is either at or above the average for the grade, and that the relationship between school activities of leaders and members in outside organizations is, relatively speaking, a close one. However, it seems that the most important result from Levi's study, as it pertains to this study is that the carry-over of the leadership in school activities from junior high school to senior high school was found to be three times the carry-over from elementary to senior high.

Another area of interest to the proponents of leadership training for young people is the extent to which training received during the school years transfers into a student's post high school years. Clem and Dodge (1933) and Courtenay (1938) addressed this question.
The participants in both studies consisted of girls elected by their peers and a faculty committee to leadership roles in high school. An equated control group was selected which was paired with the experimental group. Through the use of a questionnaire and the perusal of high school records, information was gained on both groups' participation in high school activities, the number who pursued higher education, their occupations, participation in community activities and personal appraisal of their individual contributions to society.

Clem and Dodge (1933) conducted a study of graduated students who had been leaders in various high school activities. Some factors considered were: academic degrees received, family life, present occupation, income and accumulated wealth, publications, honors, outstanding achievements, and community leadership. Of students studied, those who had been leaders in various school activities achieved greater success in nearly all of the factors considered. They also concluded that those graduates who have been most successful in later life outside the school are not those who were most successful in the scholastic work but rather those who have excelled in extra-curricular or leadership activities.

Courtenay (1938) concluded that the leadership evidenced in early years has a definite tendency to persist; that the qualities which made the leaders outstanding figures in the high school world continued to make them prominent on the college campus and active in community affairs.
Need for Leadership Training to Occur in School Setting

The vast majority of authors reporting studies in which young people were taught some of these skills concluded, as previously outlined in this study, that students not only gained an increased knowledge and ability in these skill areas but transferred these skills into their daily and future life skills (Cassel and Shafer, 1961; Clem and Dodge, 1933; Courtenay, 1938; Crouch, 1926; Eichler, 1933; Fretwell, 1919; Hastings, 1926; Healy, 1962; Levi, 1930; McCandless, 1942; Milner, 1948; Nash, 1927; Thompson, 1944; and Zeleny, 1940, 1941).

Of these 14 studies, three did not involve any leadership training; instead the author looked at characteristics of those identified as leaders (Clem and Dodge, 1933; Courtenay, 1938; and Levi, 1930). Eight of these studies looked at leadership through extra-curricular activities (Clem and Dodge, 1933; Courtenay, 1938; Crouch, 1926; Fretwell, 1919; Hastings, 1926; Levi, 1930; McCandless, 1942 and Nash, 1927). There were only six of these studies which actually involved systematic leadership training incorporated into the curriculum (Cassel and Shafer, 1961; Eichler, 1933; Healy, 1962; Milner, 1948; Thompson, 1944; and Zeleny, 1941). Of these 14 studies, only two involved elementary or preschool children (Healy, 1962 and Thompson, 1944).

These data revealed several facts. First of all, historically leadership training has existed primarily through extra-curricular activities. Second, the primary area of emphasis has been with junior or senior high school students. Finally, leadership training
which did exist was sparse in comparison to other curricular areas. As a result, leadership seems to remain a somewhat abstract concept causing today's educational institutions to neglect what appears to be a vital part of a student's education. As many as 44 years ago, Jones (1938) stated that for the most part, schools have had no clear idea of what leadership is, of how potential leaders may be selected or of how they should be trained (p.vii).

Courtenay (1938) and Hillman and Smith (1981) express a belief that it is the school's responsibility to train young leaders. Courtenay states that since leadership is a persistent force, projecting its influence beyond school years and school experiences to the larger services and the more important activities of mature years, the school may well regard the potentialities of leadership worthy of serious consideration and thoughtful direction (p.107).

Much of what is read or heard about present world conditions lead the observer to believe that a greater demand for proficient leadership exists. Hillman and Smith (1981) express the present condition and need for more leadership training within the school as follows:

The elementary and secondary schools of this country have already made whatever contributions they are going to make to the development of attitudes, knowledge, and skills that leaders will need to function in such positions. The 1980's are upon us, and most of the leaders for this period have finished or will soon finish their schooling. However, it is not too late for teachers to begin to foster leadership skills for the nineties and for the first decade of the twenty-first century. (p.59)
The authors also stress that the development of leadership capacities in children is based on three assumptions:

(1) school teachers have an important contribution to make to the development of leaders for 10 and 20 years from now; (2) teachers must have, and can have, a clearer perception of their responsibility as builders of leaders; and (3) teachers must begin now to include in their curricula the content, materials, and methods necessary to develop the leadership capacities of children. (p. 59)

Several authors express a belief that the schools must begin training young people at a very early age (Healy, 1962; Hillman and Smith, 1981; Stark, 1978; and Thompson, 1944). Stark (1978) believes that we should begin training children to be leaders as early as kindergarten or first grade. This is done by encouraging the children to be independent organizers of themselves, and their environment, and further suggest their own unique ways of doing tasks.

Levi (1930) expressed concern that if transfer of leadership is a criterion of training for leadership, it seems that the elementary school is not performing its task as well as the junior high school. He attributes this mostly to the fact that elementary schools do not have a well-organized program of extra-curricular activities which he believes helps young people develop leadership ability. His study showed that there was a better carry-over of leadership in school activities from junior to senior high than from elementary to senior high school.

Healy (1962) found that training democratic leaders at the elementary level seemed to promote attempts to lead and contribute to success at the junior high level. It seems that more of this
type of training will strengthen leadership in junior high school as well as in the post school years.

Hillman and Smith (1981) asserted that preschool and elementary school aged children possess leadership skills which are constantly developing as these children are expanding their groups to encompass more children. They suggest that qualities such as dominance, initiative, and self-confidence are helpful to leaders throughout the elementary years and the teacher can be the powerful intervening force who is able to knowingly influence the development of positive forms of leadership in all children.

Current Educational Methods

Literature related to current leadership training programs appears to be sparse. Articles reviewed by this writer seemed to represent primarily programs implemented on an extra-curricular basis.

Liss and Robinson (1977), Marion (1978), Reed and Avis (1979), and Urich and Mitchell (1979) report results of programs implemented in high schools which were experiencing problems with student conflict, high drop-out, suspension and expulsion rates, racial conflict, student apathy, poor academic performance, truancy and vandalism. Leadership programs were developed to counteract these problems and generally consisted of selected students participating in a weekend training workshop where they were given training in such skills as problem identification and solving, effective interpersonal communication, development of a positive self-concept, and
methods of goal attainment. This training generally occurred at an off-campus location and seemed to be done on a one-time basis.

Donnon and Meadows (1973) discussed a program for junior high school students and the faculty which consisted of a three day, five-hours-a-day, workshop given during the school day. This program was implemented in an effort to facilitate a school system's desegregation process, and was again done on a one-time basis. This workshop gave the participants increased skill in communication, leadership, interpersonal relationships, the ability to assess the communication systems operating in the school and develop strategies to improve these systems.

Whitmore (1973) implemented a program for children in grades four, five and six in which student "reps" were selected to represent the total intermediate population of the school. They met two afternoons a week and explored the responsibilities and problems of school and city leaders, discussed problems within the school, sought solutions and reported information back to their constituencies.

Articles reviewed by this writer failed to surface any programs where leadership skills were taught and practiced on a permanent basis within the elementary school day as part of the curriculum involving all children within the class.

Instructional Materials

Letters were written to a group of approximately fifty commercial publishers, educational organizations and organizations
serving young people. The purpose of the letters was to gather information from the sources on the availability of instructional material designed to teach leadership skills to elementary children. Responses to the letters revealed the fact that a limited number of instructional materials are currently available from commercial publishers and from organizations serving youth. This section contains a review of materials from such organizations.

**Commercially Available Kits and Materials**

Lyceum Productions produces a 51 frame, color filmstrip, *Who's Running the Show?* (1972). This filmstrip leads the learner to a provocative inquiry into the nature of leadership. It helps the learner discover that since we are all members of groups, it is important to the smooth functioning of each group to understand what we expect of our leaders and to examine critically one's own leadership abilities. This filmstrip provides an excellent springboard for discussion and encourages the student to evaluate his/her personal experience and investigate the historical sources for his/her explanation of leadership. It is designed for use with children in the intermediate grades, runs about 7 minutes and can be purchased for $21.50 from Lyceum Productions, Inc., P.O. Box 1226, Laguna Beach, California, 92652.

The lives and works of six different leaders are illustrated in a set of filmstrips produced by McGraw-Hill entitled *American Leaders* (1956). These filmstrips depict the personality and life styles of Susan B. Anthony, Benjamin Franklin, Horace Mann, Jane
Addams, Roger Williams and Thomas Jefferson. This color filmstrip is designed for use with children in the intermediate grades and can be used by the classroom teacher to point out similarities in the characteristics and responsibilities. It can be purchased for $41.00 from McGraw-Hill Films, Div. of McGraw-Hill Book Co., 1220 Ave. of the Americas, New York, New York, 10020.

Materials from Organizations Serving Youth

Boys Club of America offers a booklet designed to enhance a staff member's skills in building effective leaders in Boys Clubs. It explains what leadership is and how the Boys Club presents a unique setting for workers to help youth acquire the poise, abilities, skills and attitudes that will help them develop as leaders. It discusses the elements of leadership, delineating the maintenance and task functions. This guide entitled, Developing Leadership Skills in Boys Club Youth gives staff members insight into working with individuals and groups so that the leadership-building process is enhanced. Additionally, this guide offers an explanation of six leadership programs which are part of the Boys Club curriculum. This guide can be purchased for $3.00 from the Boys Club of America, 771 First Avenue, New York, New York, 10017.

Camp Fire, Inc., an organization serving both boys and girls, does not address a specific leadership program. It does, however, promote leadership in young people through the use of activities related to the enhancement of a positive self-concept, participation in decision making and opportunities for values clarification. A
complete explanation of these activities is provided in a manual entitled, *What, When, Why Book For Camp Fire Blue Bird Leaders*. It can be obtained from Camp Fire, Inc., 4601 Madison Ave., Kansas City, Missouri, 64112.

Girl Scouts of the United States of America has a program which represents an integration of many qualities and skills which help to develop leadership in girls. There are several awards designed to stimulate interest and engender a total sense of what leadership means. A complete explanation of these programs can be obtained from Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York, 10022.

The Four-H Youth Programs, as part of the Cooperative Extension Service, place a great emphasis on developing leadership in young people. The Teen Leader Program offers guidance to 4-H members in their teens and provides opportunities for these young people to acquire knowledge, skills and desirable attitudes needed by leaders and members of democratic groups. These programs combine the enthusiasm and vigor of youth with the vision and experience of adult leaders in advancing the 4-H program. Additionally, local clubs are strengthened by bringing older 4-H members more actively into the planning and execution of the 4-H program. Awards, both state and local, are given each year to outstanding youth leaders. Information regarding this program may be obtained from the 4-H Youth Programs, Cooperative Extension Service, Michigan State University, East Lansing, Michigan, 48823.

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The American Red Cross has a long history of teaching leadership development. They have developed a national course, _I Do Declare: I Am Aware_, for elementary school children, especially for grades 3 and 4. This material helps elementary school age youth to develop a better understanding of themselves and to direct this understanding toward more constructive relationships, effective leadership and service in the home, school and community. It consists of seven units which require 1½-2 hours each and utilizes worksheets for the student's use, giving them opportunities to think, explore, make decisions, and relate to one another. Information regarding this program can be obtained from the American Red Cross, National Headquarters, Washington, D.C., 20006.

Summary of the Review

This chapter contained a review of the literature related to the historical antecedents of leadership training for young people and the persistence and transfer of these skills. The need for leadership training to take place within the educational setting was discussed as well as methods used to teach leadership. Materials on leadership for young people available through commercial publishers and organizations serving youth were reviewed.

Training in leadership for young people has historically consisted of extra-curricular training provided primarily for the junior and senior high school student. Methods have included the formation of leadership clubs, training in developing skills characteristic of leaders, an award system which rewarded the class
showing the most growth in these skills, and occasionally a one-on-one training for students exhibiting special needs or potential. Additionally, attention was given to methods of instruction which best fostered student growth in leadership skills. Environments supporting pupil-participation in the learning process appear to foster the greatest growth in leadership skill development.

Studies of students trained in leadership during the school years revealed that these students maintained those skills and transferred this knowledge into their interactions and involvements in post school years. However, children receiving training in elementary school without a carry-over into the secondary schools did show less transfer of those skills than those receiving training in junior high school with a continuance in senior high school.

Even though studies have shown positive results from leadership training for young people, there still exists relatively little training within the schools, especially the elementary school.

Current youth leadership programming continues to exist on an extra curricular basis, involving a limited number of students. It is aimed primarily at the senior high school student. The review did not reveal any examples of training programs for teaching leadership skills to young people at all grade levels on a full year or semester basis. The review did, however, reveal that the best method for leadership training seems to be one which not only gives students knowledge of leadership skills but provides opportunities for students to practice their use.
The amount of commercially produced instructional materials for teaching leadership skills to young people appears to be very limited. Two filmstrip sets were reviewed which can be used in a variety of learning situations.

Materials available from organizations serving youth were generally geared to the adult who would be working with the youth. These materials provided background on leadership and some suggestions of ways to work with the children. None of the materials available were for use by the children.
CHAPTER III

METHODOLOGY

Introduction

This chapter provides a description of the developmental process used by the writer to design the Leadership is Vital to Education Series (L.I.V.E.) as well as the procedures needed to implement the study. The research questions, the selection of the research sample and the research procedures used in the study are also presented. Parenthetically, perhaps, at this juncture it would be helpful if the reader would review the material in appendix A in order to better understand the content of this chapter.

Development of the Leadership is Vital to Education Series (L.I.V.E.)

The following steps were used to develop the Leadership is Vital to Education Series, (hereafter referred to as the L.I.V.E. Series). Initially, available materials and procedures for teaching leadership to young children in the early elementary grades were reviewed through a library search. The writer then informally surveyed 38 teachers from two elementary buildings in the Kalamazoo Public School System to determine their interest and need for this type of material. Based on the scarcity of appropriate materials found in the review of the literature and the positive interview
responses, the writer concluded that there was a need for developing leadership training materials. As a result of further discussions with university faculty, graduate students in education, curriculum specialists and classroom teachers, the writer was further convinced to develop materials which provided opportunities for class discussion, hands-on experiences and role playing within the classroom setting.

The next step was to review materials which were designed to teach some of the skills that could be incorporated into a leadership awareness series, i.e., materials which teach a single skill such as listening, problem solving, decision making, communication, etc. This step was necessary in order to develop a teacher's manual and accompanying materials necessary to teach skills which are characteristic of leaders. The materials includes: (1) student discussion cards, (2) information worksheets on leadership skills, (3) problem solving cards, (4) self-concept building materials, (5) creative and sequential thinking materials and (6) activities designed to aid the children in increasing their listening skills. Once designed, these materials were illustrated by a graphic artist and were then reviewed by the writer, a teacher, and a curriculum specialist who recommended changes that were subsequently made. (See Appendix B).

The materials focused on seven skills found in the literature to be characteristic of leaders: (1) critical listening, (2) oral communication, (3) written communication, (4) sequential thought organization, (5) decision making, (6) problem solving, and
group leadership. These types of skills were selected because they can be easily taught within a classroom setting at the second grade level.

The manual designed for the teacher includes a discussion on the specific skills, lesson plans for each required activity, a description of the appropriate communication required of the teacher for each lesson, and a list of additional activities which could be used to reinforce the skills. Both the Fry (1979) and the Spache (1972) readability formulas were used to determine appropriate second-grade reading level for the written student materials.

Research Procedures

The following section describes the research procedures used in the study. Three main research questions provide the basis of the study.

1. Is there a need for instructional materials to teach leadership awareness?
2. How would teachers and experts use the instructional materials to teach leadership awareness?
3. What are the opinions of teachers and experts about the L.I.V.E. Series?

After designing the L.I.V.E. Series, a pilot test of the materials was conducted within the Kalamazoo Public Schools, using the following procedures. First, the writer provided the proposed study for review to the Assistant Superintendent, Director of Research and Development, the Director of Instructional Services, and the Director of Elementary Instruction. After the various
people had reviewed the proposal project, the Director of Elementary Instruction then selected four principals and requested that they seek out second-grade teachers in their schools who would be willing to volunteer for the project. Their efforts yielded seven teachers who volunteered to participate in the project at this stage.

