

Running head: DEVELOPING AN EFFECTIVE MIDDLE SCHOOL
LEADERSHIP PROGRAM

Developing a Student Leadership Program at Como Lake Middle School

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Over the last several years Como Lake Middle's Leadership Program has been a positive contributing factor to the school culture and to the school community. During this time there have been many significant changes to the program. It is important to recognize that many of the changes have been a result of the time, effort and commitment of the administration, many dedicated teachers, and hundreds of devoted leadership students. I am thankful for the opportunities that I have had to work with all these wonderful people, who have helped me to make the leadership program a positive, rewarding experience for everyone involved.

Finally, there is one part of being involved in the leadership program at Como Lake Middle School that makes this experience very special for me. I am always amazed by the effort that a few key students put into the program. Every year there are a number of students that truly take service leadership to heart, making an exceptional commitment to the program and to the school. More than any other contributors to student leadership, it is students like this that make the program great. I would like to thank these students, the future leaders of the world, for their part in the program... Working with students like this helped inspire me to write this paper.

Abstract

This paper presents a description of the development of the Student Leadership Program at Como Lake Middle School over the past seven years. It investigates what makes student leadership effective in a Middle School, and considers literature pertaining to guiding principles and practices of effective programs. This paper also considers the effectiveness of using metaphors and reflective journals in teaching student leaders. Finally, considering the research synthesis, and upon reflection of the successes and challenges of the Leadership Program at Como Lake Middle, recommendations for improving the program are made.

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Overview of Student Leadership Program Changes at Como Lake

***Leadership is getting others to do
What the group needs to get done,
Because they want to do it.¹***

In my second year as a teacher at Como Lake Middle School, I was given the opportunity to teach leadership as an elective course. Initially I would teach one class and co-teach another one with the other leadership teacher, Dave. In the seven years since then, there have been many changes to the program. During this time, Como Lake Middle's Leadership Program has been a positive contributing factor to the school culture and to the school community.

The Student Leadership Program at Como Lake Middle School has undergone significant changes since I became involved in the program. Some changes to the Student Leadership Program have been necessary due to changes in the class scheduling. Some changes have been less out of necessity and more still out of a desire to develop and foster a leadership program that goes beyond the scope of one or two teachers at the school. The first significant change that occurred was that the school changed from Grades 7, 8, and 9 to Grades 6, 7, and 8 after my first year of teaching Leadership as a class. Leadership as a class was then offered to the Grade 7's moving up into their senior year at the school after only one year of being at the school.

After the shift in grade levels at the school, I could see that the change presented some challenging concerns that I needed to compensate for. Many of the students that chose to take the Leadership Class chose to do so, not because they wanted to, but rather because they didn't want to take Art/Drama or Yearbook Class, which were their only other options. The course had no requirements as far as

experience, skills or references and as a result I felt that the group this year was somewhat lacking in enthusiasm and energy towards the extra-curricular expectations of the leadership class. To compensate for the lack of commitment, I started a parallel Leadership Crew that assisted with many of the services that the leadership class did not enthusiastically help with. Another significant change to note was that Dave, the other leadership teacher and a mentor, moved on to become a Faculty Associate for student teachers, thus leaving the Student Leadership Program in my care.

The newly developed Leadership Crew became known as the Silver Servers: A service-oriented leadership group whose name coincided with our mascots the Silver Surfers, (two teachers dressed in capes and tights that heroically lead us on a spirit filled path to being good, caring, considerate and socially responsible 'Lakers'). The development of this crew was timely as the following year we experienced a decline in enrollment at the school and in order to maintain common prep time for teaming teachers, elective courses were removed from the schedule and Leadership as a class could no longer be offered. Leadership, as well as Yearbook, became extra curricular activities at the school. Fortunately the development of the Silver Servers allowed for some continuity in the Leadership Program the next year.

Another significant change to the Student Leadership Program stemmed from the energetic involvement of my new teaching partner, Misti. Misti took on the organization of school wide assemblies and, the following year, brought many enthusiastic student-organized events to the school. As the school moved from Leadership Class to the Silver Server Leadership Crew, we developed a format that

allowed other teachers, including Misti, to adopt and expand on the Silver Server Leadership Crew.

There were two key benefits that emerged out of the development of the Silver Servers. First, the development of the group significantly improved leadership capacity within the school, moving leadership from one teacher's realm to that of six very capable teachers. Secondly, it provided students with a greater number of opportunities to lead and engage in meaningful leadership experiences. Coupled with a newly developed application process, these changes were significant to the development of the Student Leadership Program currently in existence at Como Lake Middle School today.

Research Question

What makes a Middle School Leadership Program meaningful and effective? To investigate this issue I am describing the evolution of the leadership program at Como Lake Middle School over the past seven years, considering some of the literature in the field. Next, I am taking into consideration some effective tools, (the use of metaphors and reflective journals), as means to teach leadership. I am also including proposals for improving the leadership program at Como Lake Middle after considering the research. Finally I will include a detailed appendix of useful resources that have either been gathered or developed at our school.

Student leadership in Middle Schools is nothing new. However, I need not look beyond this school district to find completely different models for how student leadership can be organized. Middle Schools within our district have, for example: Student Council Leaders; Advisory based leadership programs; Cross-grade leadership; Teacher selected students; and also Leadership Classes that may or may

not be linked to another class such as C.A.P.P. or P.E., (Career and Personal Planning or Physical Education). Additionally, reflecting on the changes and development of the Student Leadership Program at Como Lake Middle School, it is apparent that even within a single school the program can change considerably from year to year.

What makes an effective leadership program in a middle school? This is not a question with a single answer. It is apparent that many different leadership programs can be effective. But effective programs may have commonalities that set them apart, or essentially make them different in a significantly meaningful way when compared to programs that may not be as effective. The purpose of this narrative on the development of the Student Leadership Program at Como Lake Middle School is threefold.

First, the concept of meaningful student leadership is considered. I will examine the literature around guiding principles and practices that make an effective leadership program in a middle school, and question how I can make Como Lake Middle School's Student Leadership Program more effective. Rather than comparing Student Leadership at Como Lake with other schools, I will reflect on, and explore what I consider the program's positive attributes as well as challenges, and then suggest possible improvements. I will also consider the research I examined when considering my recommendations for an improved program.

Next, I will consider the use of metaphors and reflection in delivering leadership lessons. Experiences at leadership retreats that I have developed will be considered, and a delivery format will be described. This format involves using

stories, metaphors, and reflective journaling to frame experiential learning opportunities for students.

Finally, resources that have proven effective and/or useful within the leadership program offered at Como Lake Middle will be provided. These resources, primarily contained in the four Appendixes can be used to develop, expand, or compliment programs existing in other Middle Schools.

Rationale

There is a lot of information available on leadership *activities* that are appropriate for Middle School students. In fact, when planning an activity or event for leadership students to run, students and teachers can be overwhelmed by suggestions, and resources, available to them. Yet there seems to be a significant gap in research and resources in two key areas pertaining to Middle School Student Leadership Programs.

Very little research has been done on the effectiveness of Middle School student leadership programs, especially longitudinal studies that attempt to show evidence of the lasting impact of a program. It would interest me greatly to know how my program affects students' lives beyond their Middle School experience.² This narrative will not explore the lasting impact of the Como Lake Middle Student Leadership Program, but it will reflectively examine the program. It is my objective that this examination will help guide the program in a direction that provides more meaningful experiences for the students and teachers involved, as well as for the Como Lake Middle School community of students and staff.

Additionally, although resources for leadership *activities* are abundant, there are very few resource packages for leadership *programs*. Many books can be found

espousing the value of having a leadership program in schools, (mostly at the high school or the university/college level), and research as well as books can be found encouraging student empowerment and involvement in schools³, but these sources do not generally offer tangible, usable, or relevant reproducible resources.

A Working Definition of Leadership

Before being able to investigate what meaningful student leadership is or can be, there needs to be some consideration as to what leadership itself is. It is evident that any currently usable definition of leadership would in fact be very different than a usable definition from only thirty years ago. Senge (1990) sees the traditional leader of the past as the charismatic decision maker and/or the hero. In this view, myths of great leaders coming to the rescue in times of crisis perpetuate the view of leaders as heroes, and “they reinforce a focus on short-term events and charismatic heroes rather than on systemic forces and collective learning” (p. 8). Senge sees current leaders in a different light, he sees them as, “designers, teachers, and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking” (p.9). These new skills require leaders to be thinkers and learners.

The quote I started this paper off with is an adaptation of Dwight D. Eisenhower’s quote, “Leadership is the art of getting someone else to do something you want done because he wants to do it.” I adapted this quote several years ago to better fit with the times as well as to fit with my own ideas of shared leadership. The focus on a ‘top-down’ leader in Eisenhower’s quote was very appropriate for its’ time,

however, today it is more fitting for a leader to be concerned with the group's or team's goals.

The quote, subtly but poignantly reworded, states, "Leadership is getting others to do, what the group needs to get done, because they want to do it." Within this quote there is: a suggestion of influence, getting others to do a task; a suggestion of service, aiding the group rather than just the leader; a suggestion of inclusion, doing what the group wants; a suggestion of teamwork, working within a group; and, a suggestion of motivation or inspiration, getting people to want to assist you or the group. A lot of literature on student leadership focuses on the first three points, influence, service and inclusion. Literature focused specifically on either teamwork or motivating others, as principal themes, tends to relate to managers, primarily in the realm of business and not nearly as much in education.

In considering a definition of leadership that functions well when considering student leadership in a middle school, I think that leadership pertains to getting students to be of service to others, while teaching them to effectively influence and motivate others. This can be successfully accomplished when students work in inclusionary groups or teams that create and take advantage of opportunities to act as servant leaders.

Backdrop: Meaningful Student Leadership

In 1969 an article titled "A Ladder of Citizen Participation," by Sherry R. Arnstein discussed citizens and their interactions between and within power structures in a society. The rungs on Arnstein's ladder are: 1) Manipulation; 2) Therapy; 3) Informing; 4) Consultation; 5) Placation; 6) Partnership; 7) Delegated Power; and, 8) Citizen Control. The ladder is broken into three sections that describe

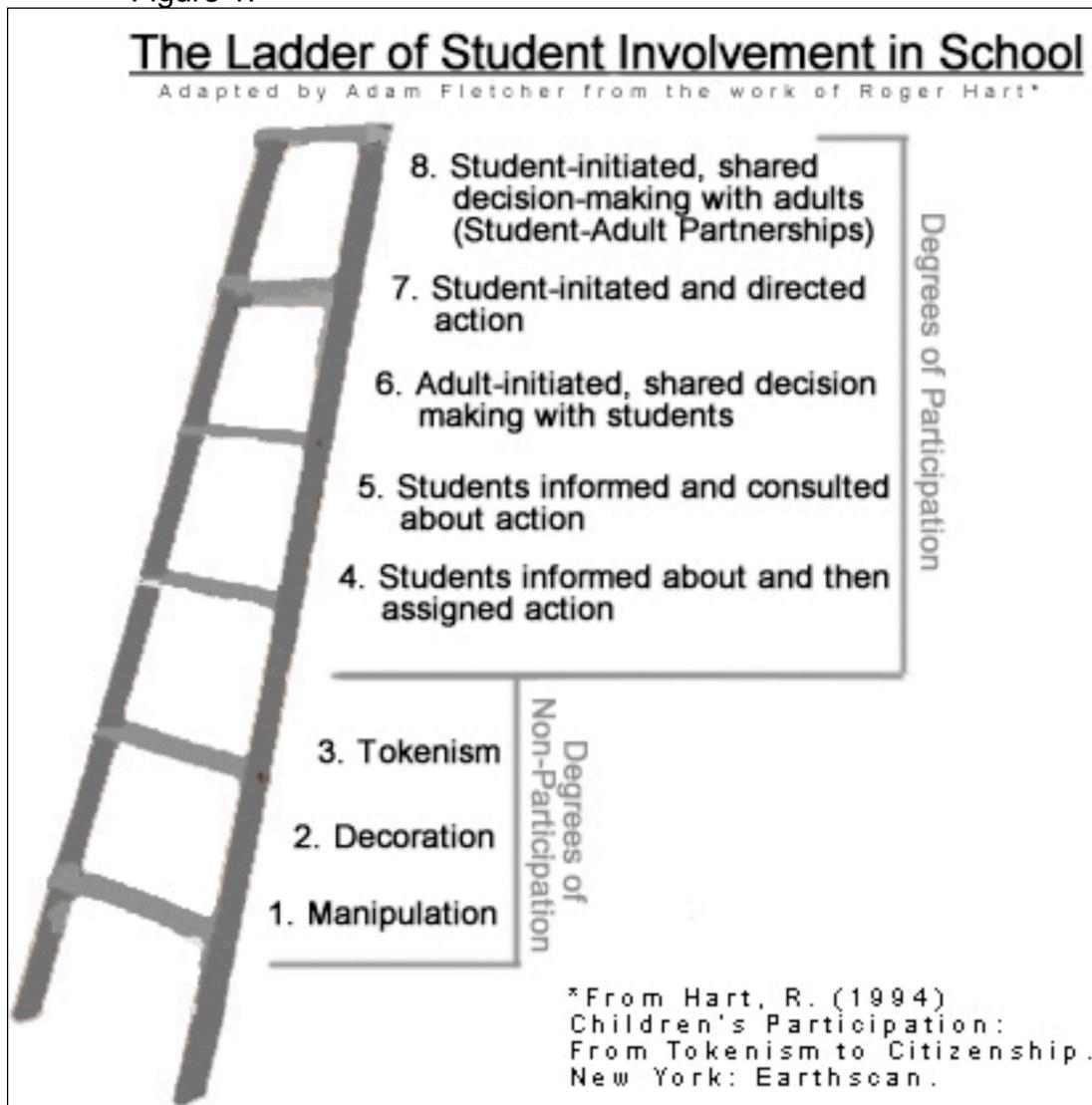
the levels of a citizen's participation ranging from the bottom two rungs categorized as Non-participation, to the middle three rungs categorized as Tokenism, to the top three rungs categorized as Citizen Power. 'Powerholders', those who have influence and decision making power, have the ability to "educate" or "cure" those on the Non-participation rungs; they allow those on the Tokenism rungs to be heard, but without significant influence or decision-making power; and, they allow Citizen Power ranging from the ability to negotiate to full managerial power⁴. This ladder has proven to be very prominent in a number of fields. A recent search on Google™ Scholar noted 682 citations of this article on-line demonstrating its' influence on academia.

The Ladder of Citizen Participation was adapted by Roger A. Hart into the Ladder of Children's Participation in his book, *Children's Participation: Tokenism to Citizenship* (1994). According to Hart (1997), "Unfortunately, while there is a sizeable literature on organizing with youth, very little has been written concerning participation with children. The following principles are drawn from a combination of personal experience, child development theory, and a small, but growing literature on democratic schooling" (p. 40). Hart's ladder examined how adults, the inherent 'powerholders' in relation to youth, could support or maximize children's involvement in organizations, groups or projects whenever youth had the potential to collaborate with adults. He believed that "A program should be designed to maximize the opportunity for any child to choose to participate at the highest level of his or her ability" (p. 42).

Hart's ladder was adapted to 'The Ladder of Student Involvement in School' by Adam Fletcher in a short online book, *Meaningful Student Involvement: A Guide to Inclusive School Change* (2003). As seen in Figure 1, this ladder is also broken into

the original eight rungs, but now there are just two levels described. The lower three rungs, with 1) 'Manipulation' on the bottom, followed by 2) 'Decoration', and 3) 'Tokenism', are levels or 'Degrees of Non-Participation'. On these rungs students, at best, have the appearance of being given a voice, but actually have very little influence over their involvement in the organization or setting being considered.

Figure 1.⁵



Taken from: A Guide to Meaningful Student Involvement, Adam Fletcher, 2003. p. 9.

Above these rungs are the 'Degrees of Participation' of student involvement. In these upper five rungs, 4) 'Students are informed about and then assigned action', 5)

‘Students are informed and consulted about action’, 6) ‘Adults initiate action and share decision making’, 7) ‘Students initiate and direct action’, and 8) ‘Students initiate action and share decision-making with adults (Student-Adult Partnerships)’ (pp. 8-9). There is some debate as to whether rung seven, where students initiate and direct the action, is actually the highest level of participation compared to rung eight which shares decision-making with adults in student-adult partnerships⁶.

Regardless of which rung actually constitutes the highest level of participation, Fletcher’s Ladder of Student Involvement in School is an excellent backdrop to keep in view when considering some of the literature on meaningful student leadership. In “Meaningful Student Involvement: A Guide to Inclusive School Change” Fletcher (2003) lists some ‘Dimensions of Meaningful Student Involvement’ that are worthy of noting, (see Table 1). To varying degrees, these primary indicators are evident in all of the literature that espouses principles, guidelines, policies and programs that promote the empowering of students. For student leadership to truly be meaningful, greater levels of student participation and student self-determination should be strived for.

Table 1. Fletcher’s Dimensions of Meaningful Student Involvement

Indicators	Impact on Students
Learning	Students develop complex learning skills
Partnership	Students as equal partners in education
Equity	Student participation without discrimination (i.e. race etc.)
Infusion	Students are integrated into organizational/attitudinal change
Quality	Student validation through action, and empowered involvement
Evidence	Student participation is measurable and effective

Information taken from Fletcher (2003) pp.10-11

Fletcher also states, “Everyday more educators are showing that they value students by involving them in meaningful ways in school. These teachers and administrators say that it is not about ‘making students happy’ or allowing students to

run the school. Their experience shows that when educators partner with students to improve learning, teaching and leadership in schools, school change is positive and effective” (p. 4).

Fletcher’s work goes well beyond the rhetoric of students’ involvement in leadership *at* a school. He advocates for students as equal partners in the operation *of* a school. He has taken the metaphorical pendulum and swung it away from teacher control to the apex of maximum student participation within a school, a district, and a community. Real, meaningful change as Fletcher suggests is difficult since it requires a structural shift in the hierarchy of a school, but like any truly meaningful change the rewards are well worth the struggle.

Research: Meaningful Student Leadership

As stated earlier, student leadership pertains to getting students to be of service to others, while also teaching them to effectively influence and motivate others. The idea of the leader as a server or ‘servant leadership’ cannot be discussed without mentioning the seminal work of Robert K. Greenleaf who coined the term in an essay titled ‘The Servant as Leader’ in 1970. According to Burchard (2005), “More than any other leadership theorist, Robert Greenleaf helped us understand that leadership is all about service. Servant-leadership puts others first – collaborators, employees, customers, community – in hopes of promoting a sense of community and shared power in decision making.”

