

DOCUMENTATION  
of the  
STUDENT LEADERSHIP COURSE  
ST. PAUL CENTRAL HIGH SCHOOL  
September, 1981 - January 1982

The Institute of Cultural Affairs  
2302 Blaisdell South  
Minneapolis, Minnesota  
February, 1982



**SAINT PAUL PUBLIC SCHOOLS**  
CENTRAL HIGH SCHOOL

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February 25, 1982

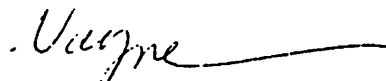
Judith Boyd  
Institute of Cultural Affairs

Dear Judy:

I've just finished reading the "Documentation of the Student Leadership Course" and am impressed. The report evaluates the course in a far more thorough way than we generally do. The summaries of student comments on accomplishments and needed changes, etc. along with their written papers is exciting to read. Most of all, I enjoyed reading how students struggled with assuming responsibility for a real task, facing barriers, and their sense of achievement in producing an end product. I can't tell you how much more of this we need in school for students.

Thank you for sharing the report and keep up the excellent work.

Sincerely,

  
Wayne Jennings  
Principal

WJ/gc

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## CONTEXT:

The first semester course called "Student Government" was taught at St. Paul Central High School between September, 1981 and January, 1982. The leadership course was taught to 25 students in grades 9 through 12, blacks and whites, for 2 hours five days a week. Students received 2 credits for the class in English, government or social studies. The students developed their own action plan, applied leadership skill training and implemented activities throughout the course. The class took leadership responsibility for all student Homecoming activities including a pep assembly, alumni coffee, Gong Show, coronation and the homecoming dance.

Mid-semester, the class turned its attention to planning a new student council organization that would involve large numbers of students and take responsibility for the school beyond social activities. A highlight in developing the new organization was student-led input forums in 38 classes to get data for the planning. The class used this data, plus input from administration and teachers, to create the new student council. The plan was approved by the administration.

As a result of the success of the first class, a second semester course has been scheduled. During this course the class will begin the new student council organization as the focus for their activities and again teach leadership skills to new students. The Central teacher assigned to the course and eleven repeating students will teach most of the course as a result of their training first semester.

The results of first semester have exceeded our expectations. The school has experienced a wide impact and we have expanded our initial images. We see that the course has catalyzed the potential for developing a demonstration student government system which involves the student body in every aspect of the school. This has strong support from the principal. Thus, Phase II will create the demonstration school and also move toward a product which can be utilized in multiple school situations. In the next two years we will refine the course, produce teaching manuals and test in other schools. Teacher training in the third year will be a critical element.

What follows is the document on the first semester course, its objectives, activities and an articulation of the impact of the course on the students and the school community.

## LEADERSHIP EFFECTIVENESS COURSE

It is the overall intent of the High School Leadership Effectiveness Course to train students in imaginal education methods which will catalyze active team operations resulting in the development of effective student leadership which promotes the broadening of educational significance and fosters positive social relationships.

In order to accomplish the above, it is the further intent of the course to:

- I. Develop practical life skills such as practical problem-solving which can be used in all situations through the introduction and use of holistic thinking.
- II. Construct a leadership demonstration through an information-rich, action-oriented course using a basic educational process which exhibits continuity of concepts and provides an imaginal educational experience.
- III. Participate in decision-making through increased student participation and effective leadership demonstration.
- IV. Demonstrate team leadership through providing opportunities to practice and utilize leadership skills; act as a catalytic force for student implementation to demonstrate the power of teamwork.
- V. Build an effective student government model that will function in the present day situation and use the newly determined student role models which include participating in the education process and self-discipline.
- VI. Encourage individual leadership decision through experiencing the difference a leader can make; particularly through performing capably with an understanding of obstacle analysis, permitting the students to think in terms of possibility when looking at the future.
- VII. Enable responsible student action through the practice of conscious leadership skills and experiencing the power of effective action. By providing measured results, students realize their responsibility as citizens, both in school and in the community.
- VIII. Perceive education as involvement in life through addressing the current social contradiction with action so that there is a sense of purpose in their education.
- IX. Relate the school and community by correlating school life to that of the community. Enable the students to recognize that leadership skills are preparation for real jobs.
- X. Create an environment of service to society through action which will effect the welfare of others and encourage participation of citizens. Through these actions students develop their own images of future needs, calling for their participation because they see all life as related.
- XI. Experience the gift of human diversity through a structure which utilizes and thus demonstrates the enrichment of situations where a diverse group functions as a team, giving acknowledgement to individuals in all roles of society.