Individual orientation with each of the participating teachers was then held for approximately one hour each. During these sessions the participants received the teacher's guides and materials to implement the series for their entire class. Teachers were not required to supply any of the materials or gather extra supplies. They were given the opportunity to ask specific questions and review the materials with the writer. Also a timeline for completion of the project was discussed during this session. Teachers were given the option to use any aid they wished in conjunction with the L.I.V.E. Series and to adjust or adapt the activity as they saw fit, as long as they record such adjustments for use in a later evaluation.

These meetings occurred on August 26 and 27, 1982. The teachers were instructed to complete the L.I.V.E. Series by September 30, 1982, a period of four weeks. After using the materials the Teacher Questionnaire was mailed to the participating teachers and was collected by the writer at a personal interview session held to discuss the use of the materials.

Four experts were selected based on their experience working with early elementary children and their knowledge and expertise in the area of instructional materials for children in the early
elementary grades. The selection included one representative from Western Michigan University's educational and professional development staff, one early elementary teacher, a principal, and an instructional specialist.

The experts were each given a copy of the L.I.V.E. Series manual, an Experts Questionnaire, and a representative set of the children's activity materials. This method was used to determine whether the experts shared common opinions and recommendations for leadership awareness instruction with teachers.

The responses of the teachers and experts were compiled and compared. The small number of respondents in the sample and the format of the questionnaire precluded statistical analysis.

The Instruments

The Teacher Questionnaire was constructed from examples found in Woodbury's Selecting Materials for Instruction: Issues and Policies (1979). Two sections of this text were found to be especially useful; the Standard Criteria for the Selection and Evaluation of Instructional Materials (pp.104-113) and the Activities Books Checklists and Evaluation Form (pp.259-261).

The Expert Questionnaire was developed as a modification of the Teacher Questionnaire and contained comparable items in an effort to ascertain areas of agreement and disagreement regarding the potential rather than the actual use of the L.I.V.E. Series. Specifically, expert responses related to potential while teacher responses related to actual use. Space was provided for written
feedback to encourage elaboration of responses when appropriate. The responses of the teachers and experts were compared in each category. The results of the comparisons were interpreted to determine the effectiveness, applicability and practicality of the leadership materials designed for second grade children.

Description of the Sample

The sample selected for the study was seven second grade teachers in the Kalamazoo Public School System, identified by building principals, and designated by the Director of Elementary Instruction.

The sample included six female teachers and one male teacher. Three of the seven teachers were located in one building, two in another building and the final were each located in separate buildings. The description of the teachers includes: (1) one teacher had received both leadership training and training in teaching leadership to children as a result of classroom projects, workshops in the United States Army, (2) two had previously taught leadership activities to children, and (3) an average of 5.8 years teaching experience in second grade, 10.8 years teaching experience in elementary grades and 17.2 total years teaching experience was represented by the teachers (Table 1).
### Table 1
Description of Teachers' Professional and Leadership Experience

<table>
<thead>
<tr>
<th>Have been trained to teach leadership activities to children.</th>
<th>Have previously taught leadership activities to children.</th>
<th>Average number of years taught 2nd grade.</th>
<th>Average number of years taught in elementary grades.</th>
<th>Average number of years in total teaching experience.</th>
<th>Have had leadership training for self.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (14%)</td>
<td>2 (29%)</td>
<td>5.8 yrs.</td>
<td>10.8 yrs.</td>
<td>17.2 yrs.</td>
<td>1 (14%)</td>
</tr>
</tbody>
</table>

### Table 2
Description of Experts' Professional and Leadership Experience

<table>
<thead>
<tr>
<th>Have been trained to teach leadership activities to children.</th>
<th>Have previously taught leadership activities to children.</th>
<th>Average number of years in elementary administration.</th>
<th>Average number of years taught in elementary grades.</th>
<th>Average number of years in total teaching experience.</th>
<th>Have had leadership training for self.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>14 yrs.</td>
<td>14 yrs.</td>
<td>14 yrs.</td>
<td>2 (50%)</td>
</tr>
</tbody>
</table>
The experts used in this study were all female and assigned to different buildings. The description of the experts includes: (1) one was trained in teaching leadership to elementary children, (2) one had previously taught leadership activities to children, (3) two had received leadership training for themselves as a result of workshops, classes and self-education, and (4) an average total of 14 years of teaching and/or administrative experience was represented by the experts (Table 2).

**Teacher and Expert Questionnaire Items**

A set of four questions from the Teacher Questionnaire (hereafter referred to as T) and the Expert Questionnaire (hereafter referred to as E) were asked to determine answers to Research Question #1: Is there a need for instructional materials to teach leadership awareness?

**Question T7.** Did you use all of the materials in the Series with your students?

**Questions T11 and E9.** Do the materials meet the needs for your students that are presently being met by other existing materials or kits?

**Question T19.** How much class time did you take to use the materials?

These questions were asked to ascertain whether the teachers used the material and how much class time was actually required for their use. Additionally, responses to these questions were to indicate whether teachers used other leadership awareness materials and whether the teachers and experts perceived that the materials filled a gap in available instructional materials. Responses

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related to class time used were averaged and used as an indicator of the importance attached to leadership awareness by teachers as well as the complexity of the activities.

The following set of eleven questions from the Teacher and Expert Questionnaire were asked in order to answer Research Question #2: How would teachers and experts use the instructional materials to teach leadership awareness?

Questions T14 and E12. Can the materials be adapted to meet the differences in individual learner characteristics?

Question T15. Was the mixture of activities for small groups, total groups and individuals appropriate?

Questions T22 and E16. How did you use the L.I.V.E. Series materials? With individual students? With small groups? With large groups?

The responses to these questions were to indicate how teachers used the L.I.V.E. Series, as well as the appropriateness of the materials and the required structure of their use. The experts' opinions about the use of the instructional materials were also included in these questions.

Questions T23 and E17. In what ways did you use the materials with your class? Please describe any additional materials, kits, books or other audiovisual materials which you used during the weeks of field testing.

Questions T36 and E30. Is there any activity or example of a leadership skill that could be added to the materials to improve them?

Questions T37 and E31. What kinds of materials would you like to have developed to promote leadership awareness in children?

These questions were included to elicit information about the use of the L.I.V.E. Series with other instructional aids. The responses to these questions will help to ascertain the specific
types of instructional materials teachers and experts prefer based on past experiences with early elementary children.

The next set of 19 questions was asked to provide answers to Research Question #3: What are the teachers' and experts' opinions about the L.I.V.E. Series?

Questions T8 and E7. Were there any difficulties in using the materials?

Questions T9 and E8. Can the L.I.V.E. Series be easily used in classrooms where a variety of teaching styles are used?


Questions T30-31 and E25-26. Is in-service needed to effectively use these materials?

These questions were included to ascertain whether there existed any possible areas of difficulties in teaching leadership awareness with the materials developed in this study. Interpretations of the responses would determine if there was a relationship between the teachers' experience with the materials and the experts' perceived difficulty in the use of the materials. Negative responses would indicate general support for the premise that teachers can successfully teach leadership awareness without extensive in-service training if the manual is clearly written and the materials well developed. Affirmative responses may indicate the need for teacher training in order for teachers to effectively present the L.I.V.E. Series.
Questions T12 and E10. Is the need for this type of material great enough to warrant a special effort in their development and marketing?

Questions T20 and E15. How much time would you recommend for using the L.I.V.E. Series?

Question T21. Is the time spent worth the value of the activities?

Question T39. Would you recommend the L.I.V.E. Series to another teacher?

These items were included to elicit opinions from the experts and teachers about the educational value of the materials. Affirmative responses would support the position that instructional materials of this type are needed and would be used by teachers.

Questions T13 and E11. Do the materials in the L.I.V.E. Series depict prejudice or stereotypes?

Responses from these questions would give feedback as to whether the experts and teachers could recognize negative portrayals of some kind in the materials. A negative response would indicate that the materials appeared to be free of stereotyping and/or prejudice. An affirmative response would indicate that some evidence of stereotyping and/or prejudice was present in the materials.

Questions T16, 17, and E13. Are boys and girls interested in the materials?

Questions T18 and E14. Can the concept of leadership be grasped by young elementary children?

This set of questions was related to the teachers' observations and perceptions of their students' behavior as well as the experts' opinions about the children's possible reactions to the materials. Agreement was expected between the teachers' perceptions of the
children's behavior and the experts' opinions. Affirmative responses of the teachers and experts, when compared, would support the choice of activities, materials, and illustrations included in the instructional package.

Questions T24-29 and E18-23. Is the format satisfactory?

Questions T35 and E29. Is there any content in the materials that should be removed (for reasons of grade level, inaccuracies, objectionable depiction, etc.)?

Responses pertaining to the format, illustrations, text, and list of suggested activities were elicited from these questions. Affirmative responses would support the assumption that inexpensive, reproducible, and consumable instructional materials of this type are acceptable to teachers and experts. A negative response to T35 and E29 would be interpreted to mean that the content and activities are appropriate for second grade students in terms of scope and interest.

Summary

Following a review of existing instructional materials and interviewing school personnel, it was determined that a need existed for instructional materials to teach leadership to elementary children within the classroom setting. A teacher's manual and materials for student use were developed by the writer and reviewed by educational professionals. The completed materials represent seven skills which are commonly listed as characteristic of leaders. The teacher's guide and student materials were compiled in a kit format and duplicated for use in the research project.
The responses of the teachers and experts to an evaluative questionnaire were analyzed for applicability, effectiveness and practicality. The data from the teachers and experts were not analyzed using sophisticated statistics but rather were reported by percentile representation of the respondents.
CHAPTER IV

RESULTS

Introduction

Presented in this chapter are the data gathered from seven teachers and four experts in the field of education, early childhood education and administration. The data are analyzed through a comparison of the responses of the teachers and the experts. The data were collected through the use of two questionnaires. Responses are represented by both percentages and verbatim open-ended comments. The questionnaire items are related to each of the three main research questions, which were:

1. Is there a need for instructional materials to teach leadership awareness?
2. How would teachers and experts use the instructional materials?
3. What are the teachers' and experts' opinions about the leadership Series?

Specific questionnaire responses can be found in Appendix C, "Teacher Questionnaire" and Appendix D, "Expert Questionnaire".

54
Need for Instructional Materials

Question T7. Did you use all of the materials in the Series with your students?

Two of the seven teachers (29%) did not use all of the materials. Reasons given were, "ran out of time," and "used all of the materials except those connected with Activity 6."

Questions T11 and E9. Do the materials meet the needs for your students that are presently being met by other existing materials or kits?

During the interviews with the teachers, some confusion as to the interpretation and/or meaning of this question was identified. Teachers were uncertain whether this question asked, "are there already materials available which meet the same needs as these materials?" or, "do these materials meet the needs for students which other materials may individually do? (i.e., individual materials addressing listening skills, or written communication skills or sequential thought organization, etc.) Therefore, two (29%) of the teachers responded that these materials met some of the needs of the students which are being met additionally by the reading series, (i.e., listening and sequential thought organization) and the social science series, (i.e., oral communication). The other five (71.4%) teachers felt that these materials met needs of the children which were not addressed in other ways. All four (100%) of the experts agreed that the materials met needs not addressed by other materials.
**Question T19.** How much class time did you take to use the materials?

Teachers used the L.I.V.E. Series for an average of 15 hours during the four week period of time. They found that the activities generally required 30-45 minutes per day. The range of hours included 12-20 hours during the four week period. The data are presented in Table 3 and Table 4.

**Table 3**

Frequency of Expert and Teacher Responses:
Need for Instructional Materials

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher Yes</th>
<th>Teacher No</th>
<th>Expert Yes</th>
<th>Expert No</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7</td>
<td>5(71)</td>
<td>2(29)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>T11 &amp; T9</td>
<td>2(29)</td>
<td>5(71)</td>
<td>--</td>
<td>4(100)</td>
</tr>
</tbody>
</table>

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Table 4
Amount of Class Time Used by Teachers

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>15.7 hours</strong></td>
</tr>
</tbody>
</table>

Use of Instructional Materials

**Questions T14 and E12.** Can the materials be adapted to meet the differences in individual learner characteristics?

All of the teachers indicates that the materials in the L.I.V.E. Series could be adapted to meet differences in individual learner characteristics. The experts unanimously agreed.

**Question T15.** Was the mixture of activities for small groups, total groups and individuals appropriate?

Six of the teachers (86%) indicated that the mixture of activities for small groups, total groups and individuals was appropriate. One teacher (14%) indicated that it was not appropriate for second grade children. During interviews with three of the teachers it was indicated that the mixture was appropriate once the children adjusted to working in small groups. They indicated
that prior to second grade children had little experience in working in small groups and therefore required time to adjust to the structure of small group activities.

Questions T22 and E16. How did you use the L.I.V.E. Series materials? With individual students? With small groups? With large groups?

Two of the teachers (29%) used the materials with small groups, individual students, and large groups. Five of the teachers (71.4%) used the materials only with small or large groups. Two experts (50%) indicated that they would suggest that the materials be used with individual students, small groups, and large groups. Two of the experts (50%) suggested that they be used only with small and large groups. Table 5 contains the frequency of teacher and expert responses to questions related to the use of the materials.
Table 5
Use of Instructional Materials: Frequency of Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>N(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td>T14 &amp; E12 Can the materials be adapted to meet individual learner characteristics?</td>
<td>7(100)</td>
<td>--</td>
</tr>
<tr>
<td>T15 Was the mixture of activities for small groups, total groups, and individuals appropriate?</td>
<td>6(86)</td>
<td>1(14)</td>
</tr>
<tr>
<td>T22 &amp; E16 Use with individual children?</td>
<td>2(29)</td>
<td>5(71)</td>
</tr>
<tr>
<td>T22 &amp; E16 Use with small groups?</td>
<td>7(100)</td>
<td>--</td>
</tr>
<tr>
<td>T22 &amp; E16 Use with large groups?</td>
<td>7(100)</td>
<td>--</td>
</tr>
</tbody>
</table>
Opinions About the L.I.V.E. Series

Questions T23 and E17. In what ways did you use the materials with your class? Please describe any additional materials, kits, books, or other audiovisual materials which you used during the weeks of field testing.

The materials in the L.I.V.E. Series included student discussion cards, information worksheets on leadership skills, problem solving cards, self-concept building materials, creative and sequential thinking materials and those designed to aid the children in increasing their listening skills. For this reason, four of the teacher's (51%) responses indicated that the materials were used exactly as directed because they felt that the Series provided enough variety and manipulative support for the activities. One teacher (14%) integrated the activities with language and spelling skills. Another used the activities as class lessons for social science. Four of the teachers (57.1%) described additional materials and uses for the materials provided in the L.I.V.E. Series. One teacher (14%) used some of the materials as homework to encourage parent involvement. Three teachers (43.0%) supported the activities with additional books, while two teachers (29.0%) reported using games as well. Two of the experts (50%) offered support for the materials as contained in the L.I.V.E. Series and suggested that books to model leadership roles would be of some value as supportive media. Table 6 contains the list of instructional methods or materials used or recommended by the teachers and experts.
Table 6

Frequency of Instructional Methods and Materials Used and Recommended

<table>
<thead>
<tr>
<th>Teacher Material or Method</th>
<th>Number of Times Used by Teacher</th>
<th>Number of Times Recommended by Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Books</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Games</td>
<td>2</td>
<td>--</td>
</tr>
</tbody>
</table>

Questions T36 and E30. Is there any activity or example of a leadership skill that could be added to the materials to improve them?

Questions T37 and E31. What kinds of materials would you like to have developed to promote leadership awareness in children?

Again, due to the diversity of the types of materials included in the L.I.V.E. Series, teachers and experts alike tended to agree that they preferred the types of materials offered. Suggestions made, however, indicated further development of topics or skills that would result in additional activities and/or materials. The teacher-suggested topics were: (1) the election of class officers, (2) solving lunch room problems, (3) solving school-wide problems, (4) solving playground problems, (5) developing the commitment to work hard for a cause or a job, and (6) recognizing the rights of others to be different. Additionally, one teacher requested a visual aid in the form of a film or filmstrip to accompany the present materials.
One expert suggested that an activity be added which taught the skill of gathering needed information and requested more activities and experiences in solving problems that kids can identify. Another suggested more role playing activities, student government activity, films and filmstrips. The skills, materials and activities which experts and teachers desired are presented in Table 7.

Table 7
Type and Frequency of Materials, Activities, and Skills Desired by Teachers and Experts

<table>
<thead>
<tr>
<th>Skills or Topics</th>
<th>Teacher Frequency</th>
<th>Expert Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election of Class Officers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Solving of Problems Identified by Students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Commitment</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Information Gathering</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Respect for Others' Uniqueness</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Role Playing</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Teacher Frequency</th>
<th>Expert Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Filmstrip</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hands-on Activity</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 8 contains the frequency of opinions reported by the experts and teachers about the L.I.V.E. Series.