Greenleaf believed that service leadership stemmed from the feeling or willingness to serve. He states that the aspiration to serve and meet others’ needs comes first, and the, “test is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to

become servants?” Greenleaf also recognized that leadership included vision. Furthermore, he recognized that great leaders have often served a greater cause. He saw both service, and a higher vision, as aspects of leadership that provided a purpose for leaders. (Burchard 2005)

Expanding on Greenleaf, Grothaus (2004) combines the idea of service leadership with motivating, or more specifically empowering others. He states, “Leadership involves serving the common good and promoting the welfare of our local, national, and world communities and empowering others to also make a lifelong commitment to this vital cause” (p. 229). Burchard (2003) is less subtle in his connection of these same two ideas, “By helping people reach ‘higher levels of motivation and morality’ leadership provides service to them. That is why I emphasize that leadership is rooted in service and advocate servant leadership...” (p. 32).

Furthermore, O’Brian & Kohlmeier, as well as Burchard, recognize that moral conviction is also an important aspect of leadership, (Burchard refers to moral conviction as serving ‘a higher purpose’). But moral conviction is challenging to teach. It is less of a skill and more of an overlaying theme, especially when considering meaningful student leadership programs. In my experience as a leadership teacher, moral conviction is not something you can teach, instead it is something that you influence and allow to permeate a program. Role modeling expectations, promoting socially responsible behavior and encouraging leaders to be in the service of others is how moral conviction is *influenced*, (as opposed to taught⁷).

Fertman & Long (1990) state, “...all adolescents possess a perception of leadership that encompasses their own abilities to influence and to lead people” (393). In their study, they suggest that leadership is demonstrated if students

influenced the actions of others. Although not mentioned, the inherent idea is that students would *positively* influence the actions of others. This would be evident to the researchers since, “At the second posttest [conducted in their research], students on the average were able to list three situations in which they had demonstrated leadership” (p. 393). The key point is the identification of influence as a necessary skill needed in order to lead others.

An interesting finding of O’Brian & Kohlmeier (2003) is that when eighth-grade students were asked to first identify a leader, and then explain why they chose that person, students responses fell within two categories, ‘principled individuals’ and ‘problem solvers’. The authors believed that, “The eighth graders drew a connection between ‘principled’ and ‘helpful,’ a realization perhaps of the link between one’s moral conviction and the willingness to act on that conviction” (165). Linking these findings to what has already been discussed, the idea of leaders being principled provides *purpose* to a leader’s influence; and when leaders are problem solvers they provide a *service* to others. Furthermore, these two are often inextricably intertwined by leaders that we intuitively admire- those who serve us, have a great influence on us, and motivate us. Students can be given opportunities to influence others, to motivate others and to be in others service, and within these opportunities moral conviction can be fostered.

In the pursuit of a meaningful student leadership program, there are countless approaches, philosophies and guiding principles that can be followed. In the conclusion of ‘Leadership: Part of the Civic Mission of School?’ O’Brian & Kohlmeier (2003) aptly suggest that educators, “are purposeful not only in helping young people to learn about individuals in leadership positions but also in developing their

‘willingness and ability to assume leadership roles’... It is not enough to prepare students to follow, we need to prepare them to lead” (166). But how do you prepare someone to lead?

In an effort to prepare students to lead, it would be worthy to keep Fletcher’s Ladder of Student Involvement in School (Figure 1) and Fletcher’s Dimensions of Meaningful Student Involvement (Table 1) in mind. There is a fundamental difference between students being manipulated or ‘used’ to get a task done (rung 1 on Fletcher’s Ladder) and students sharing in the completion of a charge (rung 5), or students creating and carrying out an undertaking of their own initiative (rungs 7 or 8). Thus, meaningful student involvement is developed in a program that maximizes students’ control over their own participation in a school community. Students serve themselves by serving, leading, influencing and motivating their team and their community.

Leadership training is an experiential process necessary in preparing students to lead. In “Bringing Leadership Experiences to Inner-City Youth,” Boyd (2000) investigated a service-learning model of leadership brought to at-risk youth. The processing steps used to create experiential based activities included: Experience, do the activity; Sharing, describe or reflect on the activity; Process, find themes in the activity; Generalize, what was learned in completing the activity; and, Apply, what is learned to another experience or activity (p. 1). I would combine the words ‘process’ and ‘generalize’, and use the word ‘reflect’. Essentially the model Boyd studied created leadership experiences that were then learned from in a systematic way.

In order to guide experiential based leadership activities, Boyd enlisted the 12 Principles that Make Effective Leadership Programs by Woyach & Cox. These twelve

Principles are very well thought out and go beyond many other guiding principles since they address both the outcomes and the process of a leadership program.

Woyach & Cox's guiding principles are:

1. Help youth learn specific knowledge and skills related to leadership.*
2. Enable youth to understand the history, values and beliefs of their society.
3. Facilitate the development of individual strengths and leadership styles.
4. Facilitate the development of ethics, values and ethical reasoning.
5. Promote awareness, understanding, and tolerance of other people, cultures and societies.
6. Embody high expectations of, confidence in, and respect for the teens served.
7. Emphasize experiential learning and provide opportunities for genuine leadership.*
8. Involve young people in service to others, to their community, their country and their world.
9. Facilitate self-reflection and processing of learning both individually and cooperatively.
10. Involve youth in collaborative experiences, teamwork and networking with peers.*
11. Involve youth in significant relationships with mentors, positive role models, or other nurturing adults.*
12. Be developed around stated purposes and goals.

Boyd 2000 (pp.2-3)

[* Indicates Principles related to Kouzes & Posner's Opportunities to Learn]

Kouzes & Posner (1995) also focus on the process of learning to lead with their three opportunities to learn. These are rather simplified and can be loosely related to four of the 12 Principles that Make Effective Leadership Programs by Woyach & Cox, (as noted in parenthesis and shown with an '*'). Woyach & Cox's concept of creating experiential leadership opportunities coincides with Kouzes & Posner's 'Trial and Error,' (see Woyach & Cox's Principle #7). Kouzes & Posner other two opportunities to lead are: 'Observation of Others,' (see Principles #10 and #11), and 'Formal Education and Training,' (see Principle #1).

However, Kouzes & Posner focus not so much on their three opportunities to learn as they do on the skills of a leader. Through a study whereby outstanding student leaders measured their own leadership capabilities, behaviors were categorized into five key leadership practices. These Practices of Exemplary Leaders are: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart (p. 87). Each of these have commitments to follow and they serve not only as practices that student leaders should aspire to, they are significantly powerful practices for teachers and adults who work with youth to aspire to as well. In the section, 'Recommendations for Improving the Program' below, I will use these practices as a guiding format for suggestions to meaningfully improve the student leadership program at Como Lake Middle School.

In a meaningful student leadership program, it would seem that certain elements are essential. Meaningful student leadership is service based, trains students, and builds skills in students that impact their lives beyond their experience in a school. DiPaolo summarizes, "...leadership education, or at least successful leadership education, has evolved to include specific training activities, a greater involvement in serving the larger community, affirmation of student participation, and direct connection to their lives as students and emerging involved citizens" (p. 7).

It would seem that the key to a good leadership program is that it is rooted in service. Service to others inspires a meaningful purpose to what a program does; and, it gives rise to a shared vision of what is possible, not just what needs to get done. But to serve in a meaningful way, students need the knowledge and skills to do so effectively. They need to be able to relate and communicate well so that they can influence and motivate themselves and their community.

Research: The Missing Connections

In the field of Middle School leadership programs there seems to be a void of any longitudinal studies that show a relationship between programs and leadership skills and/or leadership outcomes such as the development of more socially responsible students. DiPaolo recognizes the absence of literature that assesses leadership programs with the exception of some studies done on college-age young adults (p.5). This lack of research lends itself to the challenge of understanding why there are so many different approaches to teaching leadership skills in schools.

An interesting study done at the university level, by Cress, Astin, Zimmerman-Oster, & Burkhardt (2001) used entry and exit surveys to show increased gains in three leadership areas: skills, values, and cognitive understanding. What is intriguing about the study is that it was a comparative analysis of participants in leadership programs and of non-participants of the leadership programs in 10 colleges and universities.

There are three weaknesses in the study that seem apparent. 1. 68% of the respondents were white females. 2. There would be differences in the kind of students that would be participants compared to those who would be non-participants in leadership opportunities, (and thus college experience itself may play a factor in influencing these different groups in the three areas of leadership mentioned). 3. There was no reference to the quality of experiences the leadership programs would offer across schools or the degree of participation in those programs by students. However, the research was extensive and it did show significant gains in all three leadership areas, (skills, values, and cognitive understanding), as a result of participation in leadership programs. It would only make sense that a similar

relationship would occur in successful leadership programs designed for younger students as well. Perhaps longer studies tracking students' leadership development from middle school through to university could shed a light on the true value of middle school student leadership training.

Middle School Leadership

There are many different models for delivering an effective leadership program in a middle school. In an effective program, teachers and students will lead with moral conviction and they will not only act in a tolerant, socially responsible way, they will also be role models. Within the program, teachers and students will encourage others to lead. Students will learn to work collaboratively and become capable team members. Students will learn these things through genuine service oriented experiences where they are legitimately involved in the decision-making process. And in the end, students will meaningfully participate in a successful program... 'because they want to do it'.

Leadership at Como Lake: My Experience

One of my most meaningful classroom teaching experiences came in my second year as a teacher when I was given the opportunity to co-teach a class with an exceptional teacher. Dave really helped to not only guide my teaching, but also guide my thinking about what it means to be a leader, and what it means to teach leadership. Teaching in many respects can be a lonely profession, I have taught in the same school as other teachers for over five years and not seen them teach.

Mentorship is an important part of leadership development and my time spent sharing a class with Dave taught me the value of that. What most impressed me about Dave was his ability to take advantage of teachable moments. He would

describe a lesson he planned to me, begin the lesson and then after the planned activity he would allow the students to take the discussion wherever they wanted. As the discussion continued, Dave would let the point of the lesson emerge from the discussion, asking probing questions rather than pushing the point onto the students. I think that allowing students to discover meaning and purpose behind an activity is essential to effective leadership training, and Dave role modeled this for me.

In developing any meaningful student leadership program collaboration time, between teachers, between students, and between teachers and students is essential. Now that we do not have class time for leadership at Como Lake, collaboration time needs to be found elsewhere- predominantly at lunchtime and sometimes after school. This can be challenging in a middle school where students value this social time, and thus maintaining enthusiasm within a leadership program can be difficult. On the other hand, by making leadership something students voluntarily choose to do outside of class, there are benefits to the overall commitment and enthusiasm of the students that have made a choice to be involved.

Grade 8 Leadership

In the Fall of 2000 Como Lake Middle School moved from Grades 7, 8, and 9 to Grades 6, 7, and 8 but we maintained the Leadership class for the oldest grade, now the Grade 8's. There was a lot of discussion late in the previous year about whether or not the grade 8's were going to be given electives choices or a set exploration cycle that they go through in a year. When it was decided that choices would be given, there wasn't any real articulation between the teachers offering the electives and the students that were choosing the courses. In hindsight, both the

yearbook and the leadership classes suffered as a result because students were not making a very informed decision when choosing courses.

A challenge to having leadership as a class was that many of the students chose leadership out of a process of eliminating other elective choices. This made for a rather interesting group of students to put in charge of activities that were traditionally run by the leadership class. To describe the make-up of my class, (in the first term of the last year of having leadership as a class), over 50% of the class were what I would consider unwilling participants, about 20% of the class were natural leaders and the remainder of the class were a group I coined the 'workhorses'. The large population of unwilling participants created a burden on the natural leaders and the 'workhorses' in the class.

The workhorses, to me, are those students who, at first, may not show significant leadership skills, but they are very willing to do anything to help the program. This group of students is very rewarding to work with, but they are not a homogeneous group: some are 'sponges' who soak up new ideas and are willing to try their newly learned skills; others really are just hard workers who find great satisfaction in doing what needs to get done for the good of the group. One valuable lesson for me, was being surprised by some of the students that would step up to be leaders, or stand out and go above and beyond my expectations for them. It is true that every child does have leadership potential.

However, not every child wants to lead. It is hard to build a sustainable, meaningful leadership program when as much as half of the group is just showing up because they have to.⁸ When some of the leaders themselves are not modeling the

behaviors and expectations of the group, it is difficult for a leadership program to meaningfully influence the rest of the school.

Furthermore, the leadership class at Como Lake was offered for two separate terms, meaning that new students would take over in January. This created the need for a lot of repeated training of leadership tasks in a school year. These challenges led to inconsistencies in the program, which in turn led me to initiating the additional extra-curricular leadership group. However, it was another experience, a leadership retreat, that confirmed the value of forming a new leadership group.

The Camp/Retreat

In the Fall of 2000 I decided to organize a Leadership Retreat for early October and plans were set in motion. My vision for the camp was to unite the two leadership classes and teach them certain skills that I thought were important. My focus was on relationships, (specifically social responsibility) and communication skills. Furthermore, I wanted these groups of students to see themselves not just as students taking a class in school, but also as leaders in the school. It is challenging to get the group to feel like a group, much less a group of leaders, when half of them don't even get into the leadership class until January.

To make the retreat successful, I felt that everyone needed to be at the camp, it would not be good enough to get only a portion of the group there. For this reason, the camp had to be affordable and that proved challenging. Thankfully I had full support from parents and the administration and out of sixty-five students that took the class, sixty-three came to the camp.

Support is essential to a leadership program and that should be duly noted. Whether paying for pizza to say thanks for a well-run activity, purchasing T-shirts for

every leadership student, or subsidizing the cost of a camp, a good leadership program needs seed money. Once the program is up and running, it can help to support itself, but certain elements to a good program do need insurgents of money to keep the momentum of the program going. I have been lucky to have support from administration and the PAC (Parent Advisory Committee) at some opportune times. It is difficult to get money at first, but when the leadership programs starts to service the community in new and meaningful ways, then there is new value and justification for the money being spent.

Meaningfully bringing together sixty-three grade 8 'leaders', half of whom have not even met as a class yet is not a simple task. Just as challenging was finding time to meet with the teachers that were to accompany me and help out at the camp. I cannot pretend that the planning for this first camp went well, or that everything went as planned. An amusing challenge arrived when on the second night of the three-day camp we had only one female teacher and no female parents staying the night. With over thirty girls at the camp, the teacher, Nicole, spent the night on a cot in the dorm hallway... our faithful shepherd guarding her sheep.

For me the challenge of organizing a camp was a personal lesson in collaboration. Not wanting to burden anyone with added work, I took too much of the preparation on myself and was rescued by our counselor and my friend Mark. Despite my hours of planning the program at the camp, and great attention to the finer details of the activities, it was Mark that helped me put it together in a way that maintained focus and positive energy. The camp was better because of the collaboration and support that other teachers gave to it. This experience coupled with the opportunity to teach with Dave in the previous year really solidified for me how

essential it is for more than one teacher to collaborate on the running of an effective leadership program.

Activities at the Camp⁹

The leadership camp was planned such that all the key activities we ran had a 'frame' around them. The idea was to provide a specific context for each experience. For example, for the first framing story I read portions of Dr. Seuss', '*Oh the Places You'll Go!*' and challenged the students to look at their experience at the camp with a 'childlike' interest. The story starts and ends with, "Congratulations! Today is your day. You're off to Great Places! You're off and away! ...And will you succeed? Yes! You will, indeed! (98 and $\frac{3}{4}$ percent guaranteed.) KID, YOU'LL MOVE MOUNTAINS!"¹⁰

After this reading, we did a scavenger hunt and played some get-to-know-you games. Next we did a blind trust walk whereby a student carefully guided around a blindfolded classmate. Now the key to this is that the frame, hearing a children's story about going on an adventure, presents the context for what they did: a scavenger hunt, fun childish games, and an experience blindfolded in an unfamiliar area.

After these experiences, students were given a journal and asked to reflect on their experience and think about what they expect from the retreat as well as set a personal enrichment goal that started with, "At this retreat I will:". Essentially this was their chance to put a learning frame around their experience at the camp. Metaphor and story frames were used throughout the time at camp to give students a starting point to the concepts and ideas we were presenting.

Metaphors and Stories

“A rose by any other name...” in my opinion may smell sweeter! When we discover something hidden, something we do not expect to find, the experience can be rich and rewarding. The use of metaphors as a learning tool is of particular interest to me. *Metaphors We Live By*, by George Lakoff and Mark Johnson recognize that, “Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature” (p. 3). Later they state, “...metaphor provides a way of *partially* communicating unshared experiences...” (p. 225).

Our speech is interwoven with metaphors, which can be valuable learning tools. Before planning this camp, I had read, *Turtles all the Way Down* by Delozier & Grinder (1987). In this text, the authors describe their presentation strategy, “Each day we cycled on the same themes so that one day we might be verbally explicit and on another day the same theme would appear metaphorically” (p. xvii). This idea of weaving ideas together into a meaningful tapestry by being both metaphorical and explicit is what I really wanted to focus on at the camp.

Metaphors are powerful learning tools. Berg (2004) recognizes that, “Metaphors provide an avenue to see important elements of social support, interaction, networking, relationships, and a variety of other socially significant factors, and allow the researcher to represent action when theorizing about various explanations or relationships,” (p. 187), thus emphasizing the value of metaphors not just in running activities, but also in theorizing or identifying relationships in research. The strategy of delivering a lesson experientially, through challenges and activities, as well as metaphorically, through stories and anecdotes, is fundamental to the leadership retreats that I have developed.

In addition to the use of metaphors, reflection journals are a powerful tool to use at a leadership retreat. The utilization of reflection journals allows students to synthesize or combine an explicit/literal experience or explanation with a metaphorical story or activity. This approach allows the student to gain a deeper understanding of concepts being taught. Leadership skills can be difficult to teach and I believe that the use of metaphors and reflection journals can help to get difficult messages across in a meaningful way.¹¹

The Example Metaphor: Win-Win

The Framing Story: Try Softer

A young boy traveled across Japan to the school of a famous martial artist. When he arrived at the dojo he was given an audience by the sensei.

“What do you wish from me?” the master asked.

“I wish to be your student and become the finest karateka in the land,” the boy replied. “How long must I study?”

“Ten years at least,” the master answered.

“Ten years is a long time,” said the boy. “What if I studied twice as hard as all your other students?”

“Twenty years,” replied the master.

“Twenty years! What if I practice day and night with all my effort?”

“Thirty years,” was the master’s reply.

“How is it that each time I say I will work harder, you tell me that it will take longer?” the boy asked.

“The answer is clear. When one eye is fixed upon your destination, there is only one eye left with which to find the Way.”¹²

Hyams (p.95)

Figure 2
Tick-Tack-Treat Grid

The Activity: Tick-Tack-Treat

Supplies: A white or black board,
pens/chalk, eraser
a 5x5 checkered grid
masking tape (for the grid)
small wrapped candy

Set-up: Create the grid in advance.
Read ‘Try Softer’.