E E E H K	I. TEAM ACTION METHODS											
	A. THE ACTION PLAN						B. THE TEAM ACTION					
	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	5	6	7	8	9	10	11	12
ACTIVITIES	19 Week Strategic Plan Team Task Planning Team Format Creation "Homecoming" Leadership Task Planning and Initiation				Strategic Plan Tactics Implementation Team Task Planning Action Plan Impact Evaluation Homecoming Activities Coordination Guest Speakers - (Government, Community, Businesses) [Betsy Brown Joe Nathan, Ieva Grimm]				10 Week Evaluation 9 Week Planning Administrative Authentic Department Classroom Visit Consultation			
TRANSFER	Corporate Vision Articulation Contradictional Analysis Location Strategic Objective Consensus Tactical Action Plan Development Catalytic Timeline Creation				Daily-Weekly Team Planning Methods Action Planning Writing Action Plan Debriefing Task Coordination Task Tracking Problem-Solving Process Group Discussion				Evaluation Presentation Implementation Plan Adjustment			
AGE IFT	From passive information receiver To participant planner				From frantic task accomplisher To action team member				From skill To select leader			
BEHAVIOR SHIFT	From adversarial discussion To critical listener and consensus consideration				From individual actor To team accomplishment catalyzer				From hesitancy to participation to insistence to thinking			
EVALUATION DOCUMENTATION REFERENCE	LENS Document Weekly Student Reflections				Homecoming Team Plans Student Interviews Mid-Semester Examination				Revised and Classroom			

INTERVIEW  
 E - SEMESTER ONE  
 HIGH SCHOOL  
 January, 1982

II.  
 C.  
 PLAN  
 CHECK  
 POINT

## III. TEAM ACTION SKILLS

## D. THE TEAM LEADERSHIP

## E. THE FUTURE MODELS

NOVEMBER

DECEMBER

JANUARY

10

11

12

13

14

15

16

17

18

19

Evaluation  
 Plan Redesign  
 Organization  
 Initial Reporting  
 Priority and Site  
 Set by Education  
 Consultants

All Classroom Forums  
 Team Leadership Rotation  
 Student Government Model  
 Development  
 School Input Contextual  
 Preparation  
 School Advisory Council  
 Representation

Presentation to Administration,  
 Faculty and Advisory Committee  
 Course Evaluation & Recommendation  
 Student Government Initiation  
 Design  
 Semester Accomplishment Documenta-  
 tion and Celebration

on Technique  
 tion Develop-  
 Adjustment Method

Group Forum Facilitation  
 Data Input Facilitation  
 Document Designing  
 Corporate Writing of Document  
 Organization Model Creation

Multimedia Presentation Skills  
 Marketing Plan Development  
 Documentation Method  
 Evaluation Method  
 Action Impact Appraisal

illful action  
 ctive catalytic  
 der

From skilled course team member  
 To a participant in real life

From action plan leader  
 To educational innovator

esitant planning  
 icipants  
 istent strategic  
 nkers

From building our plan for  
 school  
 To honoring involvement of total  
 school community

From struggle avoidance  
 To attacking problems with  
 confidence

d action plan  
 d time line  
 Story and Song

Student Council Model Document  
 Student Body Vision, Contradiction  
 and proposal analysis

Project Evaluation Essays  
 Comprehensive Project Evaluation  
 Individual and Group Course  
 Evaluation

III. FINAL EXAMINATION ESSAYS

January, 1982

The essays present the student's perception into the journey they have taken in the course and the new skills they have acquired in dealing with actual issues within the life of the school. Their insights into how they would now proceed in providing leadership for similar situations illustrated a new capacity and confidence in their willingness to be a new style of student leader.

The complete assignment and test results are enclosed.

The material indicates:

1. The projects chosen to write about were those in which they had a critical role and they experimented with new leadership skills and styles. This is where the school would see them "on stage" producing a public event.
2. They have a sense of the basic planning process involving vision, contradiction, proposal and action plan.
3. They sensed a new depth of involvement for themselves, the class and students.
4. They saw themselves as important "actors" in the life of the school.
5. They have a learned appreciation for the whole operation of the school.
6. They have a critical sense of dealing with the contradictions as a leverage point rather than a demotivating factor.
7. They have a confidence in dealing with the complexity of completing a task and not being overwhelmed.
8. They have acquired an appreciation for the necessity of group input into any planning process.
9. They know the struggle of involving others in the action plan implementation process and have a tentative confidence to deliver it.
10. They have the reflective capacity to say how they would plan and actuate differently given a new assignment.
11. They have the concretions of doing their plan.
12. They state repeatedly the necessity for careful preparation before they get "on stage" as a student leader.
13. They have a new confidence in being in front of a group and facilitating the groups participation in problem solving.



Final Examination Essays - (continued)

14. They have seen their planning and leadership produce shifts in policy, events and attitudes within the school.
15. They have experienced their skills being needed in organizations outside the school.

FINAL EXAMINATION

Write a paper, 2-3 pages long (200 to 300 words) on one project you have been involved in during this course.

It should include at least the following information.