Table 8

Teachers' and Experts' Opinions About the L.I.V.E. Series: Frequency of Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher</th>
<th></th>
<th>Expert</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>N(%)</td>
<td>N(%)</td>
<td>N(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td>T8 &amp; E7 Are there any difficulties in using the materials?</td>
<td>5(71)</td>
<td>2(29)</td>
<td>1(25)</td>
<td>3(75)</td>
</tr>
<tr>
<td>T9 &amp; E8 Can the L.I.V.E. Series be easily used in a classrooms where a variety of teaching styles are used?</td>
<td>7(100)</td>
<td>--</td>
<td>3(75)</td>
<td>1(25)</td>
</tr>
<tr>
<td>T12 &amp; E10 Is the need great enough to warrant development of these types of materials?</td>
<td>7(100)</td>
<td>--</td>
<td>4(100)</td>
<td>--</td>
</tr>
<tr>
<td>T13 &amp; E11 Do the sheets depict stereotypes or prejudice?</td>
<td>--</td>
<td>7(100)</td>
<td>2(50)</td>
<td>2(50)</td>
</tr>
<tr>
<td>T16 &amp; E13 Are girls interested in the materials?</td>
<td>7(100)</td>
<td>--</td>
<td>4(100)</td>
<td>--</td>
</tr>
<tr>
<td>T17 &amp; E13 Are boys interested in the materials?</td>
<td>7(100)</td>
<td>--</td>
<td>4(100)</td>
<td>--</td>
</tr>
<tr>
<td>T18 &amp; E14 Can the concept of leadership awareness be grasped by young elementary children?</td>
<td>7(100)</td>
<td>--</td>
<td>4(100)</td>
<td>--</td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>N(%)</strong></td>
<td><strong>N(%)</strong></td>
<td><strong>N(%)</strong></td>
<td><strong>N(%)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>T20 &amp; E15</strong></td>
<td><strong>How much class time would you recommend for using the Series?</strong></td>
<td><strong>a) more than 15 hours?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b) less than 15 hours?</strong></td>
<td><strong>--</strong></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td><strong>T21</strong></td>
<td><strong>Is the time spent worth the value of the activities?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td><strong>T39</strong></td>
<td><strong>Would you recommend the L.I.V.E. Series to teacher?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td><strong>T35 &amp; E29</strong></td>
<td><strong>Is there any content or activity that should be removed?</strong></td>
<td><strong>3(43)</strong></td>
<td><strong>4(57)</strong></td>
<td><strong>2(50)</strong></td>
</tr>
<tr>
<td><strong>T24 &amp; E18</strong></td>
<td><strong>Is the size of the cards and worksheets satisfactory?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
<td><strong>4(100)</strong></td>
</tr>
<tr>
<td><strong>T25 &amp; E19</strong></td>
<td><strong>Are the illustrations clearly drawn?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
<td><strong>4(100)</strong></td>
</tr>
<tr>
<td><strong>T26 &amp; E20</strong></td>
<td><strong>Are the illustrations appropriate for second grade children?</strong></td>
<td><strong>7(100)</strong></td>
<td><strong>--</strong></td>
<td><strong>4(100)</strong></td>
</tr>
<tr>
<td><strong>T27 &amp; E19</strong></td>
<td><strong>Are the illustrations attractive to you (as teacher or expert)?</strong></td>
<td><strong>6(86)</strong></td>
<td><strong>1(14)</strong></td>
<td><strong>4(100)</strong></td>
</tr>
<tr>
<td><strong>T28 &amp; E22</strong></td>
<td><strong>Are the illustrations attractive to second grade children?</strong></td>
<td><strong>6(86)</strong></td>
<td><strong>1(14)</strong></td>
<td><strong>4(100)</strong></td>
</tr>
<tr>
<td><strong>T29 &amp; E23</strong></td>
<td><strong>Did the illustrations satisfactorily support the intended concept of the activities?</strong></td>
<td><strong>6(86)</strong></td>
<td><strong>1(14)</strong></td>
<td><strong>4(100)</strong></td>
</tr>
</tbody>
</table>
Table 8 (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td></td>
<td>No(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td></td>
<td>Yes(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td></td>
<td>No(%)</td>
<td>N(%)</td>
</tr>
<tr>
<td>T30 &amp; E24 Is teacher in-service needed to use the materials?</td>
<td>4(57)</td>
<td>3(43)</td>
</tr>
<tr>
<td></td>
<td>3(75)</td>
<td>1(25)</td>
</tr>
<tr>
<td>T31 &amp; E25 Would a teacher have to be highly motivated to use the materials?</td>
<td>3(43)</td>
<td>4(57)</td>
</tr>
<tr>
<td></td>
<td>1(25)</td>
<td>1(25)</td>
</tr>
<tr>
<td>T32 &amp; E26 Does the teacher manual convey the rationale for the material?</td>
<td>7(100)</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>4(100)</td>
<td>--</td>
</tr>
<tr>
<td>T34 &amp; E28 Is the choice of activities appropriate for second grade children?</td>
<td>6(86)</td>
<td>1(14)</td>
</tr>
<tr>
<td></td>
<td>4(100)</td>
<td>--</td>
</tr>
</tbody>
</table>

Questions T8 and E7. Are there any difficulties in using the materials?

Three of the seven teachers (43%) responded that some of the activities were above the second-grade level in scope and level of understanding. The comments during the interview indicated that the time frame under which they had to complete the Series may have been a factor. Teachers commented that given a longer period of time to complete the Series, some of the difficulties may have been lessened. Four of the teachers felt that the children performed the tasks well. One teacher added that at the beginning, the slow learners in her room seemed inhibited by the enthusiasm of the other
children. But she stated that they became less inhibited as the Series progressed. Three of the four experts (75%) stated that they did not anticipate any problems for the teacher in using these materials. One expert felt that problems exist in Activities 9, 13, and 15. This expert felt that the content of Activity 9 was questionable. Activity 9 dealt with the children learning to make a decision and stick to it. The expert felt that children should also be taught that when the outcome of a decision is not what we would like it to be, then a re-evaluation should occur in light of additional information. This expert felt that the directions in Activity 13 were unclear and that Activity 15, which is a culminating activity needed to be expanded.

Questions T9 and E8. Can the L.I.V.E. Series be easily used in classrooms where a variety of teaching styles are used?

All of the teachers (100%) and three of the experts (75%) responded that the L.I.V.E. Series could be easily used in classrooms where a variety of teaching styles are used. One expert (25%) disagreed. She stated that some teachers are very rigid in their approach to teaching and children and would be threatened by the thought of encouraging the children to take any leadership role in the classroom. In general, however, she felt that the Series could be easily used by teachers with a receptive attitude.

Questions T12 and E10. Is the need for this type of material great enough to warrant a special effort in their development and marketing?

All of the teachers and experts agreed that the need for this type of instructional material is great enough to warrant special effort in development and marketing.
Questions T13 and E11. Do the materials in the L.I.V.E. Series depict prejudice or stereotypes?

None of the seven teachers found any evidence of stereotyping or prejudice. Two of the experts (50%) agreed with this and two of them (50%) found some difficulties. One expert stated that Activity 10 in which there are imaginary characters representing negative characteristics that children would not want to develop, the children might transfer these names to other real children in the classroom, thus causing problems. (Refer to Appendices A and B, see Activity 10 and Activity 15.) One expert felt that an African, and American Indian style coat of arms or its equivalent should have been offered, too. Additionally, this expert felt that some of the processing questions in the activities implied judgments that children who don't talk, don't help. She was also concerned that some of the examples of stories offered which related to leaders implied blind following of leaders, i.e., The Pied Piper of Hamlin.

Questions T16-17 and E13. Do the materials interest both boys and girls?

All of the experts and teachers expressed the opinion that the materials held interest for both boys and girls.

Questions T18 and E14. Can the concept of leadership awareness be grasped by young elementary school children?

The experts and teachers were in agreement with the opinion that the concept of leadership could be grasped by young elementary children.
Questions T20 and E15. How much class time would you recommend for using the L.I.V.E. Series?

Six teachers (86%) stated the number of hours which they would recommend for the implementation of the L.I.V.E. Series. The average for this recommendation was 18.6 hours. The range for this recommendation was from 15 to 21 hours. Three experts responded to this question with recommendations of an average of 70 minutes per week. One expert did not specify an amount of time per week to be devoted to leadership awareness and stated that she was uncertain about the amount of time to recommend as it is valuable beyond question.

Question T21. Is the time spent worth the value of the activities?

All seven of the teachers (100%) responded that the time spent on the activities was worth the value of the materials.

Question T39. Would you recommend the L.I.V.E. Series to another teacher?

The teachers all indicated that they would recommend the L.I.V.E. Series to another teacher.

Questions T35 and E29. Is there any content or activity that should be removed (for reasons of grade level, inaccuracies, objectionable depiction, etc.)?

Four of the teachers indicated that none of the materials needed to be removed. Two of these four teachers did state that they felt Activity 6, which required the children to write a letter should be changed so that the activity remained the same with the exception of the letter writing. Three of the teachers expressed the opinion that the content was geared more toward third grade students. Two of the experts agreed that the content should remain
the same. Two of the experts reiterated the same suggestions for change made when answering question E11 regarding stereotyping and prejudice.

Questions T24 and E18. Is the size of the cards and worksheets satisfactory?

Seven teachers (100%) and four experts (100%) indicated that the size of the cards and worksheets were satisfactory.

Questions T25 and E19. Are the illustrations clearly drawn?

All of the teachers and the experts (100%) responded that the illustrations were clearly drawn?

Questions T26 and E20. Are the illustrations appropriate for second grade children?

An affirmative response was given to this question by all of the teachers and the experts.

Questions T27 and E22. Are the illustrations attractive in appearance to second grade children?

Six of the seven teachers (86%) and all of the experts (100%) indicated that the illustrations were attractive to them. One of the teachers (14%) gave a negative response but failed to offer a reason or a suggestion.

Questions T28 and E21. Are the illustrations attractive in appearance to yourself?

Six of the seven teachers (86%) and all of the experts (100%) again indicated that the illustrations were attractive to them. One of the teachers (14%) indicated that they were not but gave no reason.
Questions T29 and E23. Did the illustrations satisfactorily support the intended concept of the activities?

Six of the teachers (86%) indicated that the illustrations did satisfactorily support the intended concept of the activities. One teacher (14%) did not respond to the question. All of the experts indicated agreement with the six teachers.

Questions T30 and E24. Is teacher in-service necessary to effectively use the materials?

Three teachers (43%) felt that no in-service was needed to effectively use the L.I.V.E. Series. Four teachers (57%) indicated that some in-service was needed. Two teachers felt that a brief overview of the materials was all that was needed. One teacher felt that some in-servicing on the topic of cooperative groups should be done prior to using the materials. Another teacher indicated that a brief in-service should precede using the materials at which time a demonstration lesson should be taught with children and a film or filmstrip on leadership should be shown. Three of the experts (75%) indicated that a brief in-service to introduce teachers to the guide and materials is important. Two of the experts expressed the opinion that no new programs should be implemented without the aid of in-service for the teachers. One expert indicated that the guide was very self-explanatory and therefore eliminated the need for in-service training.

Questions T31 and E25. Would a teacher have to be highly motivated to use the materials?

Three teachers (43%) and one expert (25%) expressed the opinion that a teacher need not be highly motivated to use the Series. Four teachers (57%) and one expert (25%) indicated that a teacher would
have to be highly motivated to use the Series. One teacher (25%) commented that this is definitely true. Two of the experts (50%) indicated a middle-of-the-road position. Both of these experts commented that while the materials could be easily used by any teacher, the high success experiences would come from teachers who were highly motivated and enthusiastic. Both experts commented that this is true of any program or project.

Questions T32 and E26. Does the teacher's manual convey the rationale for the material?

All seven teachers and four experts indicated that the teachers manual did convey the rationale for the material.

Questions T34 and E28. Is the choice of activities appropriate for second grade children?

Six teachers (86%) agreed that the choice of activities was appropriate for second grade children and one teacher (14%) indicated that they were not. This teacher felt that the choice of activities was good but should be geared more for third grade children. All of the experts indicated that the choice of activities was appropriate.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The final chapter of this report contains a review of the problem and procedures used, a summary of the major findings and a presentation of conclusions, with implications for educators and recommendations for future study.

Review of the Problem

Public opinion, supported by the literature, asserts that our nation is in need of young people trained with the capabilities and exhibiting the characteristics of quality leaders in all facets of community life. Since the skills required for such leadership are developed over time, it would appear that those who are concerned with leadership training of the future must consider the implications of leadership training during the early elementary school years.

The objectives of this study were the following:
1. To list a review of the research on instructional materials used to teach leadership to elementary school children with an emphasis on those designed for use with second grade students.
2. To specify the steps classroom teachers use or would use to prepare elementary children to assume leadership roles.
3. To develop instructional materials addressing the identified need and a teacher's guide and resource list to accompany the instructional materials.

4. To determine the effectiveness, applicability and practicality of the leadership instructional materials as assessed by classroom teachers through the use of a scheduled interview form adapted from the literature.

A review of the literature provided evidence that a scarcity of leadership training materials or programs presently exists in the elementary schools. From these findings, it was evident that materials and programs should be designed to fulfill this existing need within the elementary schools.

An informal survey among teachers and administrators revealed an interest and need for leadership training materials which could be used within the classroom for elementary school children.

Materials were reviewed which were designed to teach some of the skills that could be incorporated into a leadership awareness series. A teacher's manual with accompanying materials were developed and later entitled Leadership is Vital to Education (L.I.V.E.). These materials included: (1) discussion cards, (2) information worksheets on leadership skills, (3) problem solving cards, (4) self-concept building materials, (5) creative thinking and sequential thought materials, and (6) activities designed to aid the children in increasing their listening skills. Seven leadership
skills frequently found in the literature were addressed: (1) critical listening, (2) oral communication, (3) written communication, (4) sequential thought organization, (5) decision making, (6) problem solving, and (7) group leadership techniques. The teacher's manual included an introduction of the specific skills, lesson plans for the required activities, a description of the teacher-student communication required, and a list of suggested additional activities which could be used to reinforce the skill.

Seven second grade teachers initiated use of these materials at the beginning of the school year, 1982-82. Six of the seven teachers completed all of the activities in a four-week period. One teacher completed 75% of the materials. A group of four experts also reviewed and evaluated the Leadership is Vital to Education (L.I.V.E.) Series.

Evaluative data were obtained through the use of a Teacher Questionnaire and an Expert Questionnaire, constructed after a review of pertinent literature. The questionnaire contained items related to (1) the need for instructional materials to teach leadership awareness, (2) the actual use or recommended use of the instructional materials, (3) the format of the L.I.V.E. Series materials, and (4) the opinions of the teachers and experts about the content of the materials developed in this study. Both questionnaires contained demographic items related to the teachers' and experts' experience with leadership.

Descriptive statistics were used for data gathered from the two sets of responses and were reported in tabular form showing

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frequency and percentage distribution. Also included were detailed responses to open-ended questions obtained from the questionnaires. The following discussion summarizes specific findings related to the areas of interest discussed in this section.

Discussion

The results of this study are reported in three sections:

1. Need for instructional materials to teach leadership awareness.
2. Use of instructional materials to teach leadership awareness.
3. Opinions of the teachers and experts about the L.I.V.E. Series.

Need for Instructional Materials

Teachers and experts alike indicated that they had no knowledge of another program or set of instructional materials specifically designed to teach leadership to elementary children. Both groups were aware of materials which singularly taught some of the skills encompassed in the L.I.V.E. Series, i.e., listening, sequential thought organization, etc.

Experts and teachers were in general agreement that the L.I.V.E. Series filled a gap in available instructional materials. They indicated that the Series lends itself well to use with other audiovisual materials which support the concepts being taught in the activities.
One expert indicated that teaching leadership to children within the classroom setting was an exciting idea. She went on to assert that such materials would develop leadership qualities in children who might never have the opportunity to develop them in "normal" classroom situations.

Use of Instructional Materials

Teachers and experts agreed that the materials could be used with large and/or small groups. Two teachers and two experts believed that the activities could also be used with individual children to reinforce concepts being taught. Concern was expressed that the format of the activities often required second graders to utilize small group skills which had not been developed and consequently, required additional practice. The general consensus from the teachers was that the mixture of small group, individual and total group activities was appropriate.

All of the teachers and the experts indicated that the materials could be adapted to meet the differences in individual learner characteristics, but did not describe any methods or actual adaptations. Therefore, no conclusions were drawn as to a particular methodology which would assist teachers in adapting the materials to meet individual need.