	O	O		
	X	X	O	
	X			

Ask for volunteers for a 'challenge'. Select two 'groups' of 4 students.

These students sit on benches or on the floor in two rows in front of the checkered playing grid. One group is assigned X and the other O, and they are given the following instructions: (As described in The Debrief, your language here is important. Know exactly what you want to say and don't take questions from the students. If students raise hands to ask questions tell them they can work out their questions as they complete the task).

Look at one group, "The task for this group is to get four X's in a row and your team gets a treat."

Look at the other group, "The task for this group is to get four O's in a row and your team gets a treat."

The groups alternate opportunities to put a mark on the grid, and the students in each group will take turns so that they rotate who gets to place the mark on the grid. (If they are sitting in rows and rotate to the back this works best or else there is crowding at the grid and no one can see what is happening).

The Lesson: What happens when a team gets four in a row?

When a group gets four in a row, they get candy BUT the game keeps going! (Do not tell them this in the set-up). When no team can get more candy, send them off and pick two new groups.

What usually happens is that the first group or first few groups battle one another competitively, trying to block their "opponents". When they realize that the game continues after candy is given out, then eventually they realize that it is in their best interest not to compete but to work together to maximize how much candy both groups can get.

Note: Most often it is the 2nd, 3rd, or 4th group that figures it out. Once, doing this with Grade 5's they got it on the first attempt, Another time with parents and Grade 8's working together I had to model it for them because the competitive nature of the adults didn't allow them to see the win-win possibility.

The Debrief: What was the goal of the activity?

It is interesting what responses you will get to this question, but what you are looking for is, "To get candy".

What happened when you got candy? (The game kept going)

What did the last group figure out?

Note the language in these following questions- Keep this language out of the activity to enrich the discussion during the debrief.

Did I ever say it was a competition? (No)

Did I call you teams? (No, groups)

Did I call it a game? (No, a challenge)

Did I say that you had to put your own symbol, X or O, on the grid? (This is an interesting point- if you are careful in your explanation then really students could have taken turns placing four X's in a row, two from each group, followed by four O's on the grid. They share in completing each other's task.)

Question students about competition and why they thought it was a game with two opposing teams (Team sports, game shows, -competitive paradigm)

Now is your opportunity to refer back to the framing story... "When one eye is fixed upon your destination, there is only one eye left with which to find the Way"...

Sometimes we try harder instead of trying smarter.

Sometimes we are so fixed on the task, (what we are doing), that we forget the goal or the outcome, (what we really want). [In a chapter titled 'Finding New Ways', authors Bandler & Grinder (1979) describe 'reframing', or making a distinction between behavior and intention (p. 138).]

Introduce the concept of Win-Win, (don't mention Win-Win before now).

Discuss this quote taken from a motivational poster, "Think Win-Win. Win-Win is a belief in the Third Alternative. It's not your way or my way; it's a better way. A higher way."

Ask students for examples where Win-Win can occur.

The framing story or metaphor, "Try Softer" has more meaning to the students as a result of the challenge- Tick-Tack-Treat, and the challenge has more meaning to the students when the connection is made to the story. Win-Win. Furthermore, the challenge itself becomes an experience to understand this leadership concept, an experience far more meaningful than just explicitly explaining the concept. Also, even the spectators that don't get to participate and 'experience' the challenge have a more meaningful representation of the lesson, as the challenge becomes a visual metaphor for them.

Reflection Journals

The old adage, 'You can't see the forest through the trees,' has a lot of merit in education. Very often a students' 'frame' of reference is too small to see the 'big picture'. This can be exaggerated when students engage in an activity such as Tick-Tack-Treat, described above. When students (of all ages) get deeply involved in an activity, they can be in a state where they are acting without doing much thinking. Bandler and Grinder (1979) call it 'uptime' when one accesses sensory experiences and responds directly (p. 163). Csikszentmihalyi (1990) equates this with 'optimal' experiences, "When all a person's relevant skills are needed to cope with the challenge of a situation, that person's attention is completely absorbed by the activity.

There is no excess psychic energy left over to process any information but what the activity offers” (p. 53).

Although Tick-Tack-Treat and other experiential based leadership activities may not be ‘optimal’ experiences, participants are engaged with the task, and not really thinking about their reason or intention for acting. For students to meaningfully learn the intended lesson, time is needed to think about the experience. Densten & Gray(2001) state that, “an important function of leadership education is to provide opportunities for student reflection so that students gain understanding of how they perceive and interpret their observations” (p. 120). Instituting writing in a reflective journal after leadership based experiential learning activities can give students the time they need to meaningfully make connections: to select a new frame from which to view things; to see the forest through the trees.

A meaningful, effective leadership program must have experiences that are significant and special to the participants. As one student reflected at the end of our leadership retreat in October of 2003, “I can’t believe how much one person can change in just 3 days.” The use of learning stories and metaphors can enrich the quality of a leadership program. Experiential learning activities and challenges can provide an opportunity for student leaders to challenge themselves in new ways. Reflective journals can help students connect new lessons and learning experiences in meaningful ways that help them grow as leaders. And combining all of these components into leadership retreats has given me some of the most inspirational, and rewarding experiences that I could have as a leadership teacher.

Beyond the Camp and Beyond the Class

After returning from that first leadership camp I realized that two leadership classes held over two semesters was not very effective. First of all, I realized that I had to train many different students for the same tasks twice over a school year, secondly the classes had too many students that did the bare minimum to get the marks they needed, and finally, many potentially good leaders in the second term class did not have a means to get involved before their class started, yet they were excited to be involved after their experience at the camp. In an effort to meet the needs of students, and to make the leadership program more sustainable, I developed the idea for the Silver Server Leaders.

Leadership as Extra Curricular

As previously mentioned, the name Silver Server was a combination of our mascots names, the Silver Surfers, and the idea of leaders as servants to the school community. The thought was that this group would not only serve the school community, but furthermore it would serve the leadership class. This group of volunteers would meet outside of regular class time and help coordinate many events and activities at the school. They also helped to coordinate the students in the leadership class to ensure that announcements, intramurals and other student led initiatives were adequately staffed.

I started the Silver Servers with a call-out for any Grade 8 student interested in an extra-curricular leadership program and accepted thirty-two students who filled out a simple application form. I interviewed all of them and made the process very official although no one was turned down. I decided not to open this group to younger students since I didn't think that the leadership class was mature enough to allow

younger students to lead them in activities such as organizing announcements as mentioned above. Twenty-five of the Silver Servers came from one of the two leadership classes and another six came from other classes. These students were organized into six different 'crews' or teams, with some students serving in a crew as well as becoming a school ambassador, (see Appendix p. 56).

The inaugural Silver Server group was fantastic! They were energetic, excited to serve and willing to step-up to any challenges offered to them. In fact, the biggest concern that I had was giving them meaningful leadership opportunities rather than 'using' them to get things done around the school. Although they were great, it became apparent that some of the roles I had hoped they could fulfill were unrealistic without much more support than I had.

Some teachers did offer some much needed support to the leadership program. Mark, our counselor, worked with organizing the peer helpers, but understandably this took a long time to get up and running. Jeremy, our computer teacher and athletics coordinator, was helping the athletics crew with organizing intramurals, and he appreciated the greater consistency with the Silver Servers overseeing the leadership class participation. However, our well-run office really didn't need the Office Assistants, the Advertising and Display Crew had periods with little to do, and the Lunch Activity Crew was not utilized as I had envisioned, (mostly because I was spread a little too thin to initiate some of the ideas I had planned). In hindsight, the program was lacking the strength of shared leadership.

Another big problem with the dual leadership programs was that it was much easier to let the Silver Servers run with activities rather than chase behind students in the leadership class to accomplish the same tasks. By second term, I found that I

was taking away opportunities from the class in order to give them to the Silver Servers. A perfect example of this was organizing the Grade 8 farewell. Students didn't just plan, design and decorate for the formal like the class did the year before, instead the Silver Servers booked the DJ, coordinated the caterers, as well as designed, printed and organized the selling of the tickets for the event. This was a big shift from me filling in time slots for the leadership class students to sell pre-printed tickets. I truly saw the value of getting students involved in an extra-curricular program, with students that wanted to be there, rather than having a leadership class with only a handful of committed students.

The challenge of running two parallel programs was short lived. After this year of running both the class and the Silver Servers, the leadership class and all other elective classes were removed from the Grade 8 schedule. Grade 8 explorations now consisted of Art/Drama and French for half a year, each backing P.E. that ran for the full year, as well as Computers, Tech Ed., Home Economics, and Music each offered for a quarter of the year. Yearbook and Leadership became extra-curricular activities at Como Lake Middle School, and that is where they remain today.

Shared Leadership (a move back to collaboration)

When I discovered that I was losing the leadership class at the end of the 2000-2001 year, I developed a comprehensive application form for students to fill out, (see the updated version, Appendix pp. 59-62). Just over sixty grade 8's applied and in keeping with the philosophy that every child has leadership potential I accepted all applications and doubled the size of the leadership program. But something else key to the program also happened while I was developing the application form. My teaching partner Misti wanted to have a crew of her own in order to help run her

vision of monthly spirit assemblies. In collaboration with other teachers we expanded the teacher leadership team to eight teachers running six independent crews: Athletics, Intramurals, Event Organizers, Laker Café, Public Relations, and Yearbook. The current positions, (see Appendix p. 57), have combined Athletics and Intramurals since then, primarily due to a structure change in the delivery of our intramurals.

After running a dual track program on my own for a year, I can't express enough gratitude to the teachers who stepped up and took a leadership role. The idea of the program coordination moving from just me to 'we' made the program so much stronger than what I alone would have been capable of. The best part of the expansion was seeing a teacher take the program in a completely different avenue than I ever would have dreamed. Pete did that with his vision of the Laker Café and his, very popular, Smokey Barbeques are enjoyed on special occasions by more than half the students in the school.

One problem with the shared leadership of the Silver Servers is letting go of the overall group as the primary focus and allowing the individual crews to be more independent. This is good because the logistics and effort of getting over sixty students together is tough, as is planning meaningful events with all of them. However, when the group is segmented into smaller crews a lot of inconsistencies can occur; Some groups meet much more often than others, workloads between groups are considerably different, and some teachers do not put as much time and effort into giving the students in their groups meaningful leadership opportunities. These inconsistencies also make it difficult to give all the Silver Servers the sense that leadership is more than just about serving the small group and they are less

likely to feel like they are part of a larger group of leaders who are all working together to make the school better.

School-Wide Leadership Opportunities

There are some key school-wide initiatives that have been a big part of the culture of Como Lake Middle, and in turn a big part of the leadership program. Every year the school participates in a series of fundraisers that gives the school a focus at different times of the year. In September students fundraise for The Terry Fox Run, (for cancer research), and leadership students don't only organize the fundraising, they also organize a wacky Olympics Day activity for the morning of the run. This event involves a student organized spirit assembly and then students host fun games where advisory classes rotate through and compete against each other. Students also coordinate teacher supervision for the run, assist with the annual tug-of-war finals, and host a Smokey Barbeque.

Other fundraisers include the 30hr Famine and a large single focused fundraiser to end the year. Initiatives have included fundraising for: Casa Guatemala, an orphanage in Guatemala; Canuck House, a hospice where a special needs student at our school spent his final days; and this year a Sport Court to enhance the outdoor activities available at our school. These initiatives are school wide, not just leadership students, and they are great at unifying the school community on a common cause. This event is an opportunity for younger students to get involved in leadership opportunities in the school. Some years we have had another school-wide run and wacky Olympics day coordinated with these fundraisers and the up-and-coming Grade 7 leaders would organize the events.

Other school-wide initiatives that Silver Servers contribute to include organizing school dances, intramurals, assemblies, DDR (Dance video game competitions), Playstation competitions, as well as sports activities such as Basketball Bump and Floor Hockey competitions. Beyond what goes on within the school, selected student leaders are given the opportunity to help lead a Grade 5 feeder school Leadership Retreat which acts as a form of articulation for up and coming students. This retreat introduces Grade 5's to Middle School experiences such as opening combination locks, and it gives them an experience where they see Grade 8's in a very positive light.

The Grade 5 Leadership Retreats are excellent opportunities for students to have truly meaningful leadership opportunities at our school. Students use their experience at their own leadership camp/retreat to develop activities that teach the Grade 5's leadership lessons, referred to as 'Leadership Secrets'. Silver Server leaders are fully responsible for the running of the activity and they even come up with their own 'secret', which is incorporated into a reflective leadership journal that the Grade 5's keep after the afternoon session.

Last year one of the Silver Student leader groups for the Grade 5 retreat came up with, "Take A Risk" as their secret. Initially I wanted to have them change it, but I allowed them to have control and they did a great job of helping the Grade 5's understand that good leaders take smart risks, trying new ideas or speaking up when they see something isn't right, rather than taking risks that are not helpful or careful. I would still have preferred them to choose a different 'secret' but I understand that it is more important to provide them with the opportunity to make the leadership experience their own. (See resources for the Transition Retreat in Appendix C, which

includes agendas for both a two hour afternoon retreat, and a full day retreat ending with Tick-Tack-Treat being played with the Grade 5 students and their parents).

Recruiting Challenges

The following year after moving to committee based leadership crews we became victims of our own success. We had just over two-hundred-ten Grade 8 students that year and one-hundred-ten of them applied to become student leaders. It ended up being the last time that we allowed everyone who applied for leadership the opportunity to participate. The idea of cutting students out of leadership goes against the philosophical approach that every child has leadership potential, but it is difficult to provide meaningful leadership opportunities to an exceedingly large group of students. The process for selecting leadership students from a large pool of applicants is challenging as well. Initially, we used the quality of the applications as the primary means of weeding out weak applicants, then we consulted with students' previous teachers. This was problematic since some potentially very good students didn't make the initial cut and teachers were surprised by some of the students that ended up being omitted or not initially considered.

Last year we had students get three teacher references to complete a simple rating as to whether the applicant would fulfill the obligations of being a leadership student. We also had students' homeroom teacher rate the student on a simple four-point scale after the application was handed in. To increase the amount of information a teacher provides for each applicant, a Student Leadership Teacher Reference Form, (see Appendix p. 63), will also be used next year. This was designed to acquire more meaningful information from teachers, rather than just an

all-encompassing four-point scale, without adding significant work for the teacher to fill out the reference form.

Other challenges that are noteworthy include the need to incorporate Grade 7's, and possibly Grade 6's, into the program earlier than we currently do. Our program as it is designed helps us keep the overall number of leadership students to a manageable level, but we end up needing to do a lot of skills retraining since our leaders do not continue on at our school after each year. Currently Grade 7's get involved when I have time to get them involved in the third term. As an example, as of the end of April 2006, I have collected names of students who would be potential leadership 'stars' next year, but have not met with them yet. This pool of students would be a valuable resource to tap earlier in the year so that they are more experienced and better able to lead their peers next year. Only a few Grade 7's have been utilized so far this year for participation in a District Student Leadership Council, and also as leaders at the Grade 5 Transition Leadership Retreats.

Another significant challenge is that there are considerably more girls than boys in the leadership program at Como Lake Middle. I don't know if it is the activities themselves, or the culture at the school, or the nature of the sexes, but girls in middle schools seem to be much more involved in leadership than boys. This is an interesting topic since it opens up a lot of questions to debate, such as, "Do we lower the expectations for boys who apply to leadership?" At this time there is no attempt to specifically draw either girls or boys into the program, but when only one in four leadership students are boys there may be a need to do some specific recruiting.

One challenge that is beyond our control is the teacher turn-over that occurs in middle schools. It is very difficult to lose a teacher from a school when that teacher

has helped to develop a leadership group. This year two teachers stepped up to help with coordinating intramurals/athletics after the previous coordinator left. However this group has been doing very little beyond what is essential and the teachers have not stepped up to the challenge as much as I would have liked. The difficulty of having a number of more autonomous groups is that they do things differently. One way that I could help with this is to make sure that teachers getting involved fully understand the expectations for the group. Nevertheless this is very tough to do while still allowing teachers some autonomy over their crews, and allowing them to bring new ideas with them.

Conclusions

I believe that the student leadership program at Como Lake Middle School is effective. The program is effective in two essential ways: First, it provides an organized group of service-oriented leaders to the greater school community; Secondly, it helps teach students skills that are necessary for them to effectively lead. Without providing formal assessment, such as the entry and exit surveys done by Cress, Astin, Zimmerman-Oster, & Burkhardt (2001), I think that we accomplish the task of providing gains in the leadership areas of: skills, values, and cognitive understanding. Students involved provide a great service to the school, and they obtain many skills and intrinsic rewards from their participation.

Leadership students at Como Lake Middle are given the opportunity to go through the processing steps outlined in Boyd (2000). They experience leadership activities, and in their smaller crews they share, process and generalize (reflect), and then they apply what they have learned to new situations. This is especially evident

at the Grade 5 Leadership Retreats where students have a meaningful opportunity to develop lessons and become leadership teachers.

Considering the twelve principles that make effective leadership programs by Woyach and Cox, (found in Boyd (2001)), Como Lake's Leadership program addresses each of the principles on some level. Although not that much is done in the areas of history and beliefs, or tolerance beyond the school and in society (principles #2 and #5), I think that the teachers at Como Lake Middle do an excellent job of promoting these concepts in the classrooms with 'inclusion' being a core school belief. In completing this paper I have recognized that recently we have not done a very good job of stating our purpose and goals as a leadership group (principle #12), and so I will need to reconsider this as we begin to recruit the groups for next year.

Woyach and Cox's principles create an excellent foundation to a leadership program that I plan to share with the other leadership teachers. The authors recognized that "few if any leadership programs can be expected to address all twelve principles, yet these principles represent an appropriate set of standards against which programs can be assessed" (Boyd 2001, p. 2). Other areas within these principles where our leadership program has room for growth and development include: higher, more specific, expectations (principle #6); and a greater development of ethics and values, (principle #4). O'Brian & Kohlmeier (2003), identify the development of ethics and values as moral conviction, while Burchard (2005) refers to this as serving 'a higher purpose'. Regardless of how ethics and values are perceived, what I recognize is that our program does not spend a lot of time facilitating, or more appropriately *influencing* this in our student leaders.

Although I think the leadership program at Como Lake Middle is effective, I also believe that it can be improved. There are many areas where I think the success of the leadership program has waxed and waned; influenced by staffing changes, and changes in the time and effort that I have been willing to put into the program. Currently there is little sense of a greater community among leadership students. Students tend to think of their smaller crews as the focus of leadership and not the greater group, or the school community. One additional reason for this is that the Silver Surfers no longer exist, their logo has been removed from the gym wall, and as a result of this the name 'Silver Servers' has lost its' context.