1. INTRODUCTION      What was the project? What was accomplished? What was the major accomplishment? Why was it done? What was my role?
2. What were Blocks along the way?      Name and explain at least 2 blocks which were encountered in the process of doing the project. How were these blocks handled?
3. Why did it succeed? What was done to ensure (make sure) the success?
4. What was its impact?      List at least 2 impacts (affects) it had. (on the school, individuals, classes, etc.)
5. WHAT DID I LEARN?      What did I learn that would help me next time I do a project? Use the "pitfalls to implementary actuation" as a guide. Name at least 2 learnings applicable to the future.

NOTES:

## II. MID-SEMESTER STUDENT INTERVIEWS

October, 1981

The material is a composite of the interviews held with each student six weeks into the course. The questions focus on how they were perceiving a shift in their images of the future of the school and the role they could play in creating that future.

The material indicates a shift to:

1. A pro-active style of leadership.
2. A valid contribution of a new student government mechanism.
3. A confidence in strategic planning making a difference in the school's direction.
4. A critical thinking process that enables a decision for their specific team action.
5. An intentional engagement pattern to aid the whole class's productivity.
6. A style of catalytic innovation in problem solving.
7. A new discovered sense of pride in the school's achievements.

## REFLECTIONS

October 14, 1981

### 1. What new insights do you have on student leadership?

#### Student Response:

Get more responsibility if it is divided out among the class.

Gain independence, responsibility and pride.

Students can do more than complain. Leaders come from all kinds of people.

It is not easy but when you get the hang of it, the class moves more easily.

I have found it to be regimental and structured.

It can really work if you all try and plan the correct way.

It takes lots of hard work and a decision to be a leader.

It is very interesting and challenging. I have learned a lot of responsibility and have become very interested in all my classes.

It is fun and easier than I thought.

I feel that we can now be a cross-section between established leaders and the energetic newcomers.

Many students can become successful leaders if given the chance.

What kind of goals I can set for myself.

Many students in this class are responsible leaders even though they have never shown it.

That it takes alot of patience, responsibility and determination and in the end you feel good about whatever you accomplish.

For our class to help Cnetral all it can.

### 2. What new insights have you discovered on student government?

#### Student Response:

For the class I see great changes in the future.

Where there is unity there is power, even in student government.

Many students can become successful leaders if given the chance.

That it is fun to participate in student government.

We may actually successfully achieve some of our goals.

That we do more than just sit up here and put together parties for ourselves and students.

That government can be fun and you can learn alot in a little while.

I feel that students can really contribute alot to school. They can really learn alot from being leaders.

You do lots of planning and talking about different problems at Central.

I can do things better as a person and with a group.

I feel it is going in the right direction with the help of all.

Student government is people who like to take charge of their destination.

## Reflections - (continued)

We now feel the need and are ready to move to a more organized student government unlike the past where elections are popularity contests or haphazard beginnings.

It is a good way to release what you feel about different situations in school, community and life.

We get to work as a real government would work. We get to be recognized by the community and school pride.

### 3. What insights or learnings do you have about planning?

#### Student Response:

It takes a lot in order to fulfill your visions.

That you have to plan things step-by-step in order for it to work out right.

Planning is not the easiest thing in the world. Now you know why government people have a hard time.

Planning to me is a set of steps that must be followed through without skipping any steps or a disorganized planning process shall take place.

It can help you to get anything done if you know how to plan correctly.

Always plan ahead and take your time when you plan things.

Planning takes time and very much thinking and very long hours of all types of work.

That it is easier now and I can look at problems differently.

That it takes alot more than timing, it takes know how and brains.

Planning takes a long time with many complex steps involved.

It is fun to plan but hard work to carry plans out.

It takes a long time to plan but in the end it is well worth it.

That it is a step-by-step process and at times it can be very frustrating.

It takes alot of time and cooperation and alot of backing.

### 4. What are the things that need to happen next week?

#### Student Response:

Figure out how we are going to attract TV prople.

Take objective look at tactics and get rid of the ones which aren't good ideas.

Get done with the new proposals we have planned.

Class to get more fun, not so dull.

Get proposals started or finished.

Work more as a group, like a well-oiled machine.

Try and make it for other students.

Come, participate and get going on tactics. People need to join together.

Need to put our vision into action.

Complete our tactics.

Reflections - (continued)

Need to cause action to see our tactics completed.  
Try to put together a student council.  
More cooperation and listening.

5. What is being required of me next week as a participant in this experimental class?

Student Response:

My input and participation  
To participate.  
To do my best work, keep people informed of what I am doing.  
To listen and participate and add to the improvement of this class.  
Making a booklet to introduce teachers.  
To attend, to do my best and to give it my all.  
Try and to do what ever is in our 7th week and start working on it.  
Being here on time, going to all meetings by giving my opinion at right moments.  
To do my part in getting our proposals successfully finished.  
To do my work and be an active participant.  
To do my share of the work which needs to be done.  
To figure out something for the TV and newspaper people.