Because the L.I.V.E. Series materials were diverse in their content and presentation, most of the teachers used the materials precisely in the manner requested in the teacher's manual. They stated that the children were given an opportunity to perform tasks...
which allowed them a variety of experiences. The activities were child-centered and action oriented. Three teachers integrated the activities of the Series with other subject areas such as spelling and language. Another teacher used the L.I.V.E. Series as social science lessons.

When asked if additional materials were used with the Series, books and games were mentioned most often. However, no books or games other than those which were recommended by the Series were specified. No additional conclusions could be drawn regarding specific supplemental media applicable to the Series. Both teachers and experts requested a listing of resources for additional material.

Both groups offered support to the types of materials which were included in the L.I.V.E. Series. Additionally, they offered suggestions of topics they would like covered more thoroughly by the Series. Some suggestions requested more activities which give the children the opportunity to solve problems that they actually encounter in their daily lives. It was further suggested that some activities be developed which would help children develop a sense of commitment to a job or task and enhance their ability to recognize the rights of others to be different. One teacher indicated that the addition of a film or filmstrip would enhance the Series. The experts suggested that activities be added which give children more skill in gathering information and solving problems. They, too, suggested the inclusion of a film or filmstrip to further the concept being taught.
Opinions of Teachers and Experts Regarding the L.I.V.E. Series

A review of the teacher and expert opinions indicated that both groups found the teacher's manual adequate in conveying the rationale for the material and that the descriptions of suggested methods for using the materials were clearly presented. They indicated that the size of the cards and worksheets were satisfactory and that the illustrations were attractive, clearly drawn, and appropriate for the students. Additionally, both groups agreed that the illustrations satisfactorily supported the intended concept of the activities.

One half of the teachers indicated no need for orientation or in-servicing prior to the use of the materials and stated that they believed the teacher's manual was self-explanatory. The other half of the teachers concurred, but stated that an in-service training session offering an orientation to the program and materials would be helpful. The experts unanimously agreed with the latter opinion.

All seven of the teachers agreed that the L.I.V.E. Series could be easily used in classrooms where a variety of teaching styles are used. All but one expert tended to agree with this statement. Caution was noted by one respondent that some inflexible teachers might be threatened by encouraging children to take a leadership role in the classroom.

Citing time involved and complexity of some of the tasks, three of the teachers indicated that the activities appeared to be above second grade in scope and level of understanding. The other four
teachers found the tasks to be appropriate for second grade students.

Three of the four experts indicated that they did not perceive any difficulty being encountered in teaching these activities. One expert, however, expressed concern that one of the activities involved the children learning to make decisions and stick to them. Her concern was registered over the fact that children should be taught to gather all pertinent and important information about the issue and then a re-evaluation should occur in light of the additional information. The intent of this activity was simply to acquaint the children with the concept of decision making, and allow them the opportunity to practice the process of making decisions and taking a stand. The writer believes that the above suggestion should be incorporated into a follow-up activity in decision making. This expert also believed that the teacher's directions in one activity were unclear and that the final suggested activity should be expanded.

Although none of the teachers found any evidence of stereotyping or prejudice, two of the experts expressed concern regarding this aspect of the material. One expert was concerned that the activity which required the children to prioritize a number of imaginary characters with negative traits might encourage the children to begin attaching negative labels to their class members. Although the intent of this activity was to encourage the children to make decisions based on their value judgments, it is possible that such an outcome could occur.
The culminating activity in the Series featured a European style coat-of-arms which the children were to complete by drawing pictures of themselves in different leadership situations. One expert felt that since all children are not from a European background, it would be better to have available for the children, an African Shield, and a totem pole. Additionally, this expert cautioned that some of the processing questions may imply that the children who do not talk are not helpful members of a group. She suggested that a bibliography which contains stories of children in positive leadership situations be developed.

Teachers and experts shared the opinion that second grade children would be interested in the L.I.V.E. Series and that the concept of leadership could be grasped by children of this age.

One limitation imposed on this study was a requirement that the Series containing 15 different activities designed to require a minimum of 19 class sessions were to be completed within a four-week period. Teachers commented that the time frame under which they had to complete the Series may have intensified the difficulties incurred in the implementation of the activities. They suggested that a longer time frame would have lessened these difficulties. All of the teachers stated that they would use the Series again but would prefer to spread it out over the course of a semester and include the suggested additional activities.
Summary and Conclusions

The following conclusions were drawn from an analysis and interpretation of the responses and comments of the teachers and experts.

1. There is a need for instructional materials to teach leadership to elementary children.

2. Teachers and experts were not aware of teaching aids and methods for teaching leadership awareness.

3. Teachers used the L.I.V.E. Series with large groups, small groups and individual children.

4. Teachers and experts judged the L.I.V.E. Series to be:
   a. of high educational value
   b. free of negative stereotypes
   c. appropriate for second grade students
   d. unique in format compared to other materials
   e. useable without in-service training.

5. Teachers differed in their opinions about
   a. grade level of the activities and materials
   b. complexity of materials
   c. time required to complete activities

6. Teachers and experts agreed that the concept of leadership can be successfully grasped by second grade children.

7. A greater variety of topics and supportive visual materials for the Series were desired by teachers and recommended by experts.

8. Teachers recommended the teaching of the L.I.V.E. Series over a longer period of time.
Implications

The Leadership is Vital to Education (L.I.V.E.) Series appeared to be a useful and innovative strategy for the teaching of leadership skills to second grade children.

The study findings and the literature reviewed indicated strong support for the furtherance of similar material. Teachers involved in this study indicated a willingness to present the program to the children, using the compiled and packaged materials.

Following are implications for school systems interested in using the L.I.V.E. Series:

1. Attention to further development of the materials should probably reflect the racial and ethnic diversity of the classroom and/or school. If, as suggested in the literature, leadership programs have been used to lessen problems within the school with respect to racial climate, minority achievement, suspension and expulsion rates, student apathy, etc., it becomes crucial for educators to attend to the development of proficient leadership skills in young elementary children within mixed racial and ethnic classrooms (Liss and Robinson, 1977; Marion, 1978; Reed and Avis, 1979; and Urich and Mitchell, 1979).

2. Whereas, leadership training has historically been reserved for children at the secondary level, results of this study indicated that such training could occur at earlier grade levels.
3. In order to ensure the best possible climate for leadership training, the schools might consider the provision of in-service training and support systems for the teachers to accompany such programming. With this interaction, negative responses and attitudes among teachers resulting from a lack of knowledge about or comfort with the program and/or materials may be minimized.

4. Teachers who do not have classroom management skills or who consider second grade children incapable of developing leadership skills (due to I.Q., race, socioeconomic status, etc.) should probably be closely supervised or monitored to assure the success of the L.I.V.E. program.

5. The anticipated outcomes of early and continued intervention through the use of the L.I.V.E. Series would be (a) to develop in students an awareness of the concepts of leadership, (b) to develop in students a proficiency in skills directly related to becoming capable, creative leaders and/or thinkers and (c) to motivate students to utilize these skills in their daily life situations now and into adulthood.

Recommendations

The following recommendations for further study are suggested for those interested in continuing the study of leadership training with elementary school children:

1. Publishers of instructional materials and curriculum specialists in the schools should be encouraged to develop and
test leadership awareness instructional materials suitable for all elementary grades.

2. Whereas materials prepared for use by second grade students in the present study were considered appropriate by teachers and experts, a study similar to the present one might be conducted at other elementary grade levels.

3. A study should be conducted to determine the persistence and transfer of skills attained through leadership training received in the elementary school years into post-school and adult years.

4. Inasmuch as the present study was limited to the development and assessment of materials for leadership training with second graders, no attempt was made to test the acquisition of leadership skills as a result of the use of such materials. In subsequent studies, attempts should be made to test whether or not the skills being taught through the use of the L.I.V.E. Series are actually learned by second graders.

There seems to be no questions that our nation needs leaders. We need leaders with vision, wisdom, judgment, a sense of purpose, ability to solve problems, and a sensitivity toward people (Bennis, 1969; Burns, 1978; Commager, 1980; Morrow, 1979; and Steel, 1980). If, as Zannella (1979) asserts, our educational institutions have not been demonstrating that this need is being understood or satisfied, then it seems that now is the time to devote particular attention to this area as part of the curricula in our schools. The twenty-first century is rapidly approaching and Hillman and Smith
(1981) indicate that teachers must now begin to foster leadership skills through their curricula. Healy (1962), Hillman and Smith (1981), Stark (1978), and Thompson (1944) believe that leadership training must begin within the schools and at a very early age. The Leadership is Vital to Education (L.I.V.E.) Series was presented as a step in that direction.
APPENDICES
Appendix A

L. I. V. E.
(Leadership Is Vital to Education)

A Leadership Awareness Series
for Elementary Children

Developed and Adapted
by
Sharon R. Lockett

August, 1982

All rights reserved. No part of this book may be used or reproduced by any means without written permission from the author.
This guide is dedicated to my colleagues near and far who share my love for and belief in children and their potential for positive growth in every aspect of their lives. It is your dedication, creativity and excellence in teaching which daily nurtures this growth in our youngsters.
INTRODUCTION

As an experienced teacher, you are aware of the presence of leadership in children. When properly identified and utilized by the classroom teacher, leadership ability can be a valuable enhancement to the educational process. L.I.V.E. (Leadership is Vital to Education) is a series of activities that have been developed to provide experiences in skills that identify behaviors characteristic of leaders. Exposure to activities designed to enhance these skills can become vital as a component of leadership training of early elementary children.

The material addresses seven behaviors identified as essential to effective leadership: (1) critical listening, (2) oral communication, (3) written communication, (4) sequential thought organization, (5) decision making, (6) problem solving, and (7) group leadership techniques. The activities are designed to demonstrate skill in each of the above characteristic behaviors and further specific directions and information is given preceding each set of activities.

It is my sincere belief that this will be an educationally rewarding experience for you and your children as you L.I.V.E. through these activities.
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*Leader Cards 4, 5 and 6 are the 3 cards which could require more than one class period a piece to complete. You may use your judgment on the pacing of the children through Activity 14.
LEADERSHIP AWARENESS:

As we begin this series of activities, it seems important that we take a look at our definition of leadership. Leadership can be defined as the act of leading others toward a specified goal. But even more than that, true leadership requires the leader to mobilize whatever resources are available to help followers reach goals that are shared by the leader and the follower(s).

It is obvious that not everyone can, will, or even should be a leader but the skills we are enhancing through the activities in this series can be useful to almost everyone in their daily life circumstances.

For the purpose of this series we are defining leaders as people who help others solve problems and get things done. Additionally, we will discover that leaders can also help others just have fun.

UNIT OBJECTIVES:

To discover a definition of leaders.
To practice being leaders and followers.

SPECIAL NOTE FROM THE AUTHOR:

Throughout this manual you will find sections written in script. These sections are presented as an example of the "teacher talk" you may wish to use with the activities. They are presented only as a guide and may be adapted for your particular class.

As you work through the activities, you will find a section with each activity which is entitled "Processing." I cannot stress too heavily the importance of this portion of the activity. It is essential that the children go through this debriefing process after each activity. It allows them to verbalize thoughts and feelings about themselves, each other and their involvement in the activity. Additionally, it brings focus to the purpose of each activity and how it relates to leaders and leadership. The opportunity for discussion not only sharpens their communication skills but it enhances their thinking processes. A final advantage of the PROCESSING section is that it gives you a better understanding of your class as individuals and as a group. Please take the time to enjoy this with your class.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Other leader/follower games may be played such as "Simon Says" and "Follow the Leader".

Look for several books which effectively dramatize the role of the leaders. Such stories as "The Pied Piper", "Chicken Little" and "The Goose that Laid the Golden Egg" may prove appropriate. Have the children role play or act out the various leader/follower roles portrayed in these stories.

Have "Leader of the Week" with the bulletin board dedicated to this person and his/her family, interests, strengths, etc. This person may also be allowed to assume numerous leader roles throughout the week: such as leading the class in various activities, running special errands, etc.
Activity 1  

Skill: Beginning Recognition of Concept of Leadership

MATERIALS NEEDED: Activity 1 Envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Explain to the children that they will soon form groups of four or five and that together, as a group, they will use their minds to create something fun and new. Every person has good ideas and should share these ideas with the group.

Involvement:

Children should be seated in groups at a table or desks should be moved together in groups. Instructions (to be read to all of the groups): In a few minutes, I am going to give each group one of these envelopes. Each envelope contains "magic materials" which special people like you can use to make special things. Each group may use any or all of the magic materials in your envelope to design a playground on the moon or a piece of play equipment to be used on the moon playground. Since we don't know what a playground on the moon is really like, we can make it any way we want to. Each of you will work together with your group to create your special "thing" for the moon. Remember, your ideas are important to your group. I will place an envelope on the table in the middle of your group. Open the envelope when you hear me whisper the number one. (Begin counting at ten in a normal voice. Count backwards, getting quieter with each number until you finally whisper the number one.)

Give each group of children an envelope marked "Activity 1" (each envelope contains two paper clips, one square, two triangles, one rectangle, one strip of yarn, one brad, and two buttons) and one 9x12 piece of construction paper (to be used as a work surface and a display area for their final product).

After ten minutes, encourage the children to complete the product and at 15 minutes stop the activity. During this time, you may want
to circulate around the groups offering encouragement but refrain, as much as possible from interjecting your ideas into their creation. While walking around, observe and note the leadership patterns, i.e. who seems to be dominating the discussion and creation, who is not saying anything, does the leadership switch from child to child or remain with the same person, is the leader ever challenged.

Give each group a chance to display and explain their product. Again note who talks for the group. When the "show and tell" is over ask the children to put all of the materials back in the envelope.

Processing (discussion to be done with entire class):

1. Who talked the most in your group while you were creating your moon things?

2. Who hardly said anything?

3. Who helped the most in your group?

4. Who do you think was the leader(s) in your group? Why?

Point out to the children that leaders are people who help others solve problems or get things done.
Activity 2

Skill: Beginning Recognition of Concept of Leadership

MATERIALS NEEDED: Space for the children to move about.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"The last time we talked about leadership we decided that leaders are people who help other people to solve problems or get things done. Let's look at some of the leaders you know. Who is the leader in our classroom? (Children may either respond that the teacher is the leader or name a child who is a leader. Accept either and/or both answers.) Who is the leader in our school? (the principal) Who is the leader in your church? (the minister, priest, rabbi, etc.) Who is the leader of our nation? (the president) Who is the leader in our gym class? (the P.E. instructor) Who is the leader in our music class? (the music teacher) Who is the leader in your home? (Mom or Dad, Grandpa or Grandma) Do all of these people help other people to solve problems or get things done? What are some of the things they help other people get done? What are some of the problems they help other people solve?

Sometimes leaders just help other people have fun. Today we are going to play some games where some of us will get to be leaders and others of us will get to be followers."

Involvement:

A. Provide space for all of the children to form one circle. Then have the children form a circle. Instruct them in the game called "Follow Me" in which the leader begins some kind of movement such as rubbing his/her stomach, then later changes to tapping his/her head and later contracts and releases facial muscles which causes him/her to make a funny face. After about three new movements, the leader becomes a follower and a new leader is selected. This may continue for as long as it seems appropriate. You may wish to be the first leader, then randomly choose succeeding leaders.
B. "Mirror, Mirror" is the second game to be played. Before beginning this game allow time for the children to go, in pairs or groups, to a mirror and watch themselves move their arms, shoulders, facial muscles, etc., paying attention to what is happening in the mirror. In this game the children pair off and spread out to different areas of the room. The children decide which one of them will be leader first. The leader then faces his/her follower and slowly moves a body part and the follower must match the leader's movement as a mirror image would. For example, when the leader slowly moves his/her right hand in a medium sized circle, the follower will have to slowly move his/her left hand and follow that motion as a mirror image would. After three minutes a switch should take place and the leader will become the follower and the follower will become the leader. If any child does not have a partner urge him/her to become your partner.