Another way to make the student leadership experience more meaningful for students in the future, would be to consider the indicators that Fletcher (2003) describes in Table 1. Como Lake Middle, and most schools in general, give very little control or autonomy to students when it comes to the operation of a school. Student leadership groups can potentially be the driving force behind meaningfully engaging students as equal partners in education.

Students can be considered a partner group rather than patrons of a school. This can start with the development of a yearly plan for leadership crews, which can be developed at our retreats with the students fully participating in the decision-making process. This planning session would help determine what student leaders participate in, and organize, over the school year. Later we can have students participate at the school level, contributing to the event planning Como Decision-Making Committee (CDMC) that currently consists only of teachers and administration.

Recommendations for Improving the Program

Although I recognize that the Student Leadership Program at Como Lake Middle School is effective, I have also identified that there is room for improvement. If we want students to learn to reflect on their own skills and improve their ability to lead then it is necessary for us to do the same. Therefore, I will consider different ways in which our leadership program can be improved. To guide me, I will consider the Practices of Exemplary Leaders found in Kouzes and Posner 1995 (p. 87). The Practices of Exemplary Leaders are: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Each of these practices will be used as headings, and each one will be discussed as they pertain to Como Lake Middle School, with specific references to developing a better student leadership program.

Challenging the Process

First and foremost, if we are going to improve the student leadership program at Como Lake Middle then we need to seek out opportunities to do things differently. True change does not usually occur without perturbing the status quo. Giving students more autonomy in the decision-making of a school would be a good way to begin seeking new opportunities. Creating structured time within the school timetable for leadership students and teachers to meet would also be beneficial. Both of these suggestions would help to promote a more unified, shared leadership within a school.

Inspiring a Shared Vision

The greatest challenge to running a student leadership program in a middle school is creating a network of support, and enough time for that network to get together and collaborate. Collaboration between teachers, leadership crews, and

students is essential for any program to be truly effective. However Middle Schools are very busy places and it seems as though there is very limited time to get everyone together. Setting up monthly meetings for all leadership teachers and students would go a long way in improving collaboration and would go a long way to improve the program.

However simply meeting more often is not enough to ensure a shared vision. Students buy into a shared vision when they help create that vision. If students are given meaningful opportunities to lead, if they help teach the necessary skills, and if they help contribute to the direction of the school, then they are far more likely to both contribute to, and participate in a common school vision. When students are contributing to a shared vision they in turn enlist others to do so even if they are not intentionally leading the way.

To help inspire a shared vision at our school, a new image for the student leadership group is needed. The name 'Silver Servers' has little meaning when we no longer have the Silver Surfers as mascots, (especially when our school colors are yellow and blue). The idea of having 'Silver Servers' no longer inspires a common vision or theme within the school, and as a result of this, the name should be changed. Although I have some ideas for a new name, I recognize that it would be a positive step in the right direction to allow students into the decision-making process of choosing a new name.

Enabling Others to Act

In order for meaningful decision-making and collaboration to occur in a student leadership program, contributors need to have the skills and knowledge to make their contributions worthwhile. A lot more can be done in the area of providing skills

training to both students, and to other leadership teachers, in order to help improve everyone's abilities to communicate and contribute in more meaningful ways. For example, I have spent time with my Event Organizer Leadership Crew teaching the students different ways to come to consensus on a decision, but I have not shared this lesson with other leadership teachers so that all the leadership groups can benefit. Conversely, I have done little to take advantage of some of the lessons and ideas that other leadership teachers may have to help strengthen my abilities. Once again it is evident that fostering more collaboration time is critical to improving the Como Lake Middle School Student Leadership Program. Time is necessary for both training and providing skills to student leaders and teachers of student leaders.

Modeling the Way

It is evident to me that if we want students to collaborate more effectively then leadership teachers should do the same. If we want students to share a common vision for the school, then we should once again do the same. As the coordinator of the leadership program, I need to start focusing on building my teacher leadership team, rather than just counting on other teachers to get things done with their student leadership crews. Before expecting anyone else to model the way, I must do it first. The test of my success at 'modeling the way' will come when I leave the school: If the leadership program grows stronger after I leave, then I will know that I collaborated effectively and helped build a strong team with a truly common vision; If the leadership program diminishes after I leave the school, then I will know that I did not model true collaboration or strengthen the leadership capacity around me.

Encouraging the Heart

Student leaders do so much to help make Como Lake Middle school a great place to work and go to school. Often it is easy to take students' contributions for granted. We have an obligation to give student leaders the recognition and appreciation they deserve. Although all leadership teachers do show their appreciation, and committees are often congratulated on announcements and at school-wide assemblies, it would be helpful to create a more formal system for recognizing student contributions. A certificate or comments given to students with their report cards could be one way in which we ensure every leadership student receives more recognition for their efforts than they have in the past.

Also, in previous years free T-shirts have been given to leadership students. Free T-shirts are not only helpful in identifying and acknowledging students as leaders, they also unify the leadership groups with a common identity. Next year we will make sure to start the year by giving students a T-shirt with our new name and logo on it.

Finally, recognition does not need to be in the form of external compensation or accolades. The leadership program at Como Lake Middle has been an inspiration to me, it has had many intrinsic rewards, and it has helped me to strengthen my leadership skills. I think that students need to learn that serving the greater community is in and of itself gratifying. Being in the service of others is its' own reward.

To thank students for their time and attention at the end of our Leadership Retreat I enjoy reading the story "Two Wolves" to them. It is a subtle way to suggest that we have accomplished something special by coming together to grow as

leaders. It is one way that I 'Encourage the Heart' and remind students that there is an intrinsic positive benefit to the leadership training we have done.

Two Wolves

An old Cherokee is teaching his grandson about life.

"A fight is going on inside me," he said to the boy. "It is a terrible fight and it is between two wolves. One is evil - he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego."

"The other wolf is good - he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith."

"The same fight is going on inside you - and inside every other person too."

The grandson thought about this for a minute and then asked his grandfather, "Which wolf will win?"

The old Cherokee simply replied, "The one you feed."¹³

Author Unknown

Moving Forward

The potential changes to the leadership program at Como Lake Middle School, suggested herein, are realistic and attainable. A key idea is that collaboration between and among students and teachers is paramount to running an effective student leadership program. Furthermore, through experiences such as leadership retreats, much of what the program delivers to students can be done through the use of stories and metaphors that teach skills or lessons about being socially responsible, servant leaders. Servant leadership allows students to have a positive impact in the school, and the community, while intrinsically rewarding them for their accomplishments. However, although such a program 'feeds the good wolf' in students, it is also important to show student leaders that they are appreciated in meaningful ways. And finally, it is my hope that within the Appendixes I am providing helpful resources that the reader can use to provide meaningful leadership experiences that 'feed the good wolf' in others.

Endnotes:

¹ This quote is an adaptation of Dwight D. Eisenhower's quote, "Leadership is the art of getting someone else to do something you want done because he wants to do it." (Found at http://www.brainyquote.com/quotes/authors/d/dwight_d_eisenhower.html) It is discussed in greater detail later in this text.

² Although this interests me, I do not intend to explore this avenue here. Sometimes informal feedback has been given to me by past students. A thoughtful example was given to me by a former student in the form of a card, upon her graduating from High School. It read, "Dear Mr. Truss, In my grade 8 year, you introduced me to the world of leadership, and ever since I have made it my goal to initiate positive changes in my school and community. Mr. Truss, you inspired me to step up to the plate and put words into action. It was you who helped me build a foundation for years to come, and I just wanted to say thank you for giving me such a great gift. I wouldn't be where I am today if it weren't for you. Lindsay."

³ See the upcoming sections, Backdrop: Meaningful Student Leadership (p.11), and Research: Meaningful Student Leadership (p.15).

⁴ Arnstein's article was not available, I found information regarding her article at <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html> Hosted by Duncan & Maj Britt (most recently updated February 2006).

⁵ Reprinted with permission from the author, granted March 15, 2006.

⁶ See <http://www.freechild.org/ladder.htm> which was adapted from http://www.mcs.bc.ca/ya_ladd.htm. These sites discuss Hart's ladder which is very similar to Fletcher's adaptation of the ladder. I chose to discuss Fletcher's adaptation since his ladder specifically addresses Student Involvement in Schools.

⁷ Mahatma Gandhi *influenced* others with his moral conviction, Adolf Hitler *taught* moral conviction. Although this may seem like a trivialization of an important topic, I think this example exemplifies the possible dangers of 'teaching' moral convictions to students.

⁸ Note: I am familiar with some leadership programs that operate through a class of *selected* students at the middle school level. An advantage to this format is that the problem I mentioned of having students that lack enthusiasm for the class is alleviated. A disadvantage is that when you remove the key leaders from a block of classes, the other classes tend to become classes that no one else wants to teach. This is an issue that can be handled well, or it can cause dissent between teachers and even appear elitist. I'm not advocating against this as an approach, simply cautioning that it can create issues that should be faced before problems permeate.

⁹ Note: The concepts and activities, that I describe here, were not all initiated at the first camp we did, that is where many of the ideas had an opportunity to seed. What

you will read about blossomed over the next three years. Also, we didn't always go away to a camp, some years we condensed the camp into an overnight stay at the school on a Friday night. Obviously going away to a camp can have a much more powerful impact, but having the camp at the school can have a couple great benefits. Firstly, the cost is significantly less, not only for accommodation, but also for teacher coverage while at the camp. Secondly, parents can be invited to participate in an activity when they pick their children up. Initially, this may not be the most popular of ideas for the students, but it can be a rewarding way to showcase the learning that took place, and also create a starting point for students to reflect and further share their experience with their family. A big disadvantage to an overnight camp at the school is that students with busy lives end up missing the Saturday for other obligations, or students 'have' to leave for events that they would never have considered going to if they were a couple-hour bus ride away.

¹⁰ Taken from the first and last pages of Dr Seuss', *Oh The Places You'll Go*. At the camp, a bit more of the story was read than what was quoted here.

¹¹ Delivering a message in metaphor can actually be *more* meaningful than literal/explicit explanations when teaching leadership concepts. Like the girl in "The Butterfly Story", (see Appendix D, p. 117), leadership teachers can make an experience too easy for the student to complete, and then potential growth and development does not emerge beyond that experience. Also, just in this paragraph alone, the phrases '*reflection journal*', '*powerful tool*', and '*deeper understanding*' are all based on metaphors that we take for granted without fully recognizing them as such.

¹² Anonymous, taken From: *Zen in the Martial Arts* by Joe Hyams, 1979, p. 95.

¹³ I no longer have my original source of this story by an unknown author. A similar version can be found at, <http://www.rainbowbody.net/Ongwhehonwhe/cherokee.htm> .

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Appendix A

Committee Based Leadership Program

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Silver Server Positions [2000-2001]

"Silver Servers"
Como Lake Leadership Crew Positions

ADVERTISING AND DISPLAY (3 - 5 students)

The role of the Advertising and Display Team includes promoting special events at the school through the creation and posting of advertising posters and displays. The team will work together with teachers, Silver Server Teams, Leadership classes and other students in order to create effective advertising and successfully promote school events. Students will ensure that posters are removed in a timely manner, keeping our walls clear of 'clutter'.

ANNOUNCEMENTS (2 - 3 students)

There are two main roles of the Announcement Team: 1. To train Leadership as well as grade 7 students to make announcements over the P.A. system- ensuring that every day the announcements are done competently, on a regular, timely basis; 2. To work with teachers, Leadership classes, other students and the Advertising and Display team to ensure that the announcements are used to inform teachers and students of all important school events, throughout the year.

GYM/ATHLETICS CREW (2 - 3 students)

The primary role of the Gym/Athletics Crew is the training and organizing of Leadership students to be referees and officials for intramurals and home games for all athletics. Students will also be in charge of setting up the gym as necessary for classes, (such as gymnastics and volleyball), or special events, (such as assemblies and parent evenings), that occur in the gym.

LUNCH ACTIVITY CREW (4 - 8 students)

The Lunch Activity Crew will help co-ordinate informal, student activities each week during lunch. This team will organize a mix of games and events that encourage participation from a variety of students at the school. A list of possible activities includes: organized games such as football; ultimate; 4 square; board games; videos; break dancing; improv; free throw competitions; and trivia. The Lunch Activity Crew will also be responsible for equipment sign out and assisting with all lunch time activities, (except intramurals).

OFFICE ASSISTANT (1- 3 students)

The Office Assistants will work in the school office and must therefore be polite, courteous and professional at all times. Their responsibilities will include assisting both the secretaries and teachers in a range of activities including answering phones and taking messages, photocopying, and sorting mail. These students must have flexible schedules that allow them to commit some time each week both before and/or after school.

PEER HELPER (5 - 10 students)

The role of a peer helper at Como Lake might include helping fellow students with minor conflicts, helping new students to the school get their bearings and feel welcome, tutoring students having difficulties with their academic load, and generally encouraging a positive climate throughout the school.

COMO LAKE AMBASSADOR (5 - 10 students)

This final position is special because you can apply to be an Ambassador as well as one of the other positions above. Como Lake Ambassadors must have a good academic record since they may occasionally be pulled from classes in order to assist and guide guests and visitors at the school. They must be knowledgeable about school programs and routines and feel comfortable sharing their views with others. As Ambassadors, these students will assist at all school functions in which parents, visiting teachers, and other members of the community come to Como Lake.

Silver Server Positions [2005-2006]

Athletics

Intramurals are changing next year! Most intramurals will happen during advisory time, so this Athletics crew will have a different role next year. Although some help will be needed with intramurals, this group will have three main purposes, lunchtime sign-outs, lunchtime events, and refereeing.

The athletics Silver Server referees and officials will help with after school games.

Refereeing and officiating experience will be combined with mentoring experience as you help to train grade 6 and 7 officials. If you are a sports fan... why not show your dedication, commitment and Como Spirit. Help our teams ride the wave to the top!

Como's Event Organizers

Are you someone who likes to help put on big events and make them great? From planning the Terry Fox Run to organizing everything to do with the dances, this group of dedicated Silver Servers will plan, and implement a variety of school-wide events throughout the year. Como Lake will come alive next year with lunchtime dances, monthly Funky Fridays and original ideas produced by these creative, event planning and organizing Silver Servers. If you want to make our 'big events' great, then this is a Silver Server experience you will truly enjoy!

Laker Café

The hard work has definitely paid off in the Laker Café. We began renovations to the southwest section of the cafeteria two years ago and our plans are getting bigger and better. For next year, we will continue to offer excellent food at affordable prices in our quest to further transform the Laker Café into an area that the school will love to use. The students needed for this project must be willing to work hard, be imaginative, and love to help other people. The Laker Café would love to have you on staff!

Public Relations

Are you someone who enjoys helping others and supporting our school spirit? If so, this is the job for you! The Public Relations Silver Servers will promote fun activities such as coordinating announcements, ambassadors to the school, spirit assemblies and much, much more. The students applying for this job must, use their imagination, demonstrate commitment, be organized and willing to enthusiastically help raise the spirit of Como Lake. Don't miss out on this incredible opportunity!

Yearbook

The Yearbook group is open to any grade 8 students interested in publishing, video and photo production. There are many things the group will be committed to: putting together a yearbook for students and staff; producing videos for different events throughout the year (such as spirit assemblies, Remembrance Day, year-end ceremony). The group will be recording events at Como Lake with the school's digital cameras and digital video cameras. Students who participate will learn how to use the digital cameras, video cameras and a variety of computer software. They will also be responsible for setting up video equipment for school events throughout the year. Help to create lasting memories of your middle school experience!

Introducing Your Child...The Silver Server

Good leadership consists of motivating people to their highest levels by offering them opportunities... (John Heider)

Dear Parents,

Your child has applied to become a Silver Server Leader. The Silver Servers are an elite group of students who have stepped up to the challenge of running many of the exciting activities and events at Como Lake Middle. Already, this year students will have an opportunity to assist in the leadership of the school. Next year we will be looking for even greater involvement and leadership from this group. In return for their commitment, we have leadership training as well as some rewarding activities and events planned for these dedicated students.

Next year over 110 students will serve on one of 6 different Silver Server Committees: Intramurals, Como's Event Organizers, Funky Friday's, Laker Café, Public Relations, and Yearbook. After reviewing the applications, your child has been selected to join the _____ Committee. We recognize that not everyone was given their first choice of committees. We hope that your child will begin showing their leadership skills immediately by accepting their new endeavor with an open mind!

In the past it has been very challenging for teachers to co-ordinate such large groups when some students lack the commitment required. Partial commitment only hinders and restricts what the group is able to achieve. For this reason we would like both you and your child to understand that all the leadership committees will have a very strict attendance policy for meetings. Each group will be required to meet once a week at lunch and anyone missing 3 of these meeting without legitimate reasons, (such as being absent or involvement with intramurals or music), will lose the privilege of being a Silver Server. This policy will actually enhance your child's opportunities next year since it ensures that we have a dedicated group that can commit to achieving their goals!

We look forward to working with your child next year!

Silver Server Commitment Contract

We understand that being involved in the Silver Server Leadership program is an important and rewarding endeavor.

This will be a rewarding experience that will provide _____ with many opportunities and teach him/her valuable life skills. Furthermore, we recognize that this is a full year commitment that he/she must be dedicated to. The privilege of being a Silver Server will be lost if the appropriate dedication and commitment are not demonstrated.

Student Name (Print)

Parent Name (Print)

Committee

Student Signature

Parent Signature

Date: ___/___/___

Silver Server Leadership Application

Role of the 'Silver Server' Leadership Crew

Will you be a leader in the school next year? Do you have what it takes to be a student who will help make your last year at Como Lake the best year ever? The Silver Servers are an elite group of students who step up to the challenge of running many of the exciting events at Como Lake. Successful applicants must be committed to a leadership role at the school for their entire Grade 8 year. These students must be **responsible, dedicated, hard-working** individuals that are looking for an opportunity to use their leadership skills and contribute to the quality of everyone's experience at Como Lake.

If selected as a Silver Server, you will be placed in a unique and **rewarding position of authority in the school**. Depending on the position that you are selected for, you may be involved in assisting teachers, administration, secretaries, parents, visitors to the school, and/or other students. You may also be in charge of organizing other students in order to meet the requirements of your position.

So what's in it for you? Well besides the honour and prestige of being selected, you will be in for a fabulous year of FUN, TREATS, REWARDS, AND RETREATS! You will also receive training in leadership and communication skills.

Do you have what it takes to be the future leaders of Como Lake Middle and beyond...?

Como Lake "Silver Servers" Application

Name: _____

Address: _____

Phone: _____

Homerom: _____

Teacher: _____



Fill out Section 1 on the attached application. Find 3 teachers that will read that section and be a reference for you below.