6. What role should I be playing as a member of my team next week?

Student Response:

Go between school and the TV people.  
Helping put our scholarship program plan into action.  
Keeping my share of the work up, helping out to be a team member.  
Team member and a leader.  
A leadership role.  
Help others, to be here and to do my work and not push it off on someone else.  
Active role, helping solve problems.  
A leader.  
An understanding individual who has the ability to come with ideas and lead the class.  
Be able to take charge of my group if needed.  
Either listener or leader.  
Active and attentive.

7. Other insights and reflections.

Student Response:

All the above. We the class, have a chance to lead others and bring pride to Central and make the teachers, community and faculty proud of us.  
Reflection on life.

Reflections - (continued)

I think this is a good class. It helps you work individually and with others. Shows you how to plan things the correct way.

Students are capable when given responsibility.

I think that any student can do anything they want if they really try. I have become more interested in school and have really learned a lot of different things.

To live a very interesting life span.

I feel that this is the most elite corp of people in the entire school district.

I. INTENT AND IMPACT OF THE COURSE

- A Student Viewpoint -

At mid-semester the class created a story of the course to indicate how it related to their past and future. At the end of the course they were asked to describe the course in such a way that students considering enrolling would clearly understand what it was like and what a student does in it.

The material indicates:

1. A new positive relationship to the school.
2. Surprise with working as teams and appreciating the diversity of viewpoints.
3. A sense that the course will influence their future vocation.
4. Shock with the intensity of their engagement in the course.
5. The use of the basic planning method as reference points in leadership.
6. A redefinition of leadership as catalyzer, innovator, involver.
7. A belief that their vision can be acted on and change the course of education.



INTENT AND IMPACT

- STUDENT QUOTATIONS -

Student Government: This class will take you on an exciting journey through vision, contradictions, implementations, infinities and water buffalo. You will learn to gestalt, run discussions and look for 6 legged creatures yelling "Ho De Do".

This class is like a book you are reading that is real long and you wait for the good part to come and the next thing you know, you've finished reading the book.

~~+~~

Student Government is an exciting learning experience. We learn how to deal with leadership. We also deal with vision. If you like to dream then I highly recommend this class.

This class teaches you how to be a leader and how to use leadership.

Students will learn to be a leader. Students will learn how to get out of taking Mr. Martin for government.

Students will learn about leadership and themselves.

Student Government: In this class you will take part in Visions and contradictions.

The student will learn the LENS process and become aware of their leadership skills.

This class teaches leadership and skills. This class is trying to get students more recognized. It can sometimes be boring but always at sometimes gets fun.

~~+~~

They will learn that friendships built up within the student government class are worthwhile.

The student government class involves alot of input from the individuals to strengthen the class function.

This class teaches skills on planning and developing activities to better the school and help the student body.

Student Government is a class you can learn more about how your school is run. Student Government is meant for students who want to do things for their student body.

IV. CLASS EVALUATION OF THE FIRST SEMESTER COURSE  
January, 1982

The information represents the class reflection on: the importance of the course to the school; the primary gifts of the course to their education; and their insights into the reworking of the curriculum.

The data indicate:

1. The students remember the events in which most was required of them.
2. They felt most involved in planning and implementing a public event.
3. They were most disappointed when the whole group was not involved and when only theory was presented.
4. They have specific leadership skills which they have used and they feel confident in producing results.
5. They saw a direct link between and skills learned and their vocational development.
6. They have ability to recommend specific curriculum components for the course.

## PERSONAL INTERVIEWS

January, 1982 :

### 1. What are the events and other things you remember during the first semester?

LENS process (3)	How to work with people with different attitudes
Discussion model	How to get organized
Skills in speaking in front	Student Council Workshop
Working together	Rosalyn Carroll (3)
Homecoming (6)	Creating
Going to ICA office (2)	Deciding what we wanted to do
First couple of days	Charts and gestaltng
2 weeks in small room & moving	Vision, contradictions and implementaries
Cards	State Student Council
Forums (3)	Coronation (3)
Assemblies week	Advisory council (2)
Leadership Camp (3)	Tests
City-wide Student Council (3)	Confused at first (3)
Class reports from teams	Changing of room (2)
1st day (mess-up, scared, surprised) (5)	Beginning to understand
Groups and no one knew each other	Mr. Booher
Teams (2)	"Juicy"
1st day (conversation)	The water buffalo
How to do workshops	

### 2. Where did you find yourself most involved?

Class participation	Doing something
Beginning everybody's ideas that got into the plan	Input in the beginning
When our team worked together	Teamwork
Halloween Dance (Helped set up/ costumes)	When speakers were here
Homecoming (4) lots of people involved	Going up front
Forums (3)	Coronation
Beginning homecoming	First things I was involved in.
Camp	When Rosalyn Carroll spoke (2)
Team reports	Advisory Council (2)
Action - doing/planning	Making things happen
Dances	When involved in doing
	When shortening visions (making proposals more workable)