**Processing:**

After children are seated again ask the following questions:

1. **What did you think about while you were the leader?**
2. **What did you think about while you were the follower?**
3. **Did you enjoy being the leader?**
4. **Did you enjoy being the follower?**
5. **Which did you like best?**
6. **Do you think it is alright to be a leader some of the time and a follower at other times?**
7. **What do leaders do?** Guide the children to the fact that leaders are people who help other people solve problems, get things done and sometime they help other people have fun.
CRITICAL LISTENING:

Children often fail to gain complete understanding of that to which they are supposed to be listening, even though they show a receptive attitude. The reasons for this are numerous. Their attention is often divided. They believe that they are listening to what is being said by another, but become easily distracted and find themselves only partly conscious of the import of the words that they hear. Often children and adults as well hear only what they want to hear. Sometimes an emotional bias or block may cause them to misinterpret the connotation of the words of the speaker. The accompanying voice intonation or gestures of the speaker may further this misinterpretation on the part of the listeners. Many times the children are simply unfamiliar with the terminology used and they are left with confused understanding or almost complete misunderstanding. As educators, we must be sure that that to which a child is expected to listen is associated with his/her background of experience and should motivate him/her toward constructive thinking.

UNIT OBJECTIVES:

To recognize that communication is a two-way process.

To provide practice in attentiveness to oral directions.

To promote the enjoyment of listening.

To promote attentiveness to connotation and intonation of the voice and familiarity with its importance in communication.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Play "Gossip", where the children all sit in the circle and you give the first person a brief message which they are to whisper into the ear of the person next to them. The whispered message travels from child to child and is finally repeated out loud by the last child to receive the message. A comparison is then made of what the original message was and what was the message heard by the last person. A discussion ensues about listening well to what others say and speaking clearly.

Have one child volunteer to stand and follow several oral directions in the sequence they were delivered. The class then critiques the accuracy of the child. The directions are to be given only once. They may be something like: Touch the right side of the door, then walk eight steps to your left, bend and touch your right heel four times, skip eight times to your right and sit down.

Read a brief story or poem to the children and then ask them questions which refer not only to the details of the poem but the attitude or feelings of the characters involved.
Activity 3  

Skill: Critical Listening

MATERIALS NEEDED:
A screen or cardboard large enough to shield your face and upper torso. Activity 3 envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:
"As we have been learning about leaders, we have said that leaders are people who help other people to solve problems, and get things done. We also said that leaders sometimes just help other people have fun. Now we are going to spend some time talking about things that help a person do a good job of leading. Do you think that there are ever bad leaders? What kinds of things would a bad leader do? What kinds of things would a good leader do? Alright, let's look at a skill that helps a leader do a good job of leading. In order to do a good job of leading, a person must be a good listener. A leader must learn to listen carefully to what is being said and to how the person feels about what he or she is saying. Sometimes people are happy about what they are saying to us, sometimes they are sad. Sometimes they are excited and sometimes they are disappointed. How can we tell how a person feels about what they are telling us? (Children will probably respond with something which indicates that the look on the face of the person tells a lot but they must also be led to understand that a lot of feeling is displayed by the sound of the voice.) Today we are going to learn how to tell what people are feeling by listening to how they say things."

Involvement:

A. By use of a screen or a large piece of cardboard or paper, the teacher must shield his/her upper torso and head from the children. In this manner, the children can not use either facial expressions or body language to tell the feeling behind what is being said. Next, the teacher will repeat this sentence: The ball is rolling down the sidewalk. The first time it is said the teacher's voice
Activity 3 (Continued)

should sound angry. Now stop, become visible to the children and ask them what feeling did they hear in those words. This process should be repeated with the following feelings: joy, surprise, fear, teasing, and disappointment. (Any other identifiable ones may be used such as sad or crying.)

This entire process may be repeated using a student to be the leader using great happiness, sadness or crying, anger and teasing. You may have to guide the leader in how he or she may want to sound. Here are some sentences that may be used:
1. Today is my birthday.
2. The sky is blue with white clouds.
3. Everyday we have reading.

B. In order to better understand why it is important to be able to listen carefully to how things are being said, we are going to do a little role playing. I need five volunteers. One of you will be the leader and the other four will be the followers. (Select the leader and the children.) Now here is the situation. Let's pretend all of you live very near each other in the same neighborhood. You have decided to form a club for after school. But first you all must decide on a name for the club. The leader has chosen the name "The Dreamers". I will hand each of you a card with a sentence on it. Below the sentence will be a feeling you are supposed to show while you say those words. I will help you find the best way to say the words with that feeling, if you need my help. (Pass out one card to each of the four followers and two cards to the leader. Meet very quickly with each of them, out of earshot of the leader, to make sure they understand the sentence, and can say it in the appropriate way. You may have to model the way to say it for them. Next, instruct the members to get together like they are having a meeting. Have the leader read his/her card A, "Hey gang, let's call our club the Dreamer's Club". One at a time each of the members says his/her part. After each member has said his/her part the class will guess the feeling. Gestures and mannerisms may be used this time. After all of the members have voted, have the leader read his/her card B, "Good, then we all want to be the Dreamer's Club".

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Activity 3 (Continued)

Processing:

1. Did the leader listen to what the members of the club really felt?

2. How many members really wanted that name for the club? (one and the leader)

3. Why do you think the rest of the club members didn't tell the leader what they were really feeling? (Discussion should be led to the fact that maybe they really like the leader and didn't want to hurt his/her feelings. Or maybe they felt that because the leader suggested the name that was the way it should be. Or maybe they just didn't want to because they didn't have a better name.)

4. How do you think the members felt about the leader?

5. Do you think it is important for leaders to listen to how their followers are saying things as well as what they are saying? Why?
Activity 4  

Skill: Critical Listening

MATERIALS NEEDED:

Activity 4 Envelope, one piece of paper (preferably unlined) per child, crayons (1 red, 1 green, 1 purple, 1 orange) for every pair of children.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"As we have been taking a look at leaders, we learned that in order for a person to be able to do a good job of leading others, he/she must be able to listen not only to what is being said to him or her but also how it is being said. Last time we worked on listening to how people are saying things to us and we talked about how important it is to be able to tell what the person is really feeling as they are speaking to us. Today we are going to work on listening to what is being said to us. We are going to do something that you probably have never done before and I think you are really going to enjoy it. Before we begin, let's review what a rectangle looks like, and a square, a circle and an X."

Involvement:

Children are to pair off and find a place to sit on the floor where they are not sitting near another pair. They are then supposed to sit back-to-back and wait for further instructions.

"In a few moments, I will give one of you a blank piece of paper and the other person a piece of paper with figures on it. The person with the blank paper will be the follower the first time we do this activity and the person with the figures on the paper will be the leader. Later we will do this again switching positions and the leader will become the follower and the follower will become the leader.

You are to keep your backs together so that you cannot see each other. The leader will tell the follower what to draw and where to draw it. The follower will draw exactly what the leader tells him/her to do. Leaders, I'd suggest that you describe one figure at a time. Be sure to
Activity 4 (Continued)

tell the follower which crayon to use each time. Followers, you will have to listen carefully to what is being said and do it."

Circulate as the children are giving instructions and see if you can offer support but do not offer suggestions. Let them struggle. When the followers have finished they may compare the drawings they made with the original. Do Processing No. 1. Then have them sit back-to-back again. This time give the new original to the follower (who has now become the leader) and have him/her describe the figures to the new follower. Follow the same procedure. Then they can compare the pictures again.

Processing No. 1:

1. Followers, what problems did you have while you were listening to the leader give you directions on what you should draw?

2. Leaders, what problems did you have while you were trying to tell the follower what to draw?

3. Followers, if you could do it again, what would you do differently?

4. Leaders, if you could do it again, what would you do differently?

Processing No. 2:

1. Followers, was it easier for you to draw than to give the directions? What problems did you have this time? Did it help that you were a leader the last time we did this?

2. Leaders, was it easier for you to give the directions than to draw like you did last time? What problems did you have this time? Did it help that you were the follower last time?

3. What did we learn from this experience? (Guide the children to verbalize that as leaders we must learn to make our directions very clear and as followers we must learn to listen very carefully.)
ORAL AND WRITTEN COMMUNICATION:

Language is a very special means of communication. It encompasses every means of communication in which thoughts and feelings are symbolized as to convey meaning to others. Language consists of such forms of communication as writing, speaking, sign language, facial expression, gesture, pantomime, and art. Language is one of the main things that distinguishes human beings from the lower animals.

Speech is a form of language in which articulate sounds or words are used to convey meaning. An effective leader must be able to communicate with others in a manner which enables him/her to lead the group to the accomplishment of the identified goal. The volume, speed, tonal variation, timing and content of the leader's speech greatly affect the effectiveness of the leader.

The leader's thoughts must be properly organized and delivered in a manner which will attract the attention of the followers. In order for this to occur, attention must be given to improving the leader's written communication skills. Attention must be given to sharpening skills of writing with clarity, conciseness, creativity, and the ability to convince others.

UNIT OBJECTIVES:

1. To familiarize children with verbal and non-verbal communication.

2. To provide opportunities for children to communicate positive thoughts about themselves in both written and oral form.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Select a book from the media center which uses "Black Dialect" or some regional dialect such as Appalachian dialect. Read some appropriate parts or all of it to the children. A discussion should follow which leads the children to understand that there can be many variations of a language spoken within a nation. They should be led to recognize that different dialects are not "bad" because they sound different, and that we identify or are most comfortable with the kind of language that we hear at home. This often requires us to learn two kinds of "languages"; a "home language" and a "school language" so that we can feel comfortable in any situation that we may find ourselves in. Emphasis should be placed on the fact that "home language" and "school language" have equal value. John Steptoe's book entitled, Stevie is a good choice for such an experience.

Allow children to make up commercials in which they advertise their willingness to be hired out to do something for others that they do real well.

Suggest that they make up a story about a leader who seemed to make a lot of mistakes and what happened to him/her, or any other story involving a leader.
Activity 5  
Skill: Oral Communication

MATERIALS NEEDED:
Activity 5 Envelope containing Activity 5 Worksheet (Rules for Being a Good Communicator with Words, Special Me Word(s) Lists and Special Me Name Tags), pencils, large felt marker to write on the name tags.

DEVELOPMENTAL EXPERIENCE:
Introduction:
"We have learned that leaders are people who help other people solve problems or get things done. They are also people who sometimes just help us have fun. We also talked about leaders and some of the things a leader must be able to do if he/she is going to do a good job of leading. We have already worked on learning to be a good listener. Today we will begin to learn how to be a good C-O-M-M-U-N-I-C-A-T-O-R. Wow, that's a big word but I'll bet you can say it with me. Let's try it, C-O-M-M-U-N-I-C-A-T-O-R. Does anyone know what a communicator is? (Accept all even closely relevant answers.) Another meaning for communicator is: someone who exchanges or passees along feelings, thoughts, or information (Wilt, 1978).

Are you a communicator? You certainly are. You communicate everyday with everyone around you. Everyday, you let others around you know some of your thoughts and feelings and you give them information. Sometimes we communicate with words and sometimes we communicate with our bodies. (Demonstrate the latter concept by asking the children, "What am I telling you when I do this ________?" Then proceed to wave, shake your head yes or no, shrug shoulders, put hand up for stop, frown, "shhhh" with your fingers to lips and beckon, saying with your hands, "Come here." You may use any other non-verbal communication that you think they will recognize.)

Today, we are going to learn to be good communicators with words when we talk to others and we're going to talk about your favorite person...YOU! But first, let's look at some rules for being a good communicator with words."

Pass out Activity 5 Worksheet.
Involvement:

In a few minutes, I am going to pass out a sheet of paper that has SPECIAL ME WORD(S) on it and we are going to do some things with this sheet. (These sheets are found in the Activity 5 envelope. Pass out the sheets and read through each SPECIAL ME WORD with the children, briefly discussing them so that the children are clear on the meaning of each word.) Then say: Now I want you to think real hard about yourself and figure out which word is most like you. Are you a happy person, or a friendly person or a good thinker? Or are you a neat and tidy person? (Allow time for them to decide.) Now that you have decided which SPECIAL ME WORD(S) fit you best, I will ask you to tell us why you chose your SPECIAL ME WORD(S). Let’s look at the bottom of your SPECIAL ME WORDS page. There is a sentence which you are going to use when you tell us about you. First of all, you will say, "I'm proud to say that I am a _______ (happy or hard-working or friendly, etc.) person because I _______ (and here they tell us that at home they help their mom with setting the table or when they are with other people they act friendly toward them, etc.)

This entire process may take some time and considerable guidance from you, because children are often not accustomed to speaking positively about themselves and supporting their beliefs. However, it is time well spent. When this whole process is finished say to the children, "Now we are going to make you some special name tags to wear the rest of the day. Let’s look at them. (These name tags are also found in the Activity 5 envelope.) They say, "Hi! Ask me why my name is (Friendly Michael)." I will put your name and the SPECIAL ME WORD(S) that you chose for yourself on your name tag. Then as you wear that name tag all day you can communicate with others very well as you tell them why you are such a special person. Remember to use our Rules for Being a Good Communicator with Words. Let’s review them. (Review the list of rules making sure they know how to apply them to what they will be doing when someone asks them about their name tag.)
Activity 5 (Continued)

**Processing:**

1. *Who will tell us one of the Rules for Being a Good Communicator?*

2. *How about another rule?*

3. *What is the last rule?*

4. *Why is it important for us to use these rules when we talk to others?*

5. *Why is it important for a person who wants to do a good job of leading to use these rules when talking to others?*
Activity 6

Skill: Written Communication

MATERIALS NEEDED:
Ample board space. Willy Wonka Letter – Activity 6B. Activity 6
Envelope containing Rules for Good Writing. (6A)

DEVELOPMENTAL EXPERIENCE:

Introduction:
The last time we worked on learning about leaders we spent some time
talking about how special we are. We even made name tags to tell others
how special we are. Let's talk about your c-o-m-m-u-n-i-c-a-t-i-o-n
with others as they asked you about your name tag.

1. How many of you had someone ask you just why you are called your
   SPECIAL name?

2. Tell us some of the people who asked you about your special name.

3. Who will tell us what your answer was to their question?

4. How did you feel when you gave your answer and told them how special
   you are?

5. Did you use the Rules for Being a Good Communicator with Words?

6. What did people say to you after you told them about your special
   name?

7. Did you like wearing that Special name tag? If you did you may wear
   it any time you wish.

Now that you have learned something about communicating with words
by talking, let's learn something about communicating with words by
writing. Do you remember that a communicator is someone who exchanges
or passes along feelings, thoughts, or information? Is it possible to
write about our feelings or thoughts? Certainly it is. Is it possible to give others information by writing it down? It certainly is. Everything that we read either tells us someone's thoughts or feelings or it gives us information. In order to do a good job of leading, it is important to be able to communicate well with others by writing to them.

**Involvement:**

Today we are going to pretend and use our imagination. Let's pretend that Willy Wonka is looking for a new president for his Chocolate Factory and someone told him about you. The only problem is that he really doesn't know much about you. So you are going to write him a letter telling him some important things about you. If you want him to hire you, you will have to make him believe that you are the best person for the job. So be sure to tell him all of the wonderful things about you. He wants to know:

(List on the board)

1. Your first and last name.
2. Where you live.
3. How old you are.
4. How many people are in your family and what are their names.
5. What is your favorite thing to do in school?
6. What is your favorite thing to do when you are not in school?
7. What is it that you do better than anyone else you know?
8. Do you like chocolate?
9. Do you like kids?

Before we can write Mr. Wonka a letter, maybe we had better look at the Rules for Good Writing. (See Activity 6 envelope.)

1. Think carefully about what you want to say before you try to write it.
2. Always write complete sentences.
3. Write as neatly as you can.

4. Use capital letters, question marks and periods.

5. Try to spell all words correctly.

6. When you have finished writing, look back over your work to see if you have made any mistakes.

Now we need to make a list of words you may need in order to write your letter. You tell me the word and I'll write it on the board so that you may use it in your letter.

Okay, now we know the rules for good writing and we have a list of words that we may need to write our letters. All we need to do now is pass out the paper so that you can write your letter. Be sure to let him know just how great you really are so that he will choose you.

After all of the letters are written, allow time for all of the children to read their letter out loud to the class. This may be time consuming but it is extremely important in this exercise as it not only enhances the child's self-concept as he/she reads about himself/herself, but it also helps them to hear how their writing sounds when it is read out loud.

Processing:

1. How did you feel while you were writing to Mr. Wonka?

2. Did you use the Rules for Good Writing?

3. Why is it important to learn how to write well?

4. Why is it important for a leader to be able to write well?
   Let's look at some of the leaders we talked about earlier.
5. What kinds of things would a principal have to write?

6. What would happen if he/she didn't write well?

(Continue questions 5 and 6 with teacher, parent, the President of the United States, and/or other leaders they are familiar with.)
SEQUENTIAL THOUGHT ORGANIZATION:

The effective leader must be able to organize his/her thoughts and thus his/her actions to make the maximum impact. Because this process involves the ability to think sequentially it can best be enhanced through practice.

UNIT OBJECTIVES:

To provide practice in placing things in sequential order.