1. I believe that this student will follow the obligations: (check one)

Consistently ____, Usually ____, Sometimes ____, Seldom ____, Never ____

Teacher Name: _____Teacher

Signature _____

2. I believe that this student will follow the obligations: (check one)

Consistently ____, Usually ____, Sometimes ____, Seldom ____, Never ____

Silver Server Leadership Application – Continued...

Teacher Name: _____ Teacher
Signature _____

3. I believe that this student will follow the obligations: (check one)

Consistently ____, Usually ____, Sometimes ____, Seldom ____, Never ____

Teacher Name: _____ Teacher
Signature _____

*You must demonstrate responsibility, and commitment,
and be sure to hand this in on time.*

Show your enthusiasm by handing this in fully completed and early!

Fill out the following application and return it to your homeroom teacher by: _____

Grade 8 Silver Server Leadership Application

The leadership position(s) that I am applying for include:

(Please number in order of preference. You can apply for as many as you wish, but do not apply for positions unless you feel you can commit to them for the entire year with dedication and enthusiasm. Not everyone will get their first or even their second choice, so be careful in choosing!)

_____ **ATHLETICS**
_____ **LAKER CAFÉ**
_____ **YEARBOOK**

_____ **COMO EVENTS**
_____ **PUBLIC RELATIONS**

1. Please check (✓) that you have understood the following obligations if awarded a position on one of these leadership teams.

_____ I will be able to do the leadership 'jobs' on my free time at school.

_____ I will attend the training sessions provided for my team.

_____ I will attend meetings for this team, or for the Leadership Crew as needed, including one lunch a week.

_____ I will maintain a good academic standing, with good work habits.

_____ I will participate in school events positively.

_____ I will be a positive influence on others.

_____ I will be a good representative of Como Lake and the Leadership Crew at all times.

2. Why would you like to be a part of the Silver Servers?

3. Briefly describe what you believe are the **personal qualities** that you should have to complete the jobs assigned to the team(s) you wish to join.

4. Give one example of a **situation** where you have shown these qualities.

5. What **skills** could you bring to the Silver Servers?

6. List any jobs, volunteer work, club activities, school teams, sports or hobbies you have been involved with over the past year.

7. Describe what '**teamwork**' means to you?

8. Do you think **you are a leader**? In what way?

9. Provide **one reason** why we should select you for the Silver Servers?

10. What is one thing that you really **value** or **appreciate** about being a student at Como Lake Middle?

Thank you for taking the time to fill out this application.
Please check it over carefully and leave it with your Homeroom Teacher by
Date: _____

Student Leadership Teacher Reference

Name of Student Leadership Applicant: _____

Teacher Name(s): _____, _____, _____
 (Thanks for your time! Ideally you will fill this out at a team meeting.)

Please use the following scale to rate applicants for student leadership.

- 4. STAR!
- 3. GOOD
- 2. O.K.
- 1. NO

Question	Rank	Optional Comment
a) Is this student a suitable candidate for Como Lake Leadership?		
b) Is this student reliable?		
c) Does this student work well in groups?		
d) Can this student work well independently? (Without supervision)		
e) Would this student's keep up with school work if he/she gets involved in leadership?		
f) If you were in charge of a leadership group that this student joined, how do you think you would rate their involvement in leadership at the end of their Grade 8 year?		

Optional Comments: Compliments? Concerns? Last Thoughts?

Pre-Activity Planning Guide

An Effective Leadership Primer

Completed by _____.

Activity Being Planned: _____

Use this information to guide you as you plan an activity or event.

Discuss this with at least one other person to get insight and feedback.

In detail describe your activity. Then use the ideas below to guide you further.

1. Why do this activity?
2. What do you hope to achieve?
3. What will the participants gain?
4. How is this activity related to everything else you are doing?

5. What do you need to do?
 - a) Planning- How many participants are involved? (Are there limitations to this?)
Think about supplies, rules, set-up, equipment, is the location suitable?
Do tables/chairs need to be moved? Do you need an overhead? Other equipment?
What instructions are required? Are these instructions clear?
 - b) Event Organization- what do you need to do on the day? -How long will the set-up take? What can be done in advance? Do you have to prep anything/be there early? Do you need help? Are others involved? WHAT ARE YOUR/THEIR ROLES?
 - c) Management- where are participants when you give out instructions?
How much do they have to move? (Can you minimize this?) Do they know *how/when* to move? How do you get participants attention? How do you keep them engaged? (involved/on task)
What do participants need to know? (Rules, safety concerns, time limits, etc.)
 - d) Debrief- After the activity is over what will you say?
What is the main message, what do you want them to know/understand/achieve?

6. Ask for help! Who can help you? What can they do?

7. After considering all of this really think about 1, 2, 3 and 5d. Will your activity be a success? ...If you are not convinced that it will be a success then ask for help!

8. After the Activity: Reflect and learn for next time!

Event Reflection and Assessment

To be filled out by EACH group member individually.

Your Name: _____

Group Member Names: _____, _____, _____, _____

Event Date: _____ Event Title: _____

1. Place a check mark (✓) in the appropriate box.

	1 Poor	2 Average	3 Good	4 Excellent
Was the event well advertised?				
Were you fully prepared?				
Did the event run smoothly?				
How was the turn-out/ participation?				
Did your group work well together?				

(optional :Total /20)

2. Do you think your Event was a success? Explain

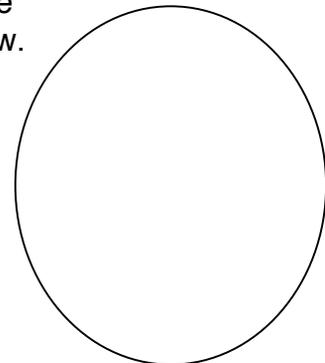
3. One thing done very well...

4. One thing we could have done better...

5. What was YOUR biggest contribution to the event or the group?

2. On the circle to the right, draw pie pieces that represent the amount of work contributed by each group member listed below.

1. Me (_____)
2. _____
3. _____
4. _____
5. _____



Classroom Based Course Outline

Como Lake Middle Leadership Program

Mission Statement

This program is being developed to provide the student body of Como Lake Middle with an organized opportunity to develop leadership skills and potential. The objective of the program is two-fold. Firstly, to provide personal growth opportunities for grade nine students in the skill areas of leadership including: mediation, teaming, facilitating, problem solving, and communication. Secondly, as the students develop in these skill areas, it is hoped that the fruit of their growth will benefit the school as a whole. There, leadership students will design, organize and implement activities and programs which will enhance the culture of Como Lake Middle School.

Leadership Course Outline

Students will investigate the following topics:

- | | |
|--|--------------------------------|
| * communication skills | * working as a team |
| * co-operative skills | * problem solving |
| * conflict resolution/mediation skills | * fund raising |
| * teaching/learning/leadership styles | * refereeing skills |
| * facilitating meetings | * organizing activities/events |
| * intramural program implementation | * entrepreneurial skills |

Expectations of Leadership Students

1. Students will be expected to show up to all classes on time and prepared both physically and mentally. Students should enter class with an open mind and positive attitude towards trying new things. Students will also be expected to respect the rights and opinions of all members in the leadership program.
2. Students will be expected to maintain a leadership notebook/portfolio documenting their thoughts and growth with respect to the various activities/discussions presented in class.
3. Students will be expected to work co-operatively in small groups to plan, organize and run school wide activities.

Classroom Based Course Outline – Continued...

- 4. Students will be expected to earn community service hours by helping to run the many programs and activities at Como Lake Middle, as well as events outside of school sponsored by various community groups.
- 5. Students will be expected to keep a record of class agendas and minutes.
- 6. Students will be expected to read at least one book and view one movie on leadership and either record or present their reactions on each.
- 7. Students are expected to fulfill all of the mentioned expectations while maintaining respectable grades, an excellent attendance record and responsible behaviour. Leadership is based strongly upon modeling and as such, leadership students should model exemplary behaviour for the entire student body of Como Lake Middle School.

Leadership Evaluation

Notebook and Journal	15%*
Participation/Class Contributions	15%*
Event Organization	20%*
Community Service	25%
Class Assignments	25%

*Includes some self evaluation

Please sign below and keep this page at the front of your Leadership binder.

Leadership Oath

I, _____, have read the Leadership Expectations and understand that, as a leadership student, I have higher expectations placed on me than other Como Lake Students. I will continually make positive contributions to the Leadership class, my other classes, around the school, in my community, and at home, that will demonstrate my abilities as a leader and a positive influence on others.

(Signature)

(Signature of witness)

Leadership Course Reflection

Name: _____

My biggest contribution to leadership this year was...

My strengths as a leader include...

An area of leadership I could improve on is...

I think I deserve the following Grade for leadership, (Circle).

A

B

C+

C

Here are 3 reasons why I believe I deserve this mark:

1.

2.

3.

Leadership Course Reflection – Continued...

One thing that I enjoyed in this course....

One skill that I learned or improved upon....

I enjoyed my involvement with.... (school event or class activity)

One thing that I wish we covered, but we didn't....

One of my teacher's strengths....

One area that my teacher could improve....

“THE LAST WORD!” My final thoughts on this course....

Appendix B

Retreat Resources and Activities

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Retreat Introduction and Notice

**Introducing Your Child...
The Silver Server Leader**

*Good leadership consists of motivating people to their highest levels
by offering them opportunities... (John Heider)*

Dear Parents,

Your child is presently on a Silver Server Leadership committee. The Silver Servers are an elite group of students who chose to step up to the challenge of running many of the exciting activities and events at Como Lake. This year, over 60 students serve on one of 5 different Silver Server Committees. Already, these students have begun planning their contributions around the school. From taking pictures for our yearbook, acting as ambassadors, organizing the Grade 6 pancake breakfast, running intramurals, and planning the Terry Fox Run, your child has begun to show that he/she will make this year the best that it can possibly be at Como Lake Middle. The committees are:

Athletics/Intramurals – is organized by Mr. Miller and Mr. Slinger. These students will help with refereeing and officiating school games, and running our school intramurals program.

Como's Event Organizers – is organized by Mr. Truss. These students plan and run events like the Terry Fox run, our school dances and the Como Olympics.

Laker Café – is organized by Mr. Scott, and Mrs. Fox. These students are continuing to fundraise money to renovate the café. They organize BBQ's, and other fundraising endeavors.

Public Relations – is organized by Ms. Begg, Ms. Mirhaj and Ms. Kirkhope. These students coordinate assemblies, announcements, survivor and much more.

Yearbook/Media – is organized by Mr. Molls. This committee will take photos and video of events around the school and put together the yearbook, slide shows, and videos for special events.

We look forward to working with your child this year!
We know it is going to be GREAT!

[This letter, *Retreat Introduction and Notice*, and the following resources, *Pre-Leadership Retreat Questionnaire*, *Leadership Retreat Itinerary*, *Retreat - Student Thank You*, and *School Sleep-Over Retreat*, were all written by me, David Truss.]

Retreat Introduction and Notice – Continued...

**The Como Lake
“You Make a Difference”
Leadership Retreat 2005**

"I'd rather attempt to do something great and fail than to attempt to do nothing and succeed." (Robert Schuller)

As a Leadership student this year at Como Lake Middle School, your son/daughter has the opportunity to go on a Leadership Retreat from October 5th to 7th, 2005. We have organized the trip to maximize the time spent at the camp, and minimize cost and class disruptions for students. There are several goals that we hope to achieve by having all leadership students participate in this retreat.

Our goals include:

- * developing personal leadership skills
- * creating common expectations for all Silver Servers
- * building a sense of community and belonging
- * providing a safe place for students to challenge themselves
- * showing students that they truly can make a difference!

Our hope is that ***all Silver Servers will attend this event.*** For this reason, we have made every attempt to keep the price for this rewarding experience affordable. The cost of the trip will be \$75.00 per student*. This fee includes: bus transportation to and from the camp; 2 nights and 6 meals at the camp; teacher coverage at the school, facility use; and all other supplies and costs incurred at the camp.

Students will depart after lunch on Wednesday, Oct. 5th and return to school at 2:30pm on Friday, Oct. 7th. Since they will miss explorations classes on Thursday and Friday, students will inform their explorations teachers of the retreat in advance and must make up all work assigned.

Because of how close we are to the date of the retreat, we must know if your child will be able to attend by next Wednesday, Sept. 13th. If you have any questions or concerns, please feel free to contact David Truss or any of the leadership teachers at Como Lake, 936-1451.

*It is good to have an end in mind,
but in the end it is the journey
that really matters*

Mr. Miller, Mr. Slinger, Ms. Begg, Ms. Mirhaj, Ms. Kirkhope,
Mr. Molls, Mr. Scott, Ms. Fox, Mr. Truss

Retreat Introduction and Notice – Continued...

Parents, We Need Your Help!

We have kept the cost of the camp as low as possible because we honestly believe that every student in leadership should participate in this enriching experience. To keep the price down, we request the help of some parents who can donate their time and energy.

This camp has a full kitchen, but we are expected to supply the staffing. When we went to this camp 2 years ago the Laker Café students, along with Mr. Scott and parent helpers, did most of the cooking and food preparation for the rest of the students. Although this was a good experience for the Café students, it did take away from some of the other opportunities and experiences they could have had at the camp.

We are hoping to find some parents to join us at the camp to help us both in the kitchen and with overnight supervision in the cabins.

Come and witness first hand why one of the students at the 2003 camp wrote at the end of the retreat, "I didn't know that one person could change so much in three days".

Another way to help is to provide transportation for food and baggage to and from the camp so that we can avoid renting a cube van.

And finally, we realize that many students have other commitments that they must miss in order to participate in this event. We need your help to make this camp a priority! We promise that any other school leadership event after this one can be respectfully missed in order to keep other valued commitments, but we ask that you PLEASE make this camp a priority for your child.

I, _____, can / can not help out at the camp.
(Parent Name) (Circle one) (Please put details on back of this page)

Parent phone #'s: _____, _____

I give permission for my child, _____, to participate in the Leadership Retreat at [Camp Name] from Oct. 5th- 7th, 2005.

Print Parent Name Parent signature

I can attend a tentative parent/student activity at the school on Friday from 2:30-3:00 Yes/No
(Circle)

***This must be returned by Wed. Sept. 13th to the leadership teacher(s) responsible for the committee that your child is in.**
Please make cheques payable to Como Lake. Post dated cheques acceptable- please notify us of this.
Any families that feel restricted by the cost of this event can contact principal _____.

Retreat Introduction and Notice – Continued...

Camp Information and Supply List

[CAMP ADDRESS]

Depart Wed. Oct. 5th after lunch

Return to Como Lake Middle approx. 2:30pm Friday Oct. 7th

Supply list

- __ Sleeping Bag/Pillow (no bedding supplied)
- __ Toiletry Bag- Tooth brush/paste, soap, hair brush, deodorant, etc.
- __ 2 each of: t-shirts, shorts, and long pants
- __ a long sleeved shirt and a warm sweatshirt/sweater (preferably fleece)
- __ a rain jacket and warm jacket (wear one and pack the other)
- __ pajamas
- __ 2 pairs of shoes (wear one and pack the other)
- __ sandals, thongs, or water shoes for showers/canoes
- __ bathing suite and towel
- __ hat, sunscreen, insect repellent, lip balm
- __ drinking water bottle
- __ writing materials, pens and a pencil
- __ plastic bags, (laundry, garbage, etc.)
- Optional Items
 - __ flashlight, glow sticks
 - __ treats/snacks (in a ziploc bag!), Not -potato chips, cookies, no 'crumbs'
 - __ disposable camera
 - __ playing cards or small board games

PLEASE LABEL ALL BELONGINGS CLEARLY WITH YOUR CHILD'S FULL NAME AND REMEMBER NOT TO SEND ANY "VALUED OR VALUABLE" ITEMS

What NOT to Bring to Camp

- excessive clothing/belongings
- cell phones, electronic games, MP3's, discmans, radios, etc.
- potato chips, cookies or items that produce crumbs
- expensive or valuable items (jewelry, watches, cameras, etc.)
- medication (including Tylenol- **UNLESS** your parents have filled out the medication form, and staff will distribute it to you as instructed)
- knives of any type, or anything that could be considered a weapon

- - KEEP THIS PAGE HANDY UNTIL AFTER THE CAMP! - -

Leadership Retreat Itinerary

Leadership Retreat 2005
"YOU MAKE A DIFFERENCE!"

Itinerary

Staff

Parents/Volunteers

Dave	Wed- Friday	Randy _____	Wed - Friday
Armaghan	Wed- Friday	Sally _____	Wed - Friday
Liana	Wed- Friday	Mrs. _____	Wed - Friday
Pete	Wed- Thurs night	Mrs. _____	Wed - Friday
Ann	Thursday –day	Rod _____	Wed - Thurs
Mike	Thurs- Friday	Kristin _____	Thurs - Fri
Zak	Thursday –day	Diane _____	Thurs - Fri
Vice Principal	Thursday –day	Jack _____	Wed- Thurs
Principal	Wed. Night	Omar (Past Student Gr.10)	Wed Night

Wednesday October 5th

- 12:00? Students help load food and baggage truck (earlier if possible!)
- 12:45 Students meet on stage- attendance/divide into busses
- 1:00 Bus leaves Como Lake
(Pete/Mr. Best+ truck maybe leave a bit early?)
- 2:30 Bus arrives at camp
Put into cabins
Give kids time to settle in
- 3:15 Teachers all meet to discuss plans/needs
- 3:30 Review expectations Pete
 - obey the Dinner bell! (-meet at campfire or Rec hall if rain)
 - “Leadership ...Rocks!”
 - food/table set-up, clean-up and dishes
- 'Framing Story 1'- "This is your que to focus" Dave
 (start at the beginning) First 2 pages of "Oh, the Places You'll Go!"
 -childlike interest in things that are new
- Scavenger hunt? Investigate the camp? _____
- Zip-Zap- Bop _____
- Just Like Me! _____
- Blind Trust Walk _____
- Journals (entry 1) Dave
 - intro (Why Terry Fox on cover?), expectations- do it for YOU!
 - What are some things you think you might learn here?
 - Personal enrichment goal: "At this retreat I will:

Leadership Retreat Itinerary – Continued...