### 3. Where do you think changes need to be made?

Not being able to go somewhere with what we've learned	Learning what I've learned in half the time
Forced to use LENS method	Work more together
Treated like kids	Stay on one subject

Interviews - (continued)

(Changes)

More fun activities  
More field trips  
Less long boring talks  
Students more decision makers  
(re: info gestalt of forums)  
1 hour class  
Teaching more skills  
More action toward school  
No one paying attention  
Staff listen more to what students  
are saying  
Attendance - use point system  
Test  
Tell in advance (long range)  
where we are going  
Too many students not interested  
Work  
Talking by students

Work from class to be done outside  
of class  
Need another teacher (more teams)  
More speakers  
Out of class more  
Studying forms of government  
Trip to Washington  
Get unserious students out  
Less talking, more doing  
Too much talking (lectures)  
Get rid of those not interested  
Interesting teacher  
Lots of stories  
Make us more interested in  
answering questions  
Too long prior to action  
Not enough team time  
Speed it up  
Learn the process sooner

4. What skills and/or information did you learn in this class?

Presentation skills  
Positive facilitator skills  
Leadership skills  
Leadership skills  
Workshop methods  
Easier in front of groups  
Take command of a group  
Organization  
Leadership  
How to talk to people  
How to get my point across  
Hard work to be a leader  
Can deal more directly with people  
a) from working in teams  
b) from forums held in classes  
Better judge of people through  
working with more people  
Taking charge (always wanted to  
but didn't know how)  
Helped with all school work

Attitude changed  
Decision making  
Working together  
Not as afraid to talk  
Starting to assert yourself  
How to organize time  
How to organize situations  
LENS (strategic planning process)  
How to work with people  
More flexible/change easier  
Can say something instead of  
letting it go by  
Get up in front and say things  
Talk to people more openly  
More self-confidence  
Workshop methods  
Can be up front  
Can lead the class  
Make decision more easily

5. Where and/or how might you use this course or skills in the future?

Leadership abilities  
Organization applied to business career  
Personal planning ahead  
Direction of motion pictures or  
in my political career  
To run my dog kennels

Use it in college to study  
Job - working together  
Everything - the decision making  
Am able to apply to work situation  
Assertiveness is always needed  
Prepared for the discussion in any group

Interviews - (continued)

(Future uses)

Don't know exactly but it will	Organize in other areas of school
In college/law school	A way to start out
LENS in lots of ways (committees)	Church you groups
Instead of a follower, be a	Councils
leader	Committees

6. What specific suggestions do you have for next semester?

More personal (treated too much like adults)	All teams work on one thing at a time
More time for recognition of accomplishments	More teamwork
More recognition from ICA staff	Repeat course with more extensive training for advanced students
Let them know about LENS process	Have repeat students help the other new students
Pay more attention to suggestions	Repeat students teach part of course
New students review and then take off from where we left off on plan	Repeat students get more depth training
Be stricter	Win teachers over in whole school
Advisory group for student council should be function	Be support for student council and help demonstrate that students can do it.
Teach leadership skills	More information on what people are getting into in the beginning
Teach up front skills	Take only people who are serious about student council
Have it run by students	

V. COURSE INTENTS ACCOMPLISHMENTS

February, 1982

Following is the documentation which illustrates how each of the course intents listed on page 2 was accomplished.

1. Develop practical life skills such as practical problem solving which can be used in all situations through the introduction and use of holistic thinking.

- a. STRATEGIC THINKING:

In the essays written at the close of the first course, the insights of the students relative to strategic thinking is illuminated repeatedly.

- b. UNDERSTANDING HOW THE SYSTEM WORKS:

In taking leadership for the homecoming programs and during the month that they created the new student government model, the students were briefed on the decision-making process already working in the school. They used this information as they created their action plans.

- c. VARIETIES OF TEACHERS AND TECHNIQUES:

Eight teachers and consultants worked with the group during the nineteen weeks. Though there was commonness in the methods, the different styles of presentation and facilitation reflected how particular gifts can be used effectively for team action.

- d. USE OF THE LENS PROCESS

The full strategic planning process was used to create the curriculum for a 12-week period. This same process was used to create the Student Government Model for second semester initiation.

2. Construct a leadership demonstration through an information-rich, action-oriented course content, using a basic educational process which exhibits continuity of concepts and provides an imaginal educational experience.

- a. SOCIAL STRUCTURE LINK:

The class visited the office of the Institute of Cultural Affairs to experience how the strategic planning methods were used in a consultative firm. A "Class Graduation Feast" was held outside the building to demonstrate how any group can add significance to its quarter year accomplishments as a team.

- b. ALL-CITY LEADERSHIP CAMP:

The leadership camp was held for 10 representatives from each of the seven high schools in the St. Paul School District. The LENS process was used to develop consensus among the group on strategic directions required by student governments to improve their school environment. Selected students from Central High School facilitated the teamwork.