To provide the recognition that most tasks and/or problems are solved in steps.

To provide the opportunity for group interaction and decision making.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Cut out comic strips and put in envelopes. Distribute to the children to place in the correct order.

Prepare an activity which involves appropriate classroom cooking in order that they may see the importance of doing things in sequence.

Have them draw a three-frame cartoon to illustrate something done in sequence or an occurrence that requires three steps.
Activity 7  
Skill: Sequential Thought  
Organization

MATERIALS NEEDED:
One "School" Envelope for each group and one "Cookie" Envelope for each group found in the Activity 7 Envelope.

DEVELOPMENTAL EXPERIENCE:
Introduction:
So far, we have learned that a leader must know how to listen well, speak well and to write well. Now we are going to learn something about the way we think. Wouldn't it be crazy if when we were babies, we first learned how to walk and later decided to learn how to crawl? What if we put our shoes on first and then decided to put our socks on? What if we took a bath and then went outside and played in the mud? Something would be wrong with the order in which we were doing things. We must train our brains to think of things in the correct order so that we can do the best job of getting things done. When people are helping others to solve problems, get things done or just have fun, they must always know the correct order in which to do things. We are going to work on making sure that we can figure just what the best order to do something is.

Involvement:
We are going to form groups of around four people each. Then I will come around and give you an envelope that says Morning. Inside each of these envelopes are some strips of paper with things that we might do in order to get ready for school in the morning written on them. When I tell you to begin you and your group will read each of the strips. I will help you with the words if you need help. Then you will spread the strips out and place them in the order that you think they should be done in order to get to school. You must decide on that order as a group. Everyone should help make that decision.
Activity 7 (Continued)

Walk around and observe the group dynamics as they work on this task. When they have finished this task, discuss the results with them. If there were any differences of order, discuss the reasons for the choice with them. If the reasoning is logical accept it as another possible sequence. The same activity may be done again with the envelopes marked Cookies.

Processing:

1. Who did the most talking in your group?

2. Who was the leader?

3. Who were the followers?

4. Was there anyone who did not help make the choices?

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

6. Why is it important for a person who wants to do a good job of leading to be able to think of the correct order for things?
Activity 8  
Skill: Sequential Thought  
Organization

MATERIALS NEEDED:
Activity 8 Envelope containing problems and tasks to be put in proper sequence.

DEVELOPMENTAL EXPERIENCE:

Introduction:
The last time we did our leadership activities we worked on training our brain to think of things in the correct order. We did this by putting some steps together in the correct order. But in order for us to be good leaders and followers, it is important for us to use our brains to think of ways of solving problems or doing things. As we are deciding how to do this we must list the steps that we must follow. We must decide what must be done first and then what must be done next and what is the third thing to be done and so on until the task is completed or the problem is solved. Each thing to be done is called a step. Some problems or tasks have two or three steps such as putting on a shoe. First you pick up the shoe, match the right shoe to the right foot, next you slide your foot into it and finally, you buckle or tie the shoe if it has buckles or shoestrings. You see, that was four different things to do and so we say it took four steps to put on the shoe. Some problems or tasks take many more than three or four steps to complete. It takes many steps for Mom or Dad to prepare dinner for us. It takes many steps to make a real car in the factory. Each step must take place in the correct order or the problem cannot be solved correctly or the task will not get done. We are going to practice thinking of the correct steps and putting them in the correct order.

Involvement:
In a few minutes, we will form groups of four or five people and we will work together to list the steps that will help us solve the problem or do the task. I am going to give each of your groups a separate problem or task to work on. First, you will read the card and talk about what the problem or task is. Next you will decide what steps must
be taken to solve the problem or task. Then you will have one member of your group list the steps on a piece of paper, in the correct order. Each problem or task needs at least four steps to complete it. You must list at least four steps in the correct order.

Distribute a problem or a task card to each group. These cards are located in the Activity 8 envelope. While they are working on listing the steps, circulate and note the group dynamics at work. Note any changes that might be occurring among former followers who are now beginning to be leaders and leaders who are learning to take the follower's role just as graciously. Also, offer support to them, assuring them that they may just spell the words the best way they can. Constantly praise them for being such good thinkers.

When this task has been completed, allow each group to share their problem or task and the steps they devised to complete the task or solve the problem.

Processing:

1. Who did the most talking in your group?

2. Who helped the most?

3. Who was the leader?

4. Did you have trouble figuring out what steps were needed to complete your task or solve your problem?

5. Did you feel that your brain had to work real hard? If you did, then give yourself a hand.

6. Why is it important for a leader to know the correct order in which to follow steps to solve problems or do tasks?
DECISION MAKING:

Children, and adults as well, are constantly making decisions. Every day we make numerous decisions. Some of them are small and require minimal thought. Others are large and the impact of the decision may be great. This requires a much more intense type of thinking. Many things may come into play in the process of making the decision; our background, our experiential base, the implications of the decision and our values.

We all make many decisions which prove to have been correct and some that prove to have been unwise. In order to lessen the number of unwise decisions that we make, it is necessary to look at appropriate alternatives and select the best one. This is not always easy to do but being given the opportunities to practice decision making can help.

Leaders are continually called upon to make decisions so the refinement of this skill will prove to be a real asset.

UNIT OBJECTIVES:

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

To provide practice in defending or explaining their choice.

To provide the opportunity to examine their own values and make judgments according to their values or those of the group.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Throughout the day, give the children many opportunities to make decisions which affect them and their classroom. Use the words "decide" and "decision" frequently. At the end of the day, have the children write or tell which decision was most difficult for them to make and why.

Have them invent or design a survey for other children in the school. This survey would force other children to make decisions. Some of the decisions should be minor but there should also be some tough ones on this survey. On another day, they could be allowed to survey some of the students. Finally, they should report their results back to the class. Discussion should take place which called attention not only to the results of the survey but the ease or difficulty with which the participants made their decisions.

Have the children talk to their parents about making decisions. They should ask, how do their parents make decisions, how do they know when they have made the right decisions, what is the most difficult decision that they ever made that they would like to share with us? The children should report the results of this discussion with their parents. A comparison should be made as to how adults make decisions vs. how children make decisions. Is there any difference?
Activity 9  
Skill: Decision Making

MATERIALS NEEDED:
A cleared space large enough for the children to move around in. Masking tape placed in two long strips on the floor parallel to each other about five feet apart.

DEVELOPMENTAL EXPERIENCE:
Introduction:
Since we have been working on becoming good leaders and followers, we have learned that good leaders and followers must be able to listen, speak and write well. We also learned that they must be able to think of the correct order for getting things done. Now we are going to look at something that every person must do everyday and that is: make decisions. You make decisions every day. You make lots of decisions. Every time you decide what you are going to do, or wear or read or watch on TV, or whom you are going to do things with, you are making decisions. Some decisions are very easy to make; such as what you will watch on TV. Some decisions are very hard to make; such as will you go to a movie with one friend or on a picnic with another friend. Since you like both friends a lot and you would enjoy either a movie or a picnic, it is not so easy to choose. The decision is hard to make.

Just learning to make decisions is a hard thing to do because we have to learn to make a choice and then stand by the choice. In other words, after we have made a decision, we must learn not to keep changing our minds. For example, let's say that you chose to go on the picnic with that friend because you knew that warm weather will not be here much longer and you felt it was best to enjoy the warm weather on a picnic. You felt that a movie theater would be here year round and you could go to a movie with that friend at another time. So you thank that person for inviting you and tell him/her that you have other plans for that day but would like to go to the movie with him/her on another day. Now let's suppose that your friend who asked you to the movie gets mad at you and says he/she will never ask you to do anything else again. What will you do now? (Accept all possible solutions but guide the
children to see that we must learn to stick to the decisions that we make when we feel that we are right, even if the outcome is not what we'd like it to be.

**Involvement:**

Today we are going to practice making decisions. Some of the decisions will be easy and some of them will be harder. Have the children stand and form a group near you. Now, are you more of a chocolate milk drinker or a fruit juice drinker? If you are a chocolate milk drinker stand on this line. If you are a fruit juice drinker stand on this line. Rule: Everyone must stand on one line or the other. No one can stand in the middle. Now that you have made the decision of which line to stand on we would like to hear some of your reasons for choosing that line. Turn to the "chocolate milk" line and say, "______, why did you choose to be more of a chocolate milk drinker than a fruit juice drinker?" Ask several more children in that line why they made the choice that they did, then repeat the same process with the other "fruit juice" line. Try to emphasize with the children that every decision we make has a reason behind it. Have the children return to the total group and give them another either/or choice to make. This process should be repeated with the following questions. Then the children should be seated in order to do Processing No. 1.

**Either/Or Choices**

1. Are you a pizza eater or a cake eater?
2. Are you more like a breakfast or more like a dinner?  
(Please alert the children to the fact that this question asks what are they more like, not which meal do they like the best.)
3. Are you more like a lamb or a lion?
4. Do you like doing things better alone or in a group?
5. Are you more of an arguer or an agree-er?

Processing No. 1:

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

2. Did you ever want to stand in the middle of both lines? Why?

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

4. How did you feel about sticking with your decision?

Now that you have had some practice making small decisions, we are going to do this same exercise again. However, this time the decisions will be a little bit harder to make. Remember the rule. Everyone must stand on one line or the other. No one can stand in the middle.

Either/Or Choices B

1. You are walking behind someone. You see him/her take out a candy bar and open it. When he/she finishes eating it, he/she throws the wrapper on the ground. You are quite a distance behind this person. What will you do? Will you catch up with the person and ask them to pick up their wrapper so that they do not litter the sidewalk or will you ignore the person and pick it up yourself and throw it away.

2. You are walking to school one morning and you look down and you see a ten dollar bill on the sidewalk. As you look up you see a woman walking ahead. She does not know it but her purse is open and swinging freely as she walks. What will you do? Will you pick up the ten dollars and put it in your pocket or will you pick up the ten dollars, catch up with the lady, and return it to her.
Activity 9 (Continued)

3. Mom has told you that you are watching too much TV lately. She has to go to a meeting and calls a babysitter to come take care of you and your younger sisters. Before the babysitter arrives Mom tells you that you are not to watch TV while she is gone. She wants you to read, draw or play outside. She forgets to tell the babysitter what she has said about the TV. Your favorite show will be on in ten more minutes. After Mom leaves, what do you do? Do you watch your favorite program or do you tell the babysitter what Mom has said?

4. Your teacher has chosen you to be the leader of a group of children in your class who will choose what game will be played today during gym class. She wants everyone to agree on the choice that is made. There are five children in the group, including you. Four of them want to play dodge-ball but the fifth person wants to play something else. What will you do? Will you tell the teacher that your group has chosen to play dodge-ball and ignore the fifth person or will you help your group to try to choose another game that all five of you would like to play?

Processing No. 2:

1. Did you have more trouble deciding which line to stand on this time? Why do you think that happened?

2. How did you feel about some of the decisions you made?

3. Which of the four decisions was the hardest one for you to make?

4. Which one of the four decisions was the easiest one for you to make?

5. Why do you think that it is important for a good leader to be able to make wise decisions?
Activity 10  
Skill: Decision Making

MATERIALS NEEDED:
One Activity 10 Worksheet for each child and one "Naughties" card for each group used. Materials found in envelope marked Activity 10.

DEVELOPMENTAL EXPERIENCE:
Introduction:
As we have been learning about becoming good leaders, we discovered that being a good leader doesn't always just happen. There are things we must learn to do that will help us be better leaders and better followers. Then after we learn some of those skills, we must spend time practicing what we have learned so that we can do our very best job. Today we are going to practice making some more decisions. The last time we made decisions, we made our choices all by ourselves but sometimes decisions can be made by groups of people also. Today we are going to use groups to make decisions.

Involvement:
In a short while, we will form groups of four or five people. I will give each group a list of people who we call the Naughties. These are people who we usually would not like to be around but today we have a special situation. Each of you must add at least one of these imaginary people to your group. What you must do for today's activity is to decide which person you would least like to have join your group, and then which is the next person you would least like to have join your group and the next and so on until you have put all of the Naughties in a list and the first person on your list is the person you consider to be the naughtiest and the last person on your list is the person you consider to be the least naughty. One person in your group will write


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down the list in the order that your group decides upon and read it to all of us when we are all finished. Before we begin, let's look at the Rules for Good Decision Making and Problem Solving.

**Processing:**

1. What did you think about while you were trying to decide who was the worst person to add to your group?

2. Was it hard to decide which order to put them in?

3. Do you think that sometimes it will be hard to make decisions?

4. Do you think a leader might ever have to make unpleasant decisions like you just did? When?

5. What kinds of things do you think a leader must think about when he/she is making these kinds of decisions?

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PROBLEM SOLVING:

Our every day lives often present problems which must be solved. Just as is the case with making decisions, some of the problems are minimal and are easily solved. Other problems are much larger and complex. Finding solutions to these problems is not as easy.

Problem solving is facilitated through the knowledge of the process which generally produces the best solutions. This process requires one to define the problem, brainstorm all of the possible solutions, select the best and most appropriate solution, do that which is necessary to solve the problem and finally, look back at your choice of a solution to see if it was appropriate, and did it actually solve the problem. If the choice did not prove to be the best one, then the remaining choices should be reconsidered and an alternative selected. The use of this process should prove helpful to anyone interested in effective problem solving but most importantly, because of the demands made on him/her, a leader should find this process most helpful.

UNIT OBJECTIVES:

To familiarize children with the problem solving process.

To provide opportunities for the children to use the problem solving process.

To provide opportunities for practice in thinking of alternatives.

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

To provide opportunities for children to recognize their ability to solve problems.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Suggest a problem for the children. Have them draw all possible solutions. They can then circle the best solution. They can either discuss this with their classmates or the pictures can become a bulletin board.

The children can also draw pictures which represent a problem. They can then exchange the picture with another classmate and the classmate can draw a picture of the possible solutions. The original child can then select the best solution and the two children can discuss the choice to see if they agree on that choice.

Read the children some books in which a problem is presented for the characters in the book but do not read the solution. Allow the children to use the problem solving method to come up with a solution. Then read them the solution from the book so that they can compare the solutions.
Activity 11  

Skill: Problem Solving

MATERIALS NEEDED:

One Activity 11 Worksheet for each child from envelope marked Activity 11. Children will also review Activity 10 Worksheet from previous lesson.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Now that we have had some practice making decisions, we are going to begin to learn how to solve problems. As we learn a special way to solve problems, we will also learn a way to make better decisions.

Everyday you face a problem of some type. Some of the problems are very small and can be solved easily. For example, you may wake up and find that the dog slept on your favorite blue shirt that you intended to wear today. His paws were wet and now your shirt is dirty. This is a small problem. How can you solve it?

Sometimes the problems you face will be larger problems. Let’s say that you have two friends that you like very much. But the problem is that they don’t like each other right now because of an argument that they had. Each of them wants to play with you but doesn’t want the other friend to join in. What will you do? Allow time for the children to talk this out and see if they come up with any acceptable solutions. When this process is over inform the children that there is a specific process that they can learn to use to help them solve problems and they will be learning it today.

Involvement:

Introduce the Activity 11 Worksheet which contains a description of the Decision Making Process. The best way to do this is to read through each step with the children and briefly discuss the meaning of each step. Then have the children work through the process with a real problem as you act as a recorder for their responses to each step. Here is a real problem:
Activity 11 (Continued)

In your family there is only you, an older sister who goes to junior high school and leaves for school before you do and your mother. Your mom works so she helps you get ready for school each morning and has taught you how to get to the bus stop all by yourself in order to catch the school bus to school with your other friends. You have been doing this very well for a month already, but today after Mom left you began playing with one of your favorite toys and forgot to watch the clock. By the time you looked at the clock you realized that you were going to miss the bus. You grab your jacket and lunch and race out of the door and on down to the bus stop. You arrive at the bus stop just in time to see the bus go around the corner. What will you do?

Guide the children specifying the problem, listing possible solutions, choosing the best solution, doing it and thinking back over their choice to see if they feel they made the best choice of the possible solutions. Remind them of the Rules for Good Decision Making and Problem Solving. (Activity 10 Worksheet)

Here is another real problem to work through if time permits:

Recently you have been thinking about the fact that you need money. Sometimes you want to buy a small toy or go to the movie or save for something important. But right now you do not receive an allowance and you have no job. What can you do?

Processing:

1. What was the difference in the way we solved the problem of playing with our friends who do not like each other and the problem of missing the bus?