5:30	Dinner – Thank you Pete and Parents!	
6:30	'Framing Story 2'- Try Softer- (pg 95 Zen in the Martial Arts) -Process not product	_____
	Tick-Tack-Treat – Connect 4	_____
	Toothpaste challenge	Omar/Truss
	Reading- Bad Temper *Direct link to tooth paste	Omar
	Journal (entry 2) -then break until 8:00 (max. 15min.)	Dave
8:00	'Framing Story 3' Ripple Effect (Tao of Leadership) Dave *You have more influence than you know	
	Team bonding activity Rock-Paper-Scissors Conga	_____
	Co-op Game/challenge- Group Sit	_____
	Game Rotation – (how do we split kids into this?)	
	<u>Game</u>	<u>Organizer</u>
	What were you thinking?	Truss
	Scattegories	_____
	Guesstures	Lianna
	Pictionary	_____
	3 Level Word Charades	Armaghan
	Sculptionary or _____	_____
	Jr. Trivia	_____
	Journal (entry 3) - Can be before or after movie! Dave Why start with games? How important was winning/fair play/fun? What did you learn from the Co-op game Where you a positive influence? Were you too competitive? Related topic to movie.	
9:00	Movie- Rudy and Remember the Titans	Dave
10:30	Into Cabins	
11:00	Lights out- Strict- consistent in all rooms!	

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Leadership Retreat Itinerary – Continued...

Thursday October 6th

- 7:00 Rise & Shine - Boys 6:45 and out of bathrooms by 7:15
- 8:00 Fruit Basket- open field or Rec Hall _____
Breakfast -
- 9:00* Rec Hall 'Framing Story 4' - How do I shorten this line _____ ?
-Challenge yourself
-Do not discuss sessions at lunch/in passing (shorten others lines)
Puzzle exercise to determine groups Truss

*Note: 30-35 min sessions + 10min. for Journals and rotation- Dinner bell –who rings?

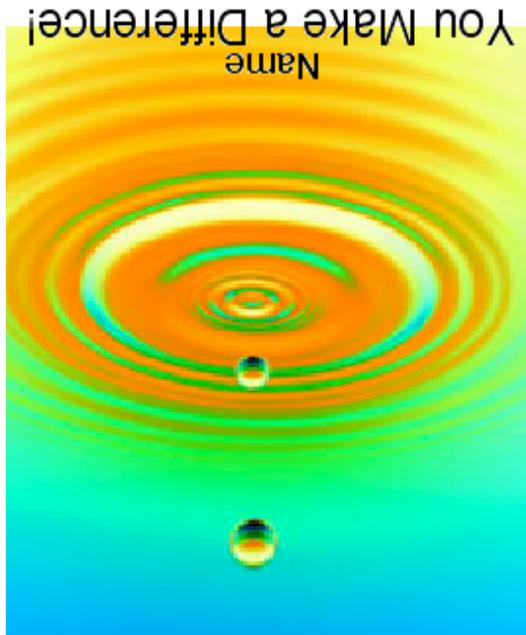
- | | | | <u>Location</u> | |
|-------|--|---|-----------------|-----------------------|
| 9:15 | Session # 1 | * | Zak: | A-Maze-ing Challenge |
| 10:00 | Session # 2 | * | Truss: | Discussion with Roles |
| 10:45 | Session # 3 | * | Armaghan: | 5 Square Puzzle |
| 11:30 | Free Time | * | Mike: | Lost in Translation |
| 12:00 | Lunch | * | Ann: | Listen-Up |
| 1:00 | Regroup – In Rec Hall- Video of Bruce Lee
'Framing Story 5' - Focus your mind- Bruce Lee's one inch punch | | | |
| 1:15 | Session # 4 | | | |
| 2:00 | Session # 5 | | | |
| 2:45 | Regroup
'Framing Story 6' -Bruce Lee - No limits
10 min. break - | | | |
| 3:00 | Committee Time - planning for Camp-fire??? (skits) | | | |
| 5:00 | Free time | | | |
| 5:30 | Synthesis of Sessions 'Putting the pieces together!
Dining hall | | | Dave |

Leadership Retreat Itinerary – Continued...

6:00	Dinner	
7:00	'Framing Story 7'- Bruce Lee- Do the best with what you have!	
	Cooperative Game – Plane Crash	_____
	And/or Culture Game,	
	And/or Handcuffs	
	Journal (entry 9- #'s 4-8 were in the Sessions)	Dave
8:30	Camp Fire/Games	All
	Stories?	
	Flashlight tag	
	Songs?	
	Sardines	
	Scavenger Hunt (Como Style)	
10:00	Bed time	
11:00	Lights out	

Friday Clean-up duties: (We will determine this Thursday night)		
<u>Friday October 7th</u>		
7:30	Rise & Shine - Boys 7:15 out of Bathrooms by 7:45	
8:30	Energizer (Giants-Elves- Wizards) Blob Tag	_____
	Breakfast	
9:30	'Framing Story 8' - The Mouse Trap	
	Split into groups- Canoeing/Group activity (45min. each)	_____
	Group Activity – Team Knot Tying Activity	Mike?
	(rope/connection to each other- reference to mouse trap)	
	Journal (entry 10)	Truss

Retreat - Student Thank You



Things I learned...
And questions to ponder...
~
Be careful what you say! Words are like:
...Toothpaste, you can't put it all back into a tube.
...Nails into a fence, the fence will never be the same.
~
YOUR words can change a person's life.
YOUR non-verbal communication can make someone's day.
Will your words and actions start a positive ripple today?
~
How do you shorten this line _____ ?
Will you make your line bigger today?
Do you shorten or lengthen other people's lines?
~
Argue for your limitations and they are yours!
Make the most with what you have... (like Bruce Lee)
Believe in yourself and exceed your expectations!
~
Follow your dreams!
Go after your goals ...but keep your eye on the path.
~
A mouse trap at the farm jeopardizes the whole farm.
~
You have two wolves fighting inside you... which one do you feed?

We influence others with all that we do.
What kind of influence will
'RIPPLE'
from you?



The Leadership Teachers would like to
THANK YOU
for being such a special part of the
2003 'Good to Great' Leadership Retreat!

School Sleep-Over Retreat

Como Lake Silver Server Training

The Silver Server Leadership teachers are pleased to offer our dedicated students the opportunity to “camp in” at Como Lake. On **January 21st-22nd, 2004** leadership students are invited to participate in a retreat held at our school. We will be planning some fun leadership-oriented activities that promise to be both entertaining and educational.

We have held leadership camps 3 out of the last 4 years, and each has proven to be one of the most rewarding experiences of the year for many grade 8’s. We are excited about this year’s camp/sleep-over and we know that the experience will be beneficial to all involved, and to the Como Lake Middle School community as well.

We hope that every Silver Server will come to the camp and experience all that we have to offer!

Maximum participation ensures that all Leadership Students have a common shared experience that we can build on as we attempt to make this the best year it can possibly be. We postponed this camp to accommodate students... this new date is final!

This year’s theme is, **“I’m Part of the Solution”**

There are a series of large and small group activities designed to entertain, challenge and inspire students. Students will meet in the cafeteria on Jan. 21st at 5pm with all of their supplies, listed on the back of this page. The event will run until Saturday at 2:00pm for many students. We know that students have commitments on Saturdays, but **we hope that the sessions held on Saturday are not interrupted by students leaving for events outside of the camp.** If this were held at a distant camp, it would be expected that the commitment would be for the entire time.

There is a fee of \$10 per student to pay for food, (dinner Friday, breakfast and lunch Saturday), and supplies for all the events. Some students will be assisting teachers with the food preparation in order to keep the costs low!

PERMISSION FORMS MUST IN BY THURSDAY JANUARY 13TH

I give _____ permission to participate in the Como Lake Silver Server Retreat on Friday January 21st-22nd, 2004.

Student Information: (if necessary)

Allergies:

Will this student sleep over? YES NO (pick up at 9:30-10:00pm, arrive 8:00-8:30am)

Payment: Check

Cash

Already Paid (confirmed by Leadership teacher)

Parent Signature

Print Name

Phone #

School Sleep-Over Retreat

Here is a list of items your child will need:

Essential

Sleeping Bag/Blankets
Foamie/ Thermarest
Pillow
Change of clothes
Pajamas
Toiletries – toothbrush, etc.

Optional

Flashlight
Water bottle, mug (highly recommended)
Tent
Popcorn (microwavable)
Snacks

*Please note that bringing snacks is optional and, if brought, they will be shared by all. (Exceptions will be made to account for any food allergies).

Other information:

Parents are invited to the last activity. Join us for ‘Tic Tac Treat’ in the gym. Please arrive at **2:00 sharp**, or pick students up at 3:00 on Saturday. (Students can walk home)

Sleeping arrangements: Girls will be sleeping in the gym, and using the gym bathroom. Boys will sleep on the stage and use the hall bathroom.

For safety and security reasons we must know in advance, and make arrangements for, students that **must** leave early and arrive late. Again, we hope to limit this... especially for our Saturday sessions!

If you have any questions about the sleep-over, please contact Dave Truss or any of the Leadership teachers at the school 604-936-1451.

During the camp the school phone will not be answered. To contact the teachers or students in the event of an emergency please use the following cell numbers: 604-880-1809, 604-802-1967.

This camp is all about **LEADERSHIP** and **LIFE SKILLS TRAINING**.

Here are some of the topics we will be working on:

- . Effectively working on a team
- . Understanding your roll in a group
 - . Being a group leader
 - . Solving Problems
- . Effective communication
 - . The power of words
- . It only takes 1 to make a difference

School Sleep-Over Retreat - Continued

An Important Notice to Parents of Leadership Students Regarding the Leadership Sleep-Over/Camp at Como Lake Middle School

Dear Parents,

We wanted to hold this camp last November, but we had a low overall enrollment and postponed the camp until **Friday January 21st**. Any money received for the November Camp will be credited towards this event. Permission slips will be handed out in early January.

This camp is all about **LEADERSHIP** and **LIFE SKILLS TRAINING**. Here are some of the topics we will be working on:

- . Effectively working on a team
- . Understanding your roll in a group
- . Being a group leader
- . Solving Problems
- . Effective communication
- . The power of words
- . It only takes 1 to make a difference

We firmly believe that this will be an extremely rewarding event that students will benefit from greatly while also having a wonderful, memorable experience. However **we need your help!** The effort to put this sort of event together is the same whether we have 20 students or 80 students, but the impact to the students and to the school is significantly increased if we can **get ALL the leadership students to participate**. It is interesting to note that if this were a camp held 3 hrs away by bus, most students would come thus missing their other commitments, but when it is held here at the school, students suddenly need to miss the camp due to other commitments. The reason it is being held at the school is to reduce costs (especially since students are already going to camp at the end of the year), to make it affordable to all, and to maximize participation.

If your concern is regarding the sleep-over, we welcome you to pick students up at 9:30pm Friday and have them return on Saturday Morning between 8 and 9am. However, we ask that students remain for all the sessions held on Saturday since leaving during session rotations can affect how well the sessions are run.

Furthermore, **we would like to invite you** to participate in the final session held on Saturday January 22nd. Please come to the gym at 2:15 to participate in a parent/student activity that will show you what kinds of things your child participated in. We hope that you see the value in activities such as these and hope that your child can participate in this rewarding experience,

Sincerely,

David Truss and the Silver Server Leadership Team

Retreat Activity/Initiative Resource

Adventure with a Purpose: A Teacher's Guide to EXTREME

By Emily Cousins

Expeditionary Learning Outward Bound

www.extreme70mmfilm.com/teachers_guide.pdf

Outward Bound USA and Expeditionary Learning Outward Bound
Educational Content © 1999 Outward Bound Inc.

This is one of the best activity resources I have ever come across. A number of activities at the leadership retreats can be found in this booklet including: "The Human Knot", "The Maze" and a version of "Use Your Common Sense", (titled "Lost in Translation" in the Retreat Itinerary, Appendix pg. *****). The Human Knot is an activity I used before being introduced to this resource, but I am no longer aware of my sources for this, and other activities such as Tic-Tac-Treat (my name), after eight years of teaching.

Furthermore, I provide a copy of the sections titled, "*I. Getting Started*" regarding "Group Debrief and Facilitation," as well as, "*II. Initiatives*" regarding "Guidelines for Leading Initiatives," to every teacher that leads an activity at the retreats. I also share and discuss these sections with student leaders when training them for the Grade 5 Leadership Retreats.

Discussion With Roles Activity

Students are given 'roles' that act as instructions for how other students respond to them in a discussion. (Suggested roles are provided below.)

Leader note: Whom you give the positive and negative roles to is important. (Make sure a kid who gets "IGNORE ME" is not someone who is always ignored etc.). You also want to make sure that ALL of your talkative participants are not given negative roles or the discussion may never really get started.

Give the topic of discussion out early so students can form an opinion on the topic while instructions are being given out.

Possible Examples:

- Dress code
- Are leaders born that way or can anyone be a leader?
- Do adults discriminate against you because of your age?

Explain to students that they are to relate to the person who is talking only in the way instructed on the 'role' note pinned to that person's forehead.

[Start taping the notes on, (without revealing them to the person they are being placed on), as you give out these instructions]

They are not to make it obvious what is on another student's note.

This is not a contest to figure out what you have on your note.

The goal is to have as real a discussion as possible.

The teacher will only speak if the discussion is slowing down, don't raise your hand to talk, just talk as you see appropriate.

Pose the question or discussion topic again and let students discuss...

The Debrief. (Use your judgment to determine when to stop the discussion).

"Don't look at your note yet, leave it on your head."

Ask students... Do you think you had something positive or negative on your forehead? How do you know?

Discussion With Roles Activity - Continued...

Ask students to guess what their 'role' note says then take off/look at the tags.

Ask students with positive comments what they thought of the experience. [Some will hate it since students would start agreeing with them before they even say anything... note the importance of being listened to!]

Ask students with negative comments what they thought of the experience... this is where the real discussion begins...

What did it feel like?

What would it be like if you were treated like that for a whole day?

What about a whole month or a whole school year?

Use specific examples given by students of what it was like to be 'Ignored' or Disagreed with every time!

Think of a student that this happens to [NO NAMES!]

Does it just happen in class or in the halls to?

What would your day be like?

What if you saw this happening? What would you do?

What if you acted differently?

What if you stopped a friend from treating someone this way?

What if you changed someone's day and made it better ?

Key messages: Words are powerful.

How you treat someone is powerful.

You can make a difference in someone's life.

A great activity to do in order to address some of the above questions is a guided imagery where students imagine that they are the person you are describing:

Describe a child who is woken up abruptly by a parent on the way out of the house to go to work. He/she eats alone, is picked on going to school, pushed into lockers, teased, ignored in class, bullied... etc. Stop your description by lunch. What would a full day be like? A week? A month? Refer back to students who may have found just a few minutes of being ignored difficult in the activity.

Discussion With Roles Activity - Continued...

Roles: Notes to be taped to a student's forehead

(Size 48 font, Helvetica or Ariel, works well.)

Ignore Me	Ask a related Question
Agree With Me	Compliment Me
Cut Me Off	Support My Idea
Encourage Me	Start your reply with "Yeah, But..."
Disagree With Me	Look Away When I Speak
Paraphrase Me	Tell Me I'm Right
Smile and Nod at Me	Show Me Respect
Change the Subject	Make fun of My Ideas
Wait 4 Seconds Before you reply	

[This activity was first described to me by my teaching partner, David Sands in the 1999-2000 school year. I have never seen a write-up for it. I, David Truss, developed the lesson description seen above for this paper.]

5-Square Puzzle

Taken from:

<http://faculty.frostburg.edu/psyc/southerly/prism/tom.htm> (Original source unknown.)

By: Tom Beecroft

Social Psychology Lesson

The Role Cooperation and Competition Play In Group Problem Solving

1 Overview of the module:

The purpose of the lesson is to provoke emotion and initiate critical thinking on the roles individual competitiveness and cooperativeness play in group problem solving success. A simulation strategy will be used to elicit individual student competitive/cooperative styles. The results of this simulation are processed through the use of a series of hierarchically constructed, teacher led, discussion questions.

2 Objectives of the module:

- a To have students experience the emotions associated with group competition.
- b To have students identify their individual level/s of competitiveness and cooperativeness and its impact on group process.
- c To engage students in a lesson that demonstrates the value of using hierarchically constructed critical thinking questions to examine group process and outcome.

3 Content of the module:

- 1 The module will engage students in a "simulation" of a group competition where they are told by the teacher that "winners" and "losers" will be identified. Individual levels of cooperativeness and competitiveness are evoked with varying degrees of impact on eventual group success or failure.

5-Square Puzzle – Continued...

The "simulation" is then debriefed using a series of hierarchically constructed questions to provoke critical thinking and provide for a fuller and more dynamic understanding of group process.

4 Activities and Assignments:

- a Briefly introduce students to the topic of "competition" in groups.
- b Introduce the simulation "5-Square" (or any similar activity that requires a individual group member cooperation to achieve a group outcome). See attached "5-Square" simulation directions.
- c After completing the simulation and announcing the group "winners" and "losers" the teacher debriefs the group process, focusing on the dynamics generated by individual levels of evoked competitiveness and cooperativeness. Critical thinking is fostered and its value demonstrated by using a series of hierarchically constructed questions. See the attached list of suggested questions and types of questions.

5 Resources:

- a "5-Square" puzzle with directions for group competition (source unknown)
- b * List of questions for a teacher lead debrief/discussion of the simulation on group problem solving.

* Questions constructed from a critical reading of Gall, Dunning and Weathersly (1971) and Bell, J. (1985) as they interpret Bloom's taxonomy.

5-Square Puzzle – Continued...