- c. CLASSROOM SPACE:

The intentional use of classroom space demonstrated to the group how the decor of a room can be used to enable teamwork and inclusive decision-making, and provide indirect motivation.

- d. CENTRAL HIGH SCHOOL PROJECT FUNDING:

The decision of the administration to fund a portion of the teachers consultant cost and provide a part-time teacher from the existing staff symbolized to the youth that the school supports their effort and has confidence in their learned capacities as student leaders.

- e. FULL TIME TEACHER:

(see above)



3. Participate in decision-making through increased student participation and effective leadership demonstration.

- a. GUEST SPEAKERS FOR PUBLIC, PRIVATE AND VOLUNTEER SECTORS:

Four guest speakers were invited to the classroom to enhance a dialogue with the students about leadership development and how their work would benefit the school and school system, as well as institutions within the metropolitan community: Betsy Brown (MNDOT) on "Leadership Development with the State Government"; Joe Nathan (St. Paul School District) on "Project Together"; Rosalyn Carroll (school board) on "Student Involvement in School Operations"; and Dr. Wayne Jennings (Central High School Administrator) on "The Role of Central High School in the Future of Education".

- b. ALL-CITY STUDENT COUNCIL PARTICIPATION:

Representatives from the class have regularly attended the meetings and have provided the leadership for problem-solving workshops in those meetings.

- c. STUDENTS SERVICE ON CENTRAL HIGH SCHOOL ADVISORY COMMITTEE:

Representatives from the class are now a part of the advisory committee along with parents, teachers and administrators. Students have made presentations and led workshops for the advisory committee. Two have been elected as officers: vice-president and secretary. The vice-president was required to lead the January meeting in the absence of the president.

- d. COMMUNITY RELATIONS:

The students assisted with putting on the annual School Open House order to enhance community understanding of the new image of Central and to invite full participation of the community in the future development of Central.

4. Demonstrate team leadership through providing opportunities to practice and utilize leadership skills; act as a catalytic force for student implementation to demonstrate the power of teamwork.

- a. CLASSROOM FORUMS:

The students developed a process to receive input from each classroom about the task, style and form of a new student government. They led 38 class workshops and then used the data to create a document for consideration. Presentations and workshops were held with faculty, administration and community advisory group for additional feedback. The results of these workshops is the framework of the second semester course. The student, faculty and administration have experienced the impact that their ideas can have on future educational development.

- b. SELECTED READINGS:

Excerpts from books The Ronin, Entropy, and The Immense Journey, as well as articles from Educational Magazines were used in the classroom to provide images of corporate leadership, vocational journeys and a clear picture of the times in which we are living.

- c. GROUP LEADERSHIP:

In the second month of the course students began leading portions of their team workshops using the skills learned in the first month. They prepared and led teams at the All-City Leadership Camp. They led forums in all the classrooms of the school. They provided leadership for All-City meetings and facilitated workshops and conversations in the Central Advisory Committee meetings.

- d. ORGANIZING AND COMMUNICATING IDEAS:

During the course the students used team writing skills and presentation methods to prepare talks to the faculty, All-City Student Council, administration, classrooms, visiting schools, school board members, district staff and school assemblies.

5. Build an effective student government model that will function in the present day situation and use the newly determined student role models which include participating in the education process and self-discipline.

- a. STUDENT GOVERNMENT MODEL DEVELOPMENT:

Using the conversation, presentation and strategic planning skills learned in the first month, the students gathered over 2500 pieces of input from the school in preparation for creating a new student government system. A document was created for this input and had been approved for implementation over the next five months.

6. Encourage individual leadership decision through experiencing the difference a leader can make; particularly through performing capably with an understanding of obstacle analysis, permitting the students to think in terms of possibility when looking at the future.

- a. SENSING THEY CAN MAKE A DIFFERENCE:

The essays written at the end of the course provide a montage of illustration of the students' images of how they have already made a contribution to the future of the schools.

- b. ABILITY AND WILLINGNESS TO SPEAK

The students' ability to prepare for and carry out assignments to present the class plans and models represents a later stage of development in the course. During the last month of the semester, the students made dozens of presentations to the whole school and found themselves participating more effectively in the committees and councils within the school.

- c. GROUP DECISION-MAKING IN SCHOOL COMMITTEES:

The students have used their leadership skills in ongoing school committees to use a consensus process that enhances the participation of all committee members. This has been done in the All-City Student Council, fashion show, Sno-Daze and the discipline committee on school assembly behavior.

7. Enable responsible student action through the practice of conscious leadership skills and experiencing the power of effective action. By providing measured results, students realize their responsibility as citizens, both in school and in the community.

- a. A POSITIVE SHIFT IN ATTITUDE TOWARD THE SCHOOL SYSTEM:

Interviews were held near the end of the semester with each student. The questions provided the occasion for them to articulate their change in relationship to the school environment. These are included in the appendix.

- b. EASE IN FRONT OF GROUPS:

Interviews from the end of the semester provides a variety of statements on the students' new confidence in leading groups. (see appendix).