2. Which way was the easiest way to solve the problems.

3. What do you suppose we would do if we picked a solution to a problem, tried the solution and it didn't work? (Guide the children to know that if you try one of the solutions and it doesn't work then you may try another one of the solutions. That is the advantage of listing all of the possible solutions.)
4. How do you think that knowing how to solve problems in this way will help you? Is it good for a leader to know how to solve problems in this way? Why?
ACTIVITY 12  

Skill: Problem Solving

MATERIALS NEEDED:

One Problem Card for each group from Activity 12 envelope and Review of Activity 10 and 11 Worksheets.

DEVELOPMENTAL EXPERIENCE:

Introduction:

The last time we worked on our leadership activities, we solved problems as a whole class. We know that in order to do anything well, we must practice. So today we are going to practice solving problems in small groups. But before we begin to do that let's review the Rules for Good Decision Making and Problem Solving (Activity 10 Worksheet) and the Problem Solving Process (Activity 11 Worksheet).

Involvement:

We will soon form small groups of four or five people and work on solving new problems. (The groups formed for this activity should remain stable for the rest of the activities.) I will hand each group a card which has a different problem to solve on it. One person in your group may want to list the different solutions to the problem. Do not worry if you cannot spell a word. Just do the best you can and get the idea down. I will help anyone who needs help.

Divide the children into groups. Distribute the Problem Cards for Activity 12, found in the Activity 12 envelope. There is one card for each group. Remind them to use the process. Circulate among the groups, offering support, and technical assistance such as spelling words for them but let them struggle with the actual problem solving method.

When they seem to have reached some agreement on the steps to be done have each group share their particular problem, the solutions they came up with, the one they thought was the best and then ask them to explain what they would do if they tried that solution and it didn't work.
Activity 12 (Continued)

Processing:

1. Who helped the most with the solutions your group decided on?

2. Was there anyone who did not say anything? If so, what might you have done to get that person to help with the problem?

3. Who was the leader in the group?

4. Do you think you will be better able to solve problems now? Why? or Why not?

5. What did you like best about this activity? What did you like least?
GROUP LEADERSHIP TECHNIQUES:

Since leaders are so often involved in working with groups, it seems vital that we explore some of the dynamics of leading groups. Generally these groups develop for the purpose of making decisions, solving problems, planning or other tasks. An effective group is a productive group and a leader who is knowledgeable in the democratic or shared group leadership techniques will be in a position to facilitate this process for the group.

In a democratic group, leadership is a shared group process. Each member has responsibilities requiring his/her fullest participation for the successful completion of the group task and the maintenance of the group in good working order.

UNIT OBJECTIVES:

1. To provide opportunities for children to share in the leadership of a group.

2. To provide opportunities for children to solve actual problems.

3. To provide practice in group interaction.

SPECIAL NOTE FROM THE AUTHOR:

This set of activities requires some pre-preparation from you. First, you need to assess how many groups your children will be working in. (Somewhere between 4 and 6 groups is best.) After determining how many groups you will have you must provide a "real" problem for each group to work on. By "real" problem, I mean problems that are existing within your class or with all second graders, i.e. too much paper is being wasted, the sink in our room is always left wet, too many pencils are being lost, etc.

Once you have chosen a problem for each group to work on, you need to print a brief description of that problem on the blank spaces on the PERFECT PROBLEM SOLVERS CLUB Leader Card 3-8. You will need to do the same thing with one set of cards for each group and their own specific problem.

Additionally, because this activity involves some real discipline on the part of the children, and because the leader has such a vital part in this whole process, it would be very wise to spend a little time with each leader explaining what is going to happen and reading through the Leader Cards with him/her.

This set of activities represents the essence of leadership. It shows that leaders truly do assist others in solving their problems, accomplishing tasks and having fun. It negates the concepts of leaders as the know-it-alls and the ones who just take over.
These activities will require more than two days to complete so keep that in mind with your daily planning. (See suggested time line which follows the introduction to this guide.)

To my knowledge, this type of activity has never been tried with youngsters below the seventh or eighth grade, but I have faith that our kids can do it. With your energetic and excellent assistance, I'm sure they can.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Because of the nature of the activities described here, I would suggest that you continue the P.P.S. Club throughout the school year. The children can design a P.P.S. Club scrap book where they describe through words or pictures every problem that the P.P.S. Club works on throughout the year and also describe the solution. They may want to make later notes as to the effectiveness of the solution. I'll bet that they will be pleased to see how great their power as problem solvers is.

They can also prepare, with words and pictures, a P.P.S. Club Newsletter to let parents, other students, and other staff members know what they have been doing.
Activity 13  
Skill: Group Leadership Techniques

MATERIALS NEEDED:
Activity 5 Worksheet (Review). Activity 13 envelope.

DEVELOPMENTAL EXPERIENCE:
Introduction:
Since we have been learning how to be good leaders, we have studied how to listen well. We learned how to listen to what someone says to us as well as how the person says it to us.
We discovered that there is much more to talking with others than just saying words. Who will stand and tell us one of the Rules for Being a Good Communicator with Words? Good! Who can tell us another one? (and so forth) We learned to think about what we are going to say before we say it, to speak clearly, to look directly at the person we are speaking to and to say what we really mean as long as we try very hard not to hurt other's feelings.
We also learned how to write well. We discovered that we are able to take our thoughts and feelings from inside our heads and put them into words that we can write so that others can know what we are thinking.
We found out that it is very important to do things in the correct order and we practiced that skill so that when we lead others, we will know what to do first, next and so on.
We practiced making decisions. Who will stand and tell us one of the three things we should care about when we are making decisions? How about another? (and so forth) That's right. We learned that the best decisions that we make show others that we care about life and the world around us, that we care about ourselves and that we care about others.
Recently, we spent some time learning a very special method to use when we have problems to solve. We found that this method helped us to do a better job of solving problems.
Activity 13 (Continued)

Now we are going to use all of these new skills as we work as leaders or followers. We are going to use our leader skills to solve real problems that we are having in our classroom or school.

**Involvement:**

Today we are going to practice being club members. Each of us belongs to the P.P.S. Club. The P.P.S. stands for the Perfect Problem Solver Club. We have been working very hard to become perfect problem solvers. We are the best problem solvers around and we're going to get a chance to prove it.

In a short while, we are going to get into our groups and have a club meeting to solve a problem. (Note: the leader of the club meeting can either be teacher chosen or pupil chosen.) The leader in your group is going to manage your meeting so that you can do a good job of problem solving.¹ Let's get into our groups now and wait for me to tell you what we will do next.

Whenever club meetings occur every person in the meeting has a job to do. The leader's job is to make sure that the group keeps working on the job that the group has to do. The leader must also help make sure that everyone in the group gets a chance to speak. The leader tries to help group members to find a solution to the problem that ALL of the members can accept. It is not good to have any unhappy group members. What do you think might happen if your group decides on a way of solving a problem but one of the group members is hurt or angry because he/she does not agree with the solution? (Guide the children to see that this group member will have bad feelings toward other group members and later when the time comes to actually do what it takes to solve the problem, this person will probably not be very helpful.)

Group members, you have a big job to do also. What do you think your job is? That's good thinking. Your job is to think real hard about the problem that your group has to solve and give your ideas to

¹The consensus process described here is adapted from Betz, R.L. Task Group and Tasking, An unpublished paper. Western Michigan University, Kalamazoo, Michigan, 1979.
the other group members so that they can think about them also. You have a job to make sure that everything that you say is something that will help your group solve the problem. Problem solving is serious business especially when you are working on solving real problems like we are. Therefore, everyone must work very hard and give their very best.

Today our club meeting has a job. That job is to get to know more about the other club members. Your leader will tell you what your job is and will tell you what his/her job is also. He/she has a card to read that will help him/her know exactly what to say.

Each leader should have Leader Cards 1 and 2. These cards require some reading so the leaders should be confident readers. You may want to meet with the leaders before even beginning this activity to help clarify what their roles will be and to read through the cards with them to make sure that they are comfortable with all of the words and their meanings.

Instruct the leader to read Card 1 slowly and clearly out loud to the club members in his/her group. Then the leader is to do the same thing with Card 2 except that this time he/she will wait for answers from each student before going on to the next question. Remind the club members that they are to give their answers in complete sentences, i.e. "My name is Carol Sanders" not "Carol Sanders." Remind the leaders that they are to give their answers to the questions also so that club members can get to know them better also.

While this entire process is going on, be sure to circulate and offer support. This process may seem difficult for the children but the pay-off of the struggling that they do will not only enhance their group interaction skills but will help to build their confidence in themselves because they are learning "grown-up skills" and make for a more cohesive group of class members.

When this process is completed and question 5 seems to have been answered by all of the groups, compliment them on their efforts. Then say, "The next time we will be in the same groups and begin working on the real problems."
Activity 13 (Continued)

Processing:

1. What did you think about working together in a group with a student leader today?

2. Did everyone get a chance to share about themselves?

3. Tell us some of the interesting things you learned about our class members.

4. What did you learn about yourself as you were working with other children in the group?

5. Do you think the leader's job was hard or easy? Why?

6. Do you think the club members' job was hard or easy? Why?
Activity 14  

Skill: Group Leadership Techniques

MATERIALS NEEDED: Activity 14 Envelope

DEVELOPMENTAL EXPERIENCE:

Introduction:

The last time we worked on our leadership activities, we got a chance to learn more about other members of our group. Why do you think that it is important for group members to know each other well?

Today we are going to begin to work on the real problems and soon we will make a plan for doing whatever we decide has to be done in order to solve the problem. When you go to your group today, you will have another leader. I will give each leader a card with a problem on it for you to solve. The leader will also have cards which he/she will read to you which will help you know what to do.

Involvement:

Get the children back into their groups, distribute the cards and begin to circulate again. This time you may have to help the recorders with spelling. Be sure to reassure them that they are mainly trying to get the ideas down and in this case spelling is not as important as it usually is.

You will have to make a judgment about the timing process for this activity. If the children come up with the solutions in just a matter of minutes, then the leader can proceed with Leader Cards 5 and/or 6. The same with Cards 7 and 8. Your own scheduling will be best. Otherwise, just Leader Cards 3 and 4 should be used today. If another day is used, you need not go into much introduction. They can just form the groups, a new leader can be chosen and they can continue the task. The new Leader should always read Leader Card 3 to the group before beginning. The same processing can be used for any subsequent days.

The planning process described on the P.P.S. Club Leader Cards 6, 7, and 8 are adapted from Grimshaw, W.F. A Leadership Development Program for Trainers of Community Organization Groups. Western Michigan University, Kalamazoo, Michigan, 1981.
Activity 14 (Continued)

Processing:

1. Was your job any easier today than it was the last time we worked in groups? Why?

2. How did you feel about the work that your group did?

3. Did everyone seem to help with the decisions? If not, what could have been done to get help from all of the members?

When the entire group process is completed these processing questions should be asked.

1. When did you use your listening skills?

2. When did you use your good speaking skills?

3. When did you use your good decision making skills?

4. How did you feel about using our problem solver method to work on real problems?

5. Were you surprised that you could do such a good job of solving problems?

6. Could you use this method to solve your own special problems?

7. Let’s everyone stand and give ourselves a hand for becoming Perfect Problem Solvers.
CULMINATING ACTIVITY:

Having looked at some of the behaviors identified as being characteristic of effective leaders, and having had the opportunity to practice those behaviors, it is time to allow the children an opportunity to express how they view themselves as leaders and followers.

UNIT OBJECTIVES:

1. To provide the opportunity for children to express how they feel about themselves as leaders.

2. To provide the opportunity for children to interact with the group.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Have the children dictate a story to you or into a tape recorder about a child or a leader. The story can be reproduced and then the children can illustrate it.

* If the group sizes ranged from 4 to 6 members in each group, you may want to devise a classroom awards assembly. You would have to ask the children to pick the person in their group who was the best listener, who was the best thinker, who helped the most, who was the best speaker, who worked the hardest, etc. You would have to have enough award classifications so that every child in the group got an award for something. Then you could have an assembly in your room or some other comfortable area and invite parents, other staff members, and the principal in to see each child receive a P.P.S. Club Leader Award.

* This activity is optional but is highly recommended if time permits.
Activity 15  
Skill: Culminating Activity

MATERIALS NEEDED: Activity 15 Envelope, crayons

DEVELOPMENTAL EXPERIENCE:

Introduction:
We have had a great time for the last few weeks learning all about being good leaders and good followers. We learned to listen well. We learned to speak clearly and use good thinking. We learned how to put our thoughts in the correct order so that we would know the correct order to use when we had things to do. We practiced making decisions and learned how to think about ourselves, life and the world around and other people when we make decisions. What happens when we make a decision that is not good for other people but seems to be good for us? Is it possible to make a different decision that is good for other people and us?

We spent a good deal of time learning how to solve problems. Who can tell us some of the things we learned about problem solving? We also know a lot more about how to manage meetings. Who can tell us what the job of the leader is? Who can tell us what the job of the members is?

We have learned so much that I'll bet you are getting to be real good leaders. Let's think for a minute about how you might act if you were leading your friends. What are some of the things you might do? Would you listen to the ideas of others or would you make all of the decisions? Do you think you could be a good leader? Could you be a good follower also?

In what ways might you be a leader at home? In what ways might you be a leader in our classroom?

Tell us something that you can do better now than you did last year. Isn't it a good thing that we can learn so much? We have learned a lot already this year haven't we? That's because we are such good learners. But I'll bet that you didn't know that you can be teachers also. Now that you have learned so much about leading others, you can teach others some of the things that you have learned. In that way, you can use what you have learned to help others.
Involvement:

Today we are going to make a "coat of arms." Does anyone know what a "coat of arms" is? (If children are not able to give the correct answer, you may want to give the following explanation.) Long ago each family had a shield or a "coat of arms" that had symbols to represent important things about them. If you looked at someone's "coat of arms" you could tell some of the things that family or individual did well. So, today we are going to show others things that you are interested in and things that you do well as leaders.

I am going to give you a "coat of arms" ditto. (Activity 15 Worksheet.) In each box, you are going to draw something special about you. In Box 1, you are going to draw a picture of you doing the one thing that you do best. In Box 2, you are going to draw a picture of you leading your friend in some way. In Box 3, you are going to draw a picture of you leading your family in some way. And in Box 4, you are going to draw a picture of something that makes you smile. In Box 5, I will print your "Special Me" name, so that we will know whose "coat of arms" it is. When all of the "coats of arms" are completed, we will share them with each other and then with others by placing them on the bulletin board.

(Note: It would be terrific if this bulletin board were in a place where the whole school could see the product.)

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REFERENCES:


Appendix B

Activity 3

Member Card

It sounds like a good name to me. I'll vote for that.
(very angry)

Activity 3

Member Card

It sounds like a good name to me. I'll vote for that.
(very excited)

Activity 3

Member Card

It sounds like a good name to me. I'll vote for that.
(very sad)

Activity 3

Member Card

It sounds like a good name to me. I'll vote for that.
(teasingly)
Hey, Gang. Let's call our club the Dreamers Club.

Good! Then we all want to be called the Dreamers' Club.
Activity 5

SPECIAL ME WORDS

1. HAPPY
2. HEALTHY
3. LOVING
4. HELPFUL
5. HARD-WORKING
6. FRIENDLY
7. A GOOD THINKER
8. CARING
9. NEAT AND TIDY
10. THOUGHTFUL

I'm proud to say that I am a ________ person because I ________.

Hi, Ask me why
my name is ________

Hi, Ask me why
my name is ________
Activity 5 Worksheet

RULES FOR BEING A GOOD COMMUNICATOR WITH WORDS

1. Look at the person you are talking to.
2. Speak loudly and clearly.

Activity 6 Worksheet

RULES FOR GOOD WRITING

1. Think carefully about what you want to say before you try to write it.
2. Always write using complete sentences.
3. Use capital letters, question marks, and periods.
4. Write as neatly as you can.
5. Try to spell all of the words correctly.
6. When you have finished writing, look back over your work to see if you have made any mistakes.
Dear Mr. Wonka,

Yours Truly,
Cookies Activity 7

Find a recipe.

Get everything that you will need together on the table.

Turn the oven on with Mom's help.

Do what the recipe tells you to do to make the cookie dough.

Put the cookies on a cookie sheet.

Bake the cookies.

Eat the cookies with some milk.

Let them cool.
Morning Activity 7

Go to the bathroom and wash up.

Get out of bed.

Get dressed.

Eat your breakfast.

Go to the bus stop and catch the bus.

Ride the bus to school

Kiss Mom and/or Dad good bye.

Go to your class.
PROBLEM CARD 1

You spilled your glass of milk on the floor and your baby brother or sister is crawling near it. What will you do as you clean up the mess? Use at least 4 steps.