"5 SQUARE"

1 Contents:

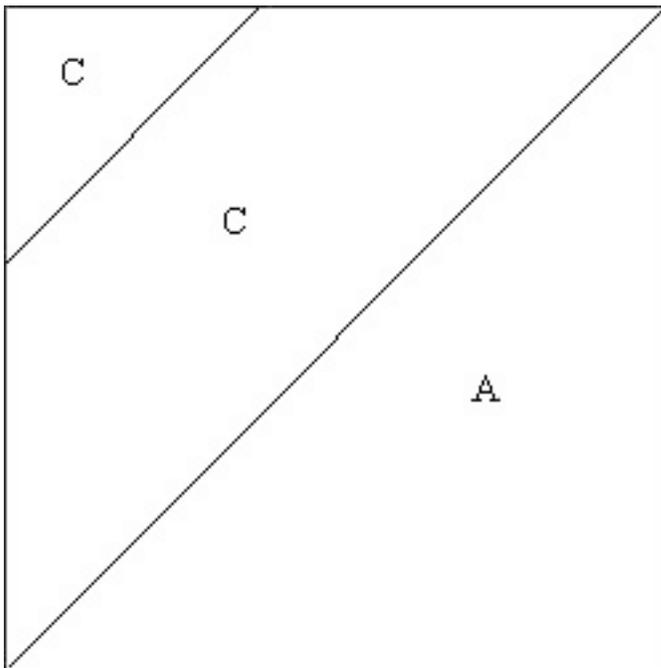
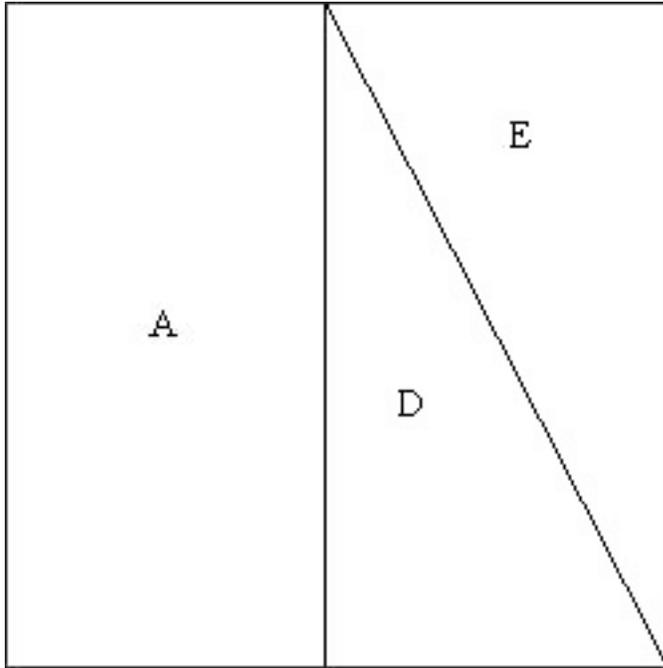
- a One large brown envelope
- b Any number medium size brown envelopes labeled Groups 1, 2, 3, 4, 5, etc. (Depends on class size divided by 5.)
- c Five small brown envelopes for each Group. Envelopes labeled Group 1A, 1B, 1C, 1D, 1E, and Group 2A thru E, etc.
- d Puzzle pieces to form 5 squares labeled according to diagram and placed in proper envelopes.

2 Directions:

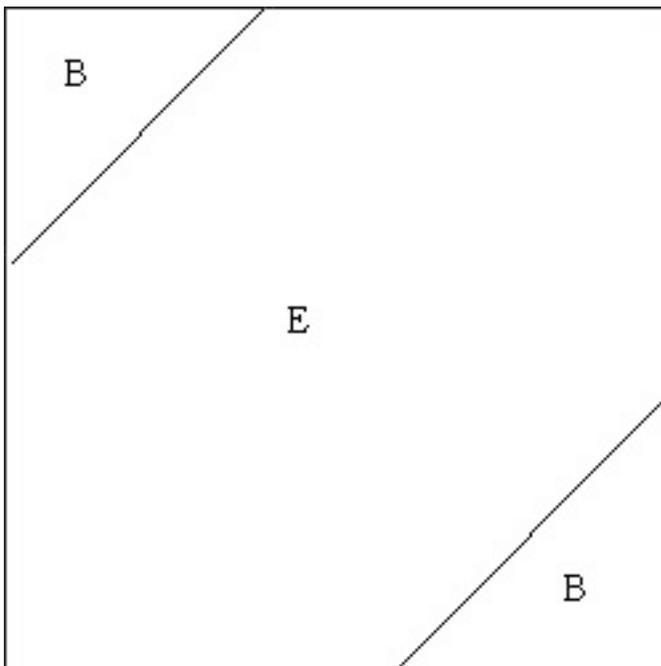
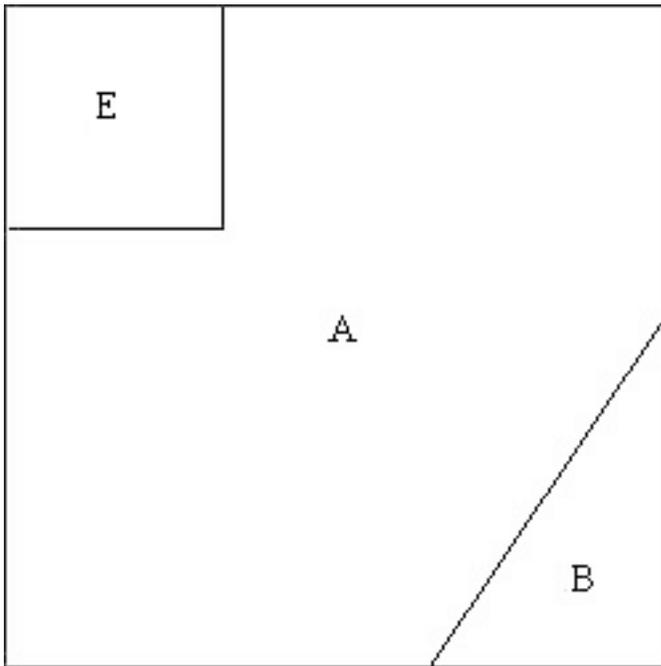
- a Form any number of 5-member groups only limits are the number of puzzle packets you have available. The number of students remaining (maximum of 4) can serve as observers of group behavior.
- b Make the following statement to the class: "The purpose of the activity is to identify your problem solving skills in a group competition. The most successful group will be the one who is first to complete five squares from the puzzle pieces, one square in front of each group member. The competition continues (identify 2nd place, 3rd, etc.) Until only one group is left (has failed) to complete their squares."
- c Announce the rules of the activity.
 - a Absolutely no talking after the start signal is given.
 - b You may give away your puzzle pieces to any member of your group.
 - c You may not take, gesture for, or signal in any way for a puzzle piece you may need. (Stress that students may only give puzzle pieces away.)
 - d Answer any questions.
 - e Start the activity
- d At the conclusion of the activity return the lettered puzzle pieces to the small matching lettered brown envelopes.

5-Square Puzzle – Continued...

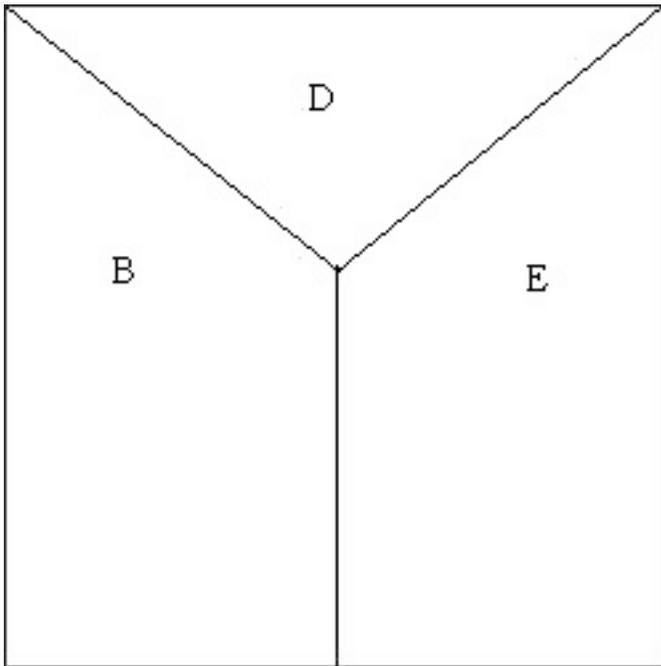
Activity Puzzle Pieces



5-Square Puzzle – Continued...



5-Square Puzzle – Continued...



**Simulation Debriefing
Promoting Critical Thinking Using Discussion Questions**

Knowledge:

- 1 What happened in your group?
- 2 When did events happen?
- 3 Who helped your group break any "logjam" that may have occurred?
- 4 Recall how individual members felt?
- 5 Recall how individual member behaved?
- 6 Etc. (Add any knowledge based question you feel might be relevant.)

Comprehension:

- 1 What behaviors led to the most successful problem solving in your group?
- 2 What behaviors led to roadblocks in problem solving?
- 3 Etc.

Application:

- 1 Classify group member characteristics that further group goals?
- 2 Classify group member characteristics that hinder group goals?
- 3 Etc.

5-Square Puzzle – Continued...

Analysis:

- 1 Provide evidence to support why group "X" came in 1st place? Why group "Y" came in last place?
- 2 Now that we have studied group problem solving in this simulation, what can be concluded about degree of individual competitiveness or cooperativeness and reaching group goals?
- 3 Now that we have experienced success/failure "sets" in competitive situations what can be concluded about the impact of each "set" on member feelings? On member behaviors? On member thoughts?

Synthesis:

- 1 Can you think of techniques for increasing intra-group cooperation?
Decreasing intra-group competition?
- 2 What would you predict feeling, behavioral, etc. outcomes would be if members were in a group with continuous success? Continuous failure?
- 3 Etc.

Evaluation:

- 1 What is your opinion concerning the "ethics" of using simulations to induce feelings related to failure and success?
- 2 Does announcing that the lesson for the day involves a group "simulation" constitute a degree of informed consent. Why? Why not?
- 3 Would it be better to construct the lesson a different way? If so, how might the lesson be improved?
- 4 As a result of this activity, do you believe your problem solving behavior in groups has been influenced, and if so, in what way?
- 5 Etc.

Cultures Game

From: The Kit - A Manual To Combat Racism Through Education.
Produced by the United Nations Association in Canada
http://www.unac.org/yfar/The_KIT.pdf

A great activity to illustrate how people react when faced with behaviours and characteristics different from their own.

Materials Needed

- 6 different coloured sheets of cardboard/heavy paper & tape to identify the different culture each person belongs

- *At least one copy of the relevant instructions for each cultural group* Activity Breakdown

- Divide the group into 6 smaller groups and hand out the coloured name-tags & the photocopies with instructions for each culture. (If you have few participants, you may want to cut down the number of cultures & therefore the number of small groups.) Give each group time to go over their cultural instructions.

Warn participants that the groups are not allowed to tell others about their cultural characteristics!!

- Once everyone is ready, ask all participants to walk around the room & communicate with the members of the other cultures according to the instructions they have been given. They may need some encouragement to really overact their roles...the more the students get 'into' the game, the better the results
- After 10 minutes, or whatever time feels appropriate, ask everyone to stop.

Debrief & Wrap-up

Initiate a discussion with the whole group using lead-in questions

- What did you think of the game?
- How did you feel towards the members of the other cultures?
- Describe your frustration.
- Which culture was it easy to communicate with? Was there a culture that was difficult to communicate with?
- What methods could you have used to allow you to better understand the members of the other cultures?
- Relate the experience to school? How is it the same? Different?
- How do we improve communication between groups/people?

The following are the various culture characteristics. Divide the group into 6 groups and give each group member a copy of their particular culture.

Cultures Game- Continued...

Skittles Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: never use your left arm or left hand

Salutation: cross the arms nod and say 'Ah-Hah'

Attitude towards the Starburst Culture: you feel sorry for them and try to defend them.

Make sure you let the other cultures know how you feel!!

When talking: Always stand very close to anyone you talk to.

Starburst Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: never communicate without touching

Salutation: touch shoulders together and bend at the knee, say 'Greetings'

Attitude towards the Kit Kat Culture: you feel inferior to the Kit Kats

When talking: hold the person's elbow or make some sort of polite contact

Kit Kat Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: never use your left arm or left hand

Salutation: gently touch the other person on their shoulder and say 'Halloooo!'

Attitude towards the Smarties Culture: you feel superior to them

When talking: Speak Loudly

Smarties Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: never touch others

Salutation: double wink and say 'Hey-Hey-Hey'

Attitude towards the Coffee Crisp culture: you think they are funny and strange

When talking: always keep a good distance away (more than an arm's length)

Coffee Crisp Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: you can't look someone in the eyes

Salutation: shake hands with the right hand only, bow and say 'Salutations'

Attitude towards the Aero culture: you think they are interesting and idolize them

When talking: Always look down and avoid eye contact

Aero Culture: This card tells you which culture you belong to. During the game, you must act according to your culture.

Taboo: No negativity!! You are very appreciative and everything is beautiful to you!

Salutation: shake hands with the left hand only, say 'Honoured to meet you!'

Attitude towards the Skittles culture: you subtly try to avoid them

When talking: Always compliment the person you are speaking to.

Knot the Human String

(aka) Human Overhand

[This version is written by Jen Strong, Strong Leadership,
“Activity Write-ups – ContinUO, June 2005]

Medium to large groups Set up – Participants line up, side-by-side, facing front. Ideally, there shouldn't be more than fifteen participants per line. Provide each participant with a length of ribbon or rope (approximately 18 to 24 inches long). Place the end of one ribbon in a participant's hand and the other end of the same ribbon in the hand of the person who is standing next to them. In this way, create a human chain: participant – ribbon – participant – ribbon – participant – ribbon – participant – ribbon – participant The ribbon in the middle of the line, should be a different color than the rest of the ribbons.

The goal – For the group to tie an overhand knot in the different colored ribbon without breaking the chain.

Parameters – 1. The appropriate knot is a pure overhand knot (for you knot experts, this is not an overhand on a bite, nor knot tied around someone's arm or wrist). 2. The chain cannot be broken. Cutting the ribbon or doing bodily harm to group members is not fair play. 3. Optional parameter – turn some participants so they are facing a different direction than the rest. This changes their perspective. Include more than one off-colored ribbon to add to the challenge. Real Safety Issues – For the most part this activity doesn't require significant physical effort. However, it does occasionally require participants to enter one another's personal space. Also, allow participants to shift the ribbon in their hands rather than twisting wrists in ways they aren't designed to be twisted. Debrief – This activity can go a number of ways. It often brings up issues of problem solving and leadership. Because it appears so simple on the surface yet often confounds groups be prepared to debrief groups that don't successfully complete the challenge.

Note: This can be very frustrating. Let students struggle for a while then stop them and show them a knot being tied in a string in slow motion. As corny as it may sound, “Be the rope!”, can help students think about what needs to get done.

Roles can be dependent on position. Have students switch positions part way through. “Did your position on the rope change your involvement?”

At a retreat, a group of seven Grade 8's solved this and then, after practicing a bit, came to me and said they could do it in 19 seconds. I asked them to prove it in front of everyone and they pulled it off in 14 seconds! It was like watching a dance with each student understanding their role in the choreography.

Listening Lesson with 3-by-3 Personal Inventory

Circle Chat

[This version by Jen Strong, Strong Leadership, "Activity Write-ups – ContinUO, June 2005]

This is a quick and easy tone setter to precede curriculum on communication or listening. Participants can stand in a good circle, facing front to back. Instruct participants that they are going to share with the person standing in front of them (fill in simple instructions here: 'favorite vacation', 'happiest moment').

The trick with this is to share your story while simultaneously listening to the story of the person behind you. This depicts the fairly obvious message that it is hard to listen while talking, (also, how often in conversations are we formulating our response while the other person is still speaking?).

Building Blindly

[This version by David Truss]

Pairs –backing each other.

- Partner 1 sees a construction of building blocks and partner 2 cannot see it. (Have a variety of building block shapes, with enough for all groups),
- Partner 1 describes how and where to place the different shaped blocks to duplicate what he/she sees.
- Partner 2 must duplicate the design, and partner 1 cannot look at what partner 2 is doing.
- 1st time do this with open two-way communication between partners.
 - *Rotate positions then do it with one-way communication from Partner 1.*

Discuss challenges with the activities and relate them to good listening skills.

Have students fill out the 3-by-3 Personal Inventory and collect them. Two to Three months later have students do the 3-by-3 Personal Inventory again, then hand back the ones done now. Compare answers and discuss.

Note: The 3-by-3 Personal Inventory should be done after discussing "The Ripple Effect" (See Appendix D, page ***)

3-by-3 Personal Inventory

1a) Having a conversation with close friends I am a:

1	2	3	4	5
Poor Listener				Great Listener

b) Having a conversation with classmates I am a:

1	2	3	4	5
Poor Listener				Great Listener

c) Having a conversation with classmates, that gets picked on often, I am a:

1	2	3	4	5
Poor Listener				Great Listener

2a) When I argue with close friends I am:

1	2	3	4	5
Impatient/Agitated				Patient/ Calm

b) When I argue with classmates I am:

1	2	3	4	5
Impatient/Agitated				Patient/ Calm

c) When I argue with classmates, that get picked on often, I am:

1	2	3	4	5
Impatient/Agitated				Patient/ Calm

a) When I witness a close friend being picked on I:

1	2	3	4	5
Join in/Laugh	Ignore it			Stop it/ Help out

b) When I witness a classmates being picked on I:

1	2	3	4	5
Join in/Laugh	Ignore it			Stop it/ Help out

c) When I witness a classmates, that gets picked on often, being picked on I:

1	2	3	4	5
Join in/Laugh	Ignore it			Stop it/ Help out

Tick-Tack-Treat

Tick-Tack-Treat Grid

	O	O		
	X	X	O	
	X			

The Activity: Tick-Tack-Treat

Supplies: A white or black board,
pens/chalk, eraser
a 5x5 checkered grid
masking tape (for the grid)
small wrapped candy

Set-up: Create the grid in advance.
Read **'Try Softer'**.
(Found in *Zen in the Martial*

Arts by Joe Hyams, 1979, p. 95. Also found in this text, p. 29)

Ask for volunteers for a 'challenge'. Select two 'groups' of 4 students.

These students sit on benches or on the floor in two rows in front of the checkered playing grid. One group is assigned X and the other O, and they are given the following instructions: (As described in The Debrief, your language here is important. Know exactly what you want to say and don't take questions from the students. If students raise hands to ask questions tell them they can work out their questions as they complete the task).

Look at one group, "The task for this group is to get four X's in a row and your team gets a treat."

Look at the other group, "The task for this group is to get four O's in a row and your team gets a treat."

The groups alternate opportunities to put a mark on the grid, and the students in each group will take turns so that they rotate who gets to place the mark on the grid. (If they are sitting in rows and rotate to the back this works best or else there is crowding at the grid and no one can see what is happening).

The Lesson: What happens when a team gets four in a row?

When a group gets four in a row, they get candy BUT the game keeps going! (Do not tell them this in the set-up). When no team can get more candy, send them off and pick two new groups.

What usually happens is that the first group or first few groups battle one another competitively, trying to block their "opponents". When they realize that the game continues after candy is given out, then eventually they realize that it is in their best interest not to compete but to work together to maximize how much candy both groups can get.

Note: Most often it is the 2nd, 3rd, or 4th group that figures it out. Once, doing this with Grade 5's they got it on the first attempt, Another time with parents and Grade 8's working together I had to model it for them because the competitive nature of the adults didn't allow them to see the win-win possibility.

Tick-Tack-Treat – Continued...

The Debrief: What was the goal of the activity?

It is interesting what responses you will get to this question, but what you are looking for is, “To get candy”.

What happened when you got candy? (The game kept going)

What did the last group figure out?

Note the language in these following questions- Keep this language out of the activity to enrich the discussion during the debrief.

Did I ever say it was a competition? (No)

Did I call you teams? (No, groups)

Did I call it a game? (No, a challenge)

Did I say that you had to put your own symbol, X or O, on the grid? (This is an interesting point- if you are careful in your explanation then really students could have taken turns placing four X's in a row, two from each group, followed by four O's on the grid. They share in completing each other's task.)