8. Perceive education as involvement in life through addressing the current social contradiction with action so that there is a sense of purpose in their education.

- a. OUT-OF-CLASS ACTIVITIES:

The plan for initiating new directions of student involvement in the development of the school entailed working with existing groups throughout the school. They ranged from long established clubs to "homecoming" coordination task forces. Their perception of the new roles they were adopting and their capacity to fulfill those roles can be seen in the essays they wrote in January and the class evaluation. See section III.

- b. STUDENT COUNCIL WORKSHOPS:

The workshops held in every class addressed the ineffectiveness of student government. The input from the workshops provided the data for the class to create a strategic response and recommend a new model that would release their involvement in designing a new operation.

- c. DEALING WITH PEOPLE MORE EFFECTIVELY:

The interviews and essays provide insight about the students' perception of themselves to handle issue oriented conversations and discussions with faculty, students and administration in a more effective manner. See sections II and III.

9. Relate the school and community by correlating school life to that of the community. Enable the student to recognize that leadership skills are preparation for real jobs.

a. CONFIDENCE IN FUTURE EMPLOYMENT:

Students articulate a new confidence in pursuing their vocations. This is illustrated by Janet Landrum stating it was going to be easier to get a job now that she has these leadership skills. Other students have stated similar feelings.

b. FORUM EVALUATION:

The students reflection on their leadership roles in doing the classroom forums presented a litany on how their skills could be used in a variety of circumstances and the application of the methods and skills in the current vocational directions.

c. CHURCH GROUP:

Students often shared their use of newly acquired skills in other settings. One student described how the workshop had released a church youth group to create a community service program.

10. Create an environment of service to society through action which will effect the welfare of others and encourage participation of citizens. Through these actions students develop their own images of future needs, calling for their participation because they see all life as related.

- a. FUTURE USE IN COLLEGE AND CAREERS

The essays and interviews provide insight as to how each student has shifted their perception of their career possibilities because of the classroom experience.



11. Experience the gift of human diversity through a structure which utilizes and thus demonstrates the enrichment of situations where a diverse group functions as a team, giving acknowledgement to individuals in all roles of society.

- a. ACCEPTANCE OF DIVERSITY:

The essays and interviews indicated a shift in the students' attitude toward working with a group diverse in age, class, race and culture. They point to the surprise they experienced in working on action teams for the Homecoming, alumni coffee, assemblies and the Halloween Dance.

VI. STUDENT GOVERNMENT MODEL

This material represents the work of the class in using the acquired leadership skills to facilitate consensus planning for the creation of a new student government process. The document is the primary reference point for building the second semester course in student government management skills.

Cultural Affairs  
South  
Minnesota  
82

VII. LETTERS OF EVALUATION AND SUPPORT

enclosed letters illustrate how the faculty and administration received the value of the course to the education of the student and the role it played in building new forms of education within the existing educational process.

# A Student Government Project

by  
Jane Osborn

Student Government  
3rd and 4th hour  
January 22, 1982

During this course, developing a student government process for that senior High, was my most used project. Through this task efficient government system was created. The major accomplishment was refining the system to fit the spirit of the students. This was because the traditional student government system was ineffectual.

There were many blocks along the way. One was fitting the "old" executive into the new system. The board might it unfair to be "kicked off" they also felt it was their duty to serve because they had been elected the previous year. However we felt to start the new system all had to start fresh. Another block was choosing the correct plan for the student government system. We wanted a system with many levels, which would permit much student participation. But others feared that so many levels would

to plan the assembly and the success  
of the whole Homecoming week made  
it all seem ~~too~~ more worthwhile.  
Instead of just being a project for  
class it was fun for everybody.

I hope to see the class improved  
by maybe speeding up the process,  
and only having people in there  
who really want to accomplish  
something for the student body  
and the school. I think we could  
have accomplished even more this  
semester if we would have had  
only active and participating  
students.

My project was to plan the homecoming Kickoff assembly with Mike. Dana, Tina, Tonya & Janet was also working on the Kickoff assembly. It was Mike and my duty to organize each group that was going to be in the homecoming and to send out letters to each of them telling when they would come on and how long.

The Kickoff assembly was to get everyone ready for homecoming and to get everyone into the school spirit. The two blocks we ran into, one was the amount of time we had to fit six to eight groups into the assembly and the other was where the assembly was going to be held at.

In our first block we had to go and see if we can have the assembly a little longer. We had to tell him the advantages on having the assembly longer and the problem we had in scheduling all the groups that was going to be in the Kickoff assembly. We were prepared when we came



into Mr. Kranz's office, so by the time we came out he had given us more time for the assembly. The other block was that we wanted more space. Also, we had to present the advantages on the gym and disadvantages on the auditorium. It took quite awhile to convince him but after awhile he started to see it our way. Mike + I had to figure out each time each group would use and when they were to come on. We had to cut some of this time down but when we were finished we had fitted every group into the program. To ensure success we had to make sure everyone knew when they were coming on and the time they would take up. Since it was our first time planning a assembly we had to depend on luck and hope everyone did their part.

The impact it had on the class was that it was our first tactic, and that it was a success, and it made the school realize that there is a student government and it showed them what



kind of work we did. I learned  
how to plan for my everyday life  
and for my future career in  
medicine or whatever field I  
take up, also I learned you have  
to have more than one plan in case  
the first one doesn't work then you  
have a backup.

AT THE BEGINNING OF THE SCHOOL YEAR OUR  
 GOVERNMENT CLASS WAS GIVEN THE TASK OF GETTING  
 HOME-ECOMMUNITY PROGRAMS ORGANIZED AND COMPLETED.  
 OUR GROUPS WAS GIVEN DIFFERENT JOBS RELATING  
 TO HOME-ECOMMUNITY SUCH AS THE COORDINATION, FOOTBALL-GAMES  
 AND OTHER ACTIVITIES.  
 I PERSONALLY WAS GIVEN THE JOB OF  
 TOGETHER A SCHEDULE FOR THE HOME-ECOMMUNITY  
 IN ORDER TO MAKE SURE ALL THINGS RAN  
 SMOOTHLY TO THIS PLAN.  
 SINCE HOME-ECOMMUNITY IS A TRADITION AT MOST  
 SCHOOLS THE PLANNING HAD TO BE COMPLETED  
 AT AN EARLY DATE TO COINCIDE WITH THE FOOTBALL  
 SEASON. THERE WAS NO CHOICE BUT TO ACCOMPLISH  
 THE JOB PUT UPON US. THIS WAS A GOOD  
 OPPORTUNITY TO USE THE LEARNED PROCESS  
 I HAD LEARNED EARLIER IN THE CLASS.  
 USING THE 4 PLANNING STEPS I WAS  
 TO SET UP A DECENT SCHEDULE THAT  
 TO KEEP THE VERY COMPLICATED CURRENT-  
 ORGANIZED.  
 BUT ALONG WITH MY TASKS I WAS GIVEN  
 COMPLEX PROBLEMS ALSO ARRIVED. ONE  
 I CAME ACROSS WHEN TRYING TO  
 ORGANIZE A SCHEDULE WAS THE LACK OF

1-20-82

DEAN J. HARRIS  
 SHERMAN COUNTY  
 CHAIRMAN

1.20.82

AT THE BEGINNING OF THE SCHOOL YEAR OUR GOVERNMENT CLASS WAS GIVEN THE TASK OF GETTING HOMECOMING PROGRAMS ORGANIZED AND COMPLETED. OUR GROUPS WAS GIVEN DIFFERENT JOBS RELATING COMING SUCH AS THE CORONATION, FOOTBALL GAME, AND OTHER ACTIVITIES.

I PERSONALLY WAS GIVEN THE JOB OF TOGETHER A SCHEDULE FOR THE HOMECOMING IN AND TO MAKE SURE ALL THINGS RAN SMOOTHLY TO THIS PLAN.

SINCE HOMECOMING IS A TRADITION AT MOST SCHOOLS THE PLANNING HAD TO BE COMPLETED WITHIN DATE TO COINCIDE WITH THE FOOTBALL SO THERE WAS NO CHOICE BUT TO ACCOMPLISH THE JOBS PUT UPON US. THIS WAS A GOOD CHALLENGE FOR ME TO USE THE LENS PROCESS I HAD LEARNED EARLIER IN THE CLASS. USING THE 4 PHASING STEPS I WAS ABLE TO SET UP A DECENT SCHEDULE THAT HELD TO KEEP THE VERY COMPLICATED CORONATION ORGANIZED.

BUT ALONG WITH MY TASKS I WAS GIVEN OTHER PROBLEMS ALSO ARRIVED. ONE I CAME ACROSS WHEN TRYING TO ORGANIZE A SCHEDULE WAS THE LACK OF

7  
11/10/11  
AY ON TOP OF THINGS. OUR CLASS REALIZED  
THE LENS PROCESS CAN WORK TO HELP  
THE SUCH GREAT TASKS AS THE  
COMING PROGRAMS.

I LEARNED MANY THINGS DURING  
ME I WAS IN CONTROL OF SCHEDULING  
TIME MUST BE SPREAD EQUALLY AMONG  
THE JOBS. I LEARNED THAT I NEEDED TO  
IM WHEN GIVING ORDERS OR SETTING  
SCHEDULES. I LEARNED THAT ONE WAY  
KE THINGS RUN SMOOTHLY IS TO HAVE  
EPARED TEAM LEADER AND NOT TO  
E BRIEFING DATA. THIS WOULD HAVE  
ED US TO CUT DOWN ON WASTED TIME  
T DOING UNNECESSARY JOBS. A PERSON  
N A TASK