TASK CARD 1

Tell how to make Kool-Aid. Use at least 4 steps.

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Activity 8

TASK CARD 2

Tell how to get from our room to the principal's office. Use at least 4 steps.

Activity 8

PROBLEM CARD 2

You just found out that your cat is stuck up in a tree. It is raining very, very hard outside now. How can you help your cat? Use at least 4 steps.
Activity 8

TASK CARD 3

Tell how to fix a bowl of cold cereal for your breakfast. Use at least 4 steps.

Activity 8

PROBLEM CARD 3

You are riding and you come to a very busy street. What is the safest way to get to the other side of the street. Tell it in at least 4 steps.
Activity 8

TASK CARD 4

Tell how to get from our room to the media center (library) or the gym, which ever is farthest away. Use at least 4 steps.

Activity 8

PROBLEM CARD 4

Your grandfather is sick and you would like to make something nice to take to him. Tell what you will make and how you will make it. Use at least 4 steps.
RULES FOR GOOD DECISION MAKING AND PROBLEM SOLVING

Every decision that you make and every solution you choose for a problem should show:

1. that you care about life and the world around you
2. that you care about yourself
3. that you care about other people

THE NAUGHTIES CARD

1. Bothering Bill--bugs the teacher and bothers other children.
2. Sassy Sue--talks back to her mother.
3. Cheating Charlie--has to be the winner always so he cheats.
4. Bully Becky--beats up on smaller children.
5. Shoplifting Shawn--steals candy from a store.
Activity 11 Worksheet

PROBLEM SOLVING PROCESS

1. Decide what the problem really is.
2. Decide what are the possible ways to solve the problem.
3. Think about each of the ways you listed.
4. Choose the best way to solve the problem.
5. Do what needs to be done to solve the problem.
6. Think back over the solution. Did it really help solve the problem?
Activity 12

PROBLEM CARD A

A new student joined our class a week ago but still is unhappy because he/she doesn't have any friends yet. What can we do to help?

Activity 12

PROBLEM CARD B

Andy was invited to Mike's birthday party. Just as Andy was getting ready to go to the party, his favorite cousin, Ben, came from Grand Rapids to visit him. What shall Andy do?
Activity 12

PROBLEM CARD C

You planned to play outside today and have races in the park. It begins to rain very hard. What will you do?

Activity 12

PROBLEM CARD D

You borrowed a book from your friend and your baby sister chewed on some of the pages. What will you do now?
Activity 12

PROBLEM CARD E

You went shopping on the mall with your mom but you got lost. What will you do now?

Activity 12

PROBLEM CARD F

Your dad likes to make hot dogs for your lunch. But today they don't look quite right. What will you do?
Activity 12

PROBLEM CARD G

You are staying for two nights with your aunt. But it is nighttime now and you miss your mom. What will you do?

Activity 12

PROBLEM CARD H

Your grandmother has come to visit you. She bought you a gift. It is a book that you already have. What will you do?
Activity 13

PERFECT PROBLEM SOLVERS CLUB

Leader Card 1

Hi! My name is ________ and I am going to lead the club meeting today. Our job today is to get to know more about everyone in our group.

My job is to make sure that we keep working on the job of getting to know everyone better. My job is to help make sure that everyone gets a chance to speak.

Your job, as club members, is to think real hard about the answers to the questions that I will be asking you. Your job is also to give us your answers to each question so that we can learn more about you.

I am going to ask you a question and then each of you will give your answer. We will all listen and then I will ask another question and we will all listen to everyone's answer. I have five questions to ask.

1. What is your first and last name?

The second question is:

2. What toy or game do you like the best? What do you like about it?

The third question is:

3. What do you do at home to help your mom or dad?

The fourth question is:

4. What is something that you hate to do? What do you hate about it?

The last question is:

5. If you had to be someone else other than yourself, who would you be? Why?
Activity 14
PERFECT PROBLEM SOLVERS CLUB
Leader Card 3

Hi! I am ______ and I am going to lead the club meeting today. Our job is to _____________________________.

My job is to make sure that we keep working on the job of ______ _____________________________. My job is also to help make sure that everyone gets a chance to speak. It is also my job to help us find a way to solve this problem so that ALL of the club members in our group are happy.

Your job, as club members, is to think real hard about ways we can solve this problem. Your job is also to give us your ideas so that we can solve this problem.

We only have 15 minutes to work on this problem so ______ will you tell us when 15 minutes is almost over so that we will know that we have to stop. ______ is called the time keeper.

Activity 14
PERFECT PROBLEM SOLVERS CLUB
Leader Card 4

The first thing we must do now is to find out what is the problem that we need to solve. Who will tell us what our problem is? ______

We need someone to write that down. Who would like to do that? O.K. ______ will write down things for us. He/she is our recorder. A recorder is a person who writes down things for other people. Now we have to think of ways to solve this problem. Our recorder will write down our ideas. Now who has an idea? (Listen to each person's idea and keep asking them for ideas until no one else can think of any more ideas.)
Activity 14

PERFECT PROBLEMS SOLVERS CLUB
Leader Card 5

Now that we have some ideas of how to solve the problem of ________________, we must decide which of the ways to solve the problem is the best way to do it. Does anyone have an idea which ways is the best way? (Call on the club members and listen to what they choose. See if there seems to be one way that most of the members feel is the best way. If there is not one way, then say to the club members, "Let's think about each way again, and try to see if we can choose the best one." When they have chosen the best one and have given reasons for choosing that way, then say, "Good! Is everyone happy with this choice?" If everyone is happy, your job is done. If not, club members must talk to those who are unhappy and make them see why it is a good choice.

Activity 14

PERFECT PROBLEM SOLVERS CLUB
Leader Card 6

Now that we have decided on the best way to solve our problem of ________________, we must take to do it. What is the first thing we must do? (Wait for a club member to give an answer. Make sure that the recorder writes down the steps.) What is the next thing we must do to solve this problem? (Wait for an answer) What is the next thing? (Keep going until all of the steps are listed.)
Activity 14

PERFECT PROBLEM SOLVERS CLUB
Leader Card 7

Now that we have decided what steps it will take to solve the problem of ___________________________.

We must decide when we want to have each job done. Who can tell us when step 1 should be done? Recorder, will you please write down a date telling us when each of these steps will be done. How about step 2? (Wait for an answer.) How about step 3? (Wait for an answer.) Keep doing this for each step until a date has been set that tells us when each of these steps will be done?

Activity 14

PERFECT PROBLEM SOLVERS CLUB
Leader Card 8

Now that we have a date telling us when each step to solving our problem of ___________________________ will be done, we must write down who is the person who will do each step. Now, who do you think should do step 1? (Wait for an answer.) How about step 2? (Wait for an answer?) Try to make sure that different people are giving answers. We will have to work hard to do all of this but I'm sure we will all be happy that we did something good for ourselves and our school.
1. This is me doing what I do best.  
2. This is me leading my family.  
3. This is me leading my friends.  
4. This is something that makes me smile.  
5. My special name
Appendix C

L.I.V.E. SERIES

TEACHER QUESTIONNAIRE

Thank you for using the materials from the L.I.V.E. SERIES. Your time and effort is greatly appreciated. Your input on this short questionnaire will be valuable in evaluating the materials in the SERIES. Your responses will be kept confidential.

If you have any questions, please feel free to contact me at: 349-3470 (home) or 385-0874 - Woodward Elementary (a.m. only).

***********************

TEACHER INFORMATION

T1 Have you had any training in teaching leadership skills to students? YES _____ NO _____

T2 Have you taught leadership activities to students before? YES _____ NO _____

T3 How many years have you been teaching second grade? _________

T4 How many years have you been teaching in early elementary grades? _________

T5 How many years have you been teaching? _________

T6 Have you had any leadership training yourself (workshops, classes, etc.)? YES _____ NO _____

If YES, please specify. ________________________________________________

__________________________________________________________
TEACHER QUESTIONNAIRE

L.I.V.E. SERIES

DIRECTIONS: This questionnaire is designed to allow teachers to record their reactions to the L.I.V.E. SERIES. As a teacher, you are in the best position to judge the educational value and to offer constructive advice for making changes in the materials. Please respond to each question on this questionnaire. You may use the back of the page for additional room if necessary.

<table>
<thead>
<tr>
<th>USE OF THE MATERIALS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7 Did you use all of the materials in the SERIES with your students? <strong>If NO, identify which materials were not used and state why they could not be used.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T8 Were there any difficulties in using the materials? <strong>If YES, please describe.</strong></td>
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<tr>
<td>T9 Can the L.I.V.E. SERIES be easily used in classrooms where a variety of teaching styles are used?</td>
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<tr>
<td>T10 Did you observe any negative side effects caused from use of the materials? <strong>If YES, please describe.</strong></td>
<td></td>
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</tr>
<tr>
<td>T11 Do the materials meet the needs for your students that are presently being met by other existing materials or kits?</td>
<td></td>
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</tr>
<tr>
<td>T12 Is the need for this type of material great enough to warrant a special effort in their development and marketing?</td>
<td></td>
<td></td>
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<tr>
<td>T13 Do the materials in the L.I.V.E. SERIES depict prejudice or stereotypes? <strong>If YES, please specify.</strong></td>
<td></td>
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</tbody>
</table>
T14 Can the materials be adapted to meet the differences in individual learner characteristics? 
   If NO, please explain. ____________________________

T15 Was the mixture of activities for small groups, total groups, and individuals appropriate? 
   If NO, please explain. ____________________________

T16 Were the girls in your class interested in the materials? ________

T17 Were the boys in your class interested in the materials? ________

T18 Was the concept of leadership grasped by your pupils? ________

T19 How much class time did you take to use the materials? ______ hours

T20 How much class time would you recommend for using the materials? ______ hours

T21 Is the time spent worth the value of the activities? ________
   If NO, please explain. ____________________________

T22 How did you use the L.I.V.E. SERIES materials? (Check all that apply.)
   With individual students ______
   With small groups ______
   With large groups ______

T23 In what ways did you use the materials with your class? Please describe any additional materials, kits, books or other audio/visual materials which you used during the weeks of the field testing.
   ____________________________
   ____________________________
   ____________________________
L.I.V.E. SERIES TEACHER QUESTIONNAIRE

FORMAT
T24 Is the size of the cards and worksheets satisfactory? YES NO
T25 Are the illustrations clearly drawn? YES NO
T26 Are the illustrations appropriate for your students? YES NO
   If NO, please specify. ___________________________

T27 Are the illustrations attractive in appearance to yourself? YES NO
T28 Are the illustrations attractive in appearance to your students? YES NO
T29 Did the illustrations satisfactorily support the intended concept of the activities? YES NO
   If NO, please explain. ___________________________

PREPARATION FOR USING THE L.I.V.E. SERIES
T30 Do you think that an in-service meeting is necessary in order for you to effectively use the L.I.V.E. SERIES materials? YES NO
   If YES, what type of training or preparation would be most helpful to you? ___________________________

T31 In your opinion, would a teacher have to be highly motivated to use the SERIES? YES NO

TEACHER'S MANUAL
T32 Does the manual adequately convey the rationale for the materials? YES NO
T33 Are the descriptions of suggested methods for using the materials clearly presented? YES NO
T34 Is the choice of activities appropriate? YES NO
   If NO, please explain. ___________________________
CONTENT

T35  Is there any content in the materials that should be removed (for reasons of grade level, inaccuracies, objectionable depiction, etc.)?
   If YES, please specify. ____________________________________________
   ____________________________________________
   ____________________________________________
   YES  NO

T36  Is there any activity or example of a leadership skill that could be added to the materials to improve them?
   If YES, please specify. ____________________________________________
   ____________________________________________
   ____________________________________________
   YES  NO

T37  As a teacher, what kinds of materials would you like to have developed to promote leadership awareness in children?
   ____________________________________________
   ____________________________________________
   ____________________________________________

T38  What additional comments do you have that would improve the materials or Teacher’s Manual?
   ____________________________________________
   ____________________________________________
   ____________________________________________

T39  Would you recommend the L.I.V.E. SERIES to another teacher?
   YES  NO
   If NO, please explain. ____________________________________________
   ____________________________________________
   ____________________________________________

Thank you for your assistance in using these materials. Your input will be valuable in evaluating the materials and will be used in decisions about future development of additional units of the L.I.V.E. SERIES.
Appendix D

L.I.V.E. SERIES

EXPERT QUESTIONNAIRE

Thank you for examining the materials from the L.I.V.E. SERIES. Your time and effort is greatly appreciated. Your input on this short questionnaire will be valuable in evaluating the materials in the SERIES. Your responses will be kept confidential.

If you have any questions, please feel free to contact me at: 349-3470 (home) or 385-0874 - Woodward Elementary (a.m. only).

******************************************

TEACHER INFORMATION

E1 Have you had any training in teaching leadership skills to students? YES _____ NO _____

E2 Have you taught leadership activities to students before? YES _____ NO _____

E3 How many years have you been an elementary administrator? ______

E4 How many years have you been teaching in early elementary grades? ______

E5 How many years have you taught? ______

E6 Have you had any leadership training yourself (workshops, classes, etc.)? YES _____ NO _____

If yes, please specify. ____________________________________________

_______________________________________________________________

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EXPERTS' QUESTIONNAIRE ON THE
L.I.V.E. SERIES

DIRECTIONS: This questionnaire is designed to allow you to record your reactions to the L.I.V.E. SERIES. As a professional, you are in a position to judge the educational value of the materials and to offer suggestions for making changes in the materials. Please review all of the materials in the booklet and the activity envelopes at the end of the booklet. Then please respond to each question on this questionnaire. You may use additional sheets of paper to answer the questions if necessary.

USE OF THE MATERIALS

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>E7</td>
<td>Would you anticipate any problems for the teacher in using the materials?</td>
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<tr>
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<td>If YES, please explain.</td>
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<tr>
<td>E8</td>
<td>Could the L.I.V.E. SERIES be easily used in a classroom where a variety of teaching styles are used?</td>
<td></td>
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<tr>
<td></td>
<td>If NO, please explain.</td>
<td></td>
</tr>
<tr>
<td>E9</td>
<td>Do the materials meet student needs that may be met by other instructional materials that you know of?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If YES, please list the materials.</td>
<td></td>
</tr>
<tr>
<td>E10</td>
<td>Is the need for this type of instructional material great enough to warrant a special effort in development?</td>
<td></td>
</tr>
<tr>
<td>E11</td>
<td>Do the L.I.V.E. SERIES materials depict prejudice or stereotypes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If YES, please explain.</td>
<td></td>
</tr>
</tbody>
</table>

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E12 Can the materials be adapted to meet differences in individual learner characteristics?  

YES NO

E13 Do you think that boys and girls would be interested in the materials?  
Please explain.  

E14 In your opinion, can the concept of leadership awareness be grasped by young elementary school children?  

E15 How much class time would you recommend to teach leadership awareness to children?  

___ hours per week

E16 How would you use the L.I.V.E. SERIES?  
With individuals?  
With small groups?  
With large groups?  

E17 How would you recommend teaching leadership awareness to children?  
Please describe methods, materials, books, films, etc.  

E18 Is the size of the cards and worksheets satisfactory?  

YES NO

E19 Are the illustrations clearly drawn?  

YES NO

E20 Are the illustrations appropriate for second grade children?  

YES NO

E21 Are the illustrations attractive to you?  

YES NO

E22 Would the illustrations be attractive to second grade children?  
If NO, please explain.  

E23 Did the illustrations satisfactorily support the intended concepts of the activities?  

YES NO
PREPARATION FOR USING THE MATERIALS

E24 Do you think that an in-service program would be necessary for teachers to effectively use the materials? __ __
Please explain. __________________________________________
________________________________________________________

E25 Would a teacher have to be highly motivated to use the L.I.V.E. SERIES? __ __

TEACHER'S MANUAL

E26 Does the manual convey the rationale for the materials? __ __
E27 Are the descriptions of methods for using the materials and activities clearly presented? __ __
E28 Is the choice of activities appropriate for children? __ __
If NO, please explain. ______________________________________
________________________________________________________

CONTENT

E29 Is there any content in the L.I.V.E. SERIES that should be removed? __ __
If YES, please specify. ______________________________________
________________________________________________________

E30 Is there any activity or example of a leadership skill that should be included? __ __
If YES, please describe. ______________________________________
________________________________________________________

E31 What kinds of materials would you like to have developed to promote leadership awareness in children? __ __
Please describe. __________________________________________
________________________________________________________
Thank you for your assistance in using these materials. Your input will be valuable in evaluating the materials and will be used in decisions about future development of additional units of the L.I.V.E. SERIES.
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