Question students about competition and why they thought it was a game with two opposing teams (Team sports, game shows, -competitive paradigm)

Now is your opportunity to refer back to the framing story... “When one eye is fixed upon your destination, there is only one eye left with which to find the Way”...

Sometimes we try harder instead of trying smarter.

Sometimes we are so fixed on the task, (what we are doing), that we forget the goal or the outcome, (what we really want).*

Introduce the concept of Win-Win, (don't mention Win-Win before now).

Discuss this quote taken from a motivational poster, “Think Win-Win. Win-Win is a belief in the Third Alternative. It's not your way or my way; it's a better way. A higher way.”

Ask students for examples where Win-Win can occur.

[This activity was first described to me by my teaching partner, David Sands in the 1999-2000 school year. I, David Truss, came up with the name, and combined this activity with the framing stories. I developed this lesson description for this paper.]

Appendix C

Grade 5 Transition Leadership Retreat

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Feeder School Invitation for Grade 5 Transitions Leadership Retreat

Attention: All Como Lake Middle Feeder Schools

Last year a group of grade 7 and 8 Como Lake students came to your school and ran a Leadership 'Retreat' with your grade 5's. The feedback was very positive and we hope that you would like to host this event again.

We already ran the program at Harbour View this year, to coincide with their Grade 5 'Takeover', and we wanted to give you time to plan this activity when it best meets your needs. Please contact Dave Truss at Como Lake Middle to book a time that we can hold this event at your school.

What you get:

12-15 Como Lake Leadership Students and a teacher running sessions on "The 7 Secrets to Leadership".

An opportunity for your grade 5 teachers to meet and/or work with the grade 4 students in their classes. (Your teachers do not need to be in the gym, although they are invited to see what we are doing, and stay as they wish.)

A reflective journal written by all the students to use as a discussion starter or as feedback for what the students have learned.

A positive experience to help make transition to grade 6 less stressful for your Grade 5's.

What your students get:

A carousel of 5 activity based lessons run by Como's Leadership students.

-In one activity students all learn to open combination locks.

A few group activities that teach students about leadership.

A reflective journal to keep after the session is done.

A chance to see grade 7 and 8 students as positive role models.

A positive experience that helps students with transition to Middle School.

What we get:

An authentic leadership experience for our grade 7 and 8 students.

Grade 6 students entering the school next year with positive expectations about what middle school students are like, (and no tears from the stress of opening a combination lock as well as dealing with everything else that can overwhelm a new student on their first few days of middle school).

We require the use of your gym for 2 to 2.5 hours.

All grade 5 students are invited, even if they will be going to another middle school- the program is not specific to Como Lake.

If you have any questions or would like to book a time, please contact me.

Thank you,
Dave Truss

dtruss@sd43.bc.ca

Think Good Thoughts
Say Good Words
Do Good Deeds

Harbour View Leadership Retreat Itinerary

Friday January 20th, 2006

Como Students:

Sara, Santos, Quade, Ian, Sarah,
Katherine, Leandra, Tara, Marissa,
Asia, Maxine, Susan, Andy, Sarah

12:30 **Arrive at Harbourview and set up**

1:00 Grade 5 Teachers brings students to gym.
 -introductions

Truss -Journal, 'Secrets' intro.

Journal Entry - **Truss**

What is Leadership?

Ice Breaker 2- Leadership Games - 2 groups

- Alphabetical by name **-Ian**

- Birthday **-Katelyn**

Continue games but no talking anymore

- Height **-Leandra**

- Hair Colour **-Max**

- Shoe Size **-Andy**

Journal Entry -**Truss**

SECRET #1 - TREAT OTHERS WELL

1:20 Split into 5 groups and move them to the stations

Truss "Get a secret - keep a secret" - Don't talk about the stations.

'Don't you hate it when someone tells you how a movie ends?'

Harbour View Leadership Retreat Itinerary –Continued...

2:50 QUICK Synthesis by students: What Secret to Leading by Example did we learn from each station?

- SECRET #1 *TREAT OTHERS WELL*
- SECRET #2 *THINK BEFORE YOU ACT*
- SECRET #3 *BE YOURSELF*
- SECRET #4 *BE POSITIVE*
- SECRET #5 *WORK AS A TEAM*
- SECRET #6 *ACCEPT NEW CHALLENGES*
- SECRET #7 *LISTEN FIRST, THEN TALK*

Then add,

- SECRET TO SUCCESS IN GRADE 6
- “When you can’t solve a problem by yourself...” ASK FOR HELP

Then, “Homework” – Fill in middle pages of your reflection journal for your teacher.

10 min. Debrief for the Como Crew, get rides back to school.

Place each of these on 8.5x11 heavy stock paper– (use large font).
Use these at the stations to reveal secrets.

SECRET #1

_____ *OTHERS* _____

SECRET #2

_____ *BEFORE YOU* _____

SECRET #3

BE _____

SECRET #4

BE _____

SECRET #5

_____ *AS A* _____

SECRET #6

_____ *NEW* _____

SECRET #7

_____ *FIRST, THEN* _____

SECRET TO SUCCESS IN GRADE 6

When you can’t solve a problem by yourself...

Grade 5 Leadership Retreat Journal Pages

These are pages in a journal made out of three 8.5" x 11" pages, with a staple in the middle of the page, (making six two-sided 5.5" x 8.5" pages). The inside pages each have lines for students to write about the secrets/topics. An image of Terry Fox, who led by example, is used on the front cover, (Page 1).



Learning to Lead by Example!
Harbour View Leadership Retreat 2006

This Journal Belongs To _____

- Pg. 2 What makes a good leader?
- Pg. 3 SECRET #1 _____ OTHERS _____
- Pg. 4 SECRET #2 _____ BEFORE YOU _____
- Pg. 5 SECRET #3 BE _____
- Pg. 6 The most important secret in this book is #___ because:
- Pg. 7 My favorite part of the Leadership Retreat: [and]
I am a much better leader now because:
- Pg. 8 SECRET #4 BE _____
- Pg. 9 SECRET #5 _____ AS A _____
- Pg. 10 SECRET #6 _____ NEW _____
- Pg. 11 SECRET #7 _____ FIRST, THEN _____
- Pg. 12 SECRET TO SUCCESS IN GRADE 6
When you can't solve a problem by yourself...

Full Day Grade 5 Leadership Retreat Itinerary

PleasantSide Elementary School

Como Students:

Nicole _____, Laura _____, Kaylene _____, Jason _____, Omar _____,
Milena _____, Lindsay _____, Steven _____.

10:00 ***PleasantSide Principal, Mr. Kern** introduces us all.

***Get to know you games**

Ms. Askew - Fruit basket - name game, "**PleasantSide**" - "**Rocks!**"

Truss -Journal, 'Secrets' intro.

Ice Breaker- Toothpaste challenge and **Nails in Fence story.**

Journals handed out

SECRET #1 - *Think Good Thoughts, Say Good Words, Do Good Deeds*

Jason - Leadership challenges. **Butterfly Story**

SECRET #2 - *Welcome Challenges*

Nicole- Rock, Paper, Scissors

SECRET #3 - *Solve Problems instead of complaining about them*

***Kern** Break kids into 4 groups of 6 -

Steven, Nicole, Laura and Jason will attach themselves to a group. Como students will rotate to each station with their group.

11:00 Session 1

11:30 Session 2

12:00 ***Kern** "Now it is time to keep a secret" - Don't talk about stations.

'Don't you hate it when someone tells you how a movie ends?'

Pizza [Maybe collect journals- hold on to them]

Steven - Human Knot

SECRET #4 - *Treat Others Well*

Laura -Mat Challenge

SECRET #5 - *Lead by Doing. Hard Work, Done Well, Feels Good*

Full Day Grade 5 Leadership Retreat Itinerary- Continued...

Kern with Como kids - 4 way games if time permits,

1:00 Session 3

1:30 Session 4

Station # A **Milena** - Anatomy of a Leader
SECRET #6 *Take Care of Yourself* Qualities

Station # B **Omar** - Maze
SECRET # 7 *Be Positive, Smile, and Have Fun* Cooperation

Station # C **Lindsay** - Web
SECRET #8 *Listen First, Then Talk* Communication

Station # D **Kaylene** - Drawing Together
SECRET # 9 *Offer to Help, Let Others Lead. Be a Team Player.*

2:00 ***Kern** - Dessert - Sundaes
Blind Trust Walk - **Askew/Truss/Como Students ???**
2 groups- 'A' Leads 'B' with no talking, hand on elbow, then
'B' Leads 'A' with words only, no touching
Debrief: How does this relate to what you have learned so far?

2:45 ***Askew** - Marshmallow building contest
SECRET #10 *Find More Choices, (not just win or lose)*

3:30 Parents arrive
***Truss**- Tick-Tack-Treat (Win-Win) **Two Wolves Story**

Synthesis: What Secret to Leading by Example did we learn from...

1. Truss 2. Jason 3. Nicole 4. Steven 5. Laura
6. Milena 7. Omar 8. Lindsay 9. Kaylene 10. Askew

***Kern** Thank you to the Como Students. Thank you to all
kids/parents etc. And... One Final Challenge!
SECRET #11 *Know What You are Good at,
and What You Need Help With*

Full Day Grade 5 Leadership Retreat Itinerary- Continued...

10 SECRETS to help you LEAD BY EXAMPLE

Truss Toothpaste challenge and Nails in Fence story.

SECRET #1 - *Think Good Thoughts, Say Good Words, Do Good Deeds*

Jason Leadership challenges.

SECRET #2 - *Welcome Challenges*

Nicole Rock, paper, scissors

SECRET #3 - *Solve Problems, instead of complaining about them*

Steven Human knot

SECRET #4 - *Treat Others Well*

Laura Mat Challenge

SECRET #5 - *Lead by Doing. Hard Work, Done Well, Feels Good*

Milena Anatomy of a Leader - Qualities

SECRET #6 *Take Care of Yourself*

Omar Maze Cooperation

SECRET # 7 *Be Positive, Smile, and Have Fun*

Lindsay Web - Communication

SECRET #8 *Listen First, Then Talk*

Kaylene Drawing Together - Teamwork

SECRET # 9 *Offer to Help, Let Others Lead. Be a Team Player.*

Askew Marshmallow building contest

SECRET #10 *Find More Choices, (not just win or lose)*

Kern One Final Challenge!

SECRET #11 *Know What You are Good at,
and What You Need Help With*

Full Day Grade 5 Leadership Retreat Itinerary- Continued...

**GUIDING QUESTIONS for
10 SECRETS to help you LEAD BY EXAMPLE**

Truss Intro Journals/'secrets'

- Some secrets are good to share others aren't
- We want to share these secrets and we trust you to use them well!
Toothpaste challenge

- Could you get ALL the toothpaste back into the tube?

Nails in Fence story

- How was the toothpaste like the nails in the fence?

SECRET #1 - *Think Good Thoughts, Say Good Words, Do Good Deeds*

Jason Leadership challenges.

- Which challenges were easy? Which ones were hard?
- Would this have been fun if they were all easy?
- What makes the hard ones fun?

SECRET #2 - *Welcome Challenges*

Butterfly Story

Nicole Rock, paper, scissors

- Who ran out of candy? How did you feel? What happened?
- Would this have been fun if people ran out of candy quickly and no-one helped them out?
- Who helped out someone when they ran out? Congratulations on being a problem solver!

SECRET #3 - *Solve Problems, instead of complaining about them*

Steven Human knot - with 6 kids, then with 12 + Como kids

- Who got tugged and pulled a lot? Did this help?
- What happened when someone had an idea?
- Could you solve this without working together?

SECRET #4 - *Treat Others Well*

Laura Mat Challenge

- Could you do this if someone in your group didn't go along with the plan?
- Was it more important to be a leader or a team member?
- Do you have to be the boss to be a leader?

SECRET #5 - *Lead by Doing. Hard Work, Done Well, Feels Good*

Full Day Grade 5 Leadership Retreat Itinerary- Continued...

Milena Anatomy of a Leader - Qualities

- What is your favorite quality or feature?
 - Is it important to have these qualities if you want to be a leader?
 - How do you make yourself a better leader? (Improve yourself or...)
- SECRET #6 Take Care of Yourself

Omar Maze Cooperation

- What happened when someone made a mistake? How did you react?
 - Did/would yelling or making fun of someone help? How would you feel?
 - How could you encourage others? What kind of things could you say?
- SECRET # 7 *Be Positive, Smile, and Have Fun*

Lindsay Web - Communication

- Did seeing the string pattern make you change who you let speak next?
 - Did other people have good things to say? Could you have said more/less?
 - Do you like talking to people who are good listeners? Why?
- SECRET #8 *Listen First, Then Talk*

Kaylene Drawing Together - Teamwork

- Do you think you were successful at your drawing? Why?
 - How important was working together?
 - How would this have been different if you could talk? What would you have done differently?
- SECRET # 9 *Offer to Help, Let Others Lead. Be a Team Player.*

Askew Marshmallow building contest

- How many structures looked the same?
 - Did your plans change as you built your structure?
- SECRET #10 *Find More Choices, (not just win or lose)*
- (Hint: this secret will help you soon!)

Truss Tick-Tack-Treat (Win-Win)

Two Wolves story

Kern One Final Challenge!

SECRET #11 *Know What You are Good at,
and What You Need Help With*

Full Day Leadership Retreat Journal Entries

SECRET #1

Think good

_____,
Say good _____,
Do good _____.

SECRET #2

_____ challenges!

SECRET #3

_____ problems,
instead of complaining about them.

SECRET #4

_____ others _____.

SECRET #5

Lead by _____.
Hard work,
Done well,
Feels good!

SECRET #6

of yourself.

SECRET # 7

Be _____,
_____,
and have _____!

SECRET #8

_____ first,
then _____.

SECRET # 9

Offer to _____,
let others _____.
Be a _____ player.

SECRET #10

Find more _____,
(not just win or lose).

BONUS SECRET #11

Know what you
are _____,
and what you
need _____ with.

My favorite part of the
Leadership Retreat:

The most important
secret in this book is:

The 1 new idea that I really
learned about at the retreat is:

I am a much better
leader now because:

Appendix D

Metaphors to Learn By

The Butterfly Story	117
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Empty Your Cup, by Bruce Lee	119
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A Butterfly's Lesson

One day, a small opening appeared on a cocoon; a young girl sat and watched for the butterfly for several hours as it struggled to force its body through that little hole.

Then, it seems to stop making any progress. It appeared as if it had gotten as far as it could and it could not go any further. So the girl decided to help the butterfly: she took a pair of scissors and opened the cocoon.

The butterfly then emerged easily. But it had a withered body, it was tiny and had shriveled wings.

The girl continued to watch because she expected that, at any moment, the wings would open, enlarge and expand, to be able to support the butterfly's body, and become firm.

Neither happened!

In fact, the butterfly spent the rest of its short life crawling around with a withered body and shriveled wings. It never was able to fly.

What the girl, in her kindness and her goodwill did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening, was its way of forcing fluid from the body of the butterfly into its wings, so that it would be ready for flight once it achieved its freedom from the cocoon.

Just like the butterfly, sometimes we need struggles and challenges in our lives. When we welcome challenges that come our way, we learn more, and we can actually have fun doing things that other people might find hard to do.

Author Unknown

[I have made small adaptations to this story so other sources of this version are not available.]

The Bad Temper

There once was a little boy who had a bad temper. His Father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same.

When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there." A verbal wound can be just as bad as a physical one.

Author Unknown

[I have made small adaptations to this story so other sources of this version are not available.]

Empty Your Cup

A Japanese Zen master received a university professor who came to enquire about Zen. It was obvious from the start of the conversation that the professor was not so much interested in learning about Zen as he was in impressing the master with his own opinions and knowledge.

The master listened patiently and finally suggested they have tea. The master poured his visitor's cup full and then kept on pouring.

The professor watched the cup overflowing until he could no longer contain himself. 'The cup is overfull, no more will go in.'

'Like this cup,' the master said, 'you are full of your own opinions and speculations. How can I show you Zen unless you first empty your cup?'

Bruce Lee

Taken From: Zen in the Martial Arts

By Joe Hyams, 1979, pp. 18-19.

The Ripple Effect

Your behavior influences others through a ripple effect.

A ripple effect works because everyone influences everyone else.

Powerful people are powerful influences.

If your life works, you influence your family,

If your family works, your family influences the community.

If your community works, your community influences the nation.

If your nation works, your nation influences the world.

If your world works, the ripple effect spreads throughout the cosmos.

Remember that your influence begins with you and ripples outward.

So be sure that your influence is both potent and wholesome.

Taken From: The Tao of Leadership

By John Heider, 1985, p. 107.

The Mouse Trap

A mouse looked through a crack in the wall to see the farmer and his wife opening a package. What food might it contain? He was aghast to discover that it was a mouse trap. Retreating to the farmyard the mouse proclaimed the warning: "There is a mouse trap in the house, a mouse trap in the house!" The chicken clucked and scratched, raised her head and said, "Excuse me, Mr. Mouse, I can tell this is a grave concern to you, but it is of no consequence to me. I cannot be bothered by it."

The mouse turned to the pig and told him, "There is a mouse trap in the house, a mouse trap in the house!" "I am so very sorry Mr. Mouse," sympathized the pig, "but there is nothing I can do about it but pray. Be assured that you are in my prayers." The mouse turned to the cow. She said, "Like wow, Mr. Mouse. A mouse trap. Like I am in grave danger. Duh...NOT!"

So the mouse returned to the house, head down and dejected, to face the farmer's mouse trap alone. That very night a sound was heard throughout the house, like the sound of a mouse trap catching its prey. The farmer's wife rushed to see what was caught. In the darkness, she did not see that it was a venomous snake whose tail the trap had caught. The snake bit the farmer's wife.

The farmer rushed her to the hospital. She returned home with a fever. Now everyone knows you treat a fever with fresh chicken soup, so the farmer took his hatchet to the farmyard for the soup's main ingredient. His wife's sickness continued so that friends and neighbors came to sit with her around the clock. To feed them, the farmer butchered the pig.

The farmer's wife did not get well and a few days later she passed away. So many people came for her funeral, that the farmer had the cow slaughtered, to provide meat for all of them to eat. So the next time you hear that someone is facing a problem and think that it does not concern you, remember that when there is a mouse trap in the house, the whole farmyard is at risk.

Author Unknown

A digital source for this can be found at,
<http://pages.zdnet.com/storysocks/library/id100.html>

[Note: Two other 'Metaphors to Learn By' are included in this paper.
"Try Softer" can be found on page 29, and
"Two Wolves" can be found on page 48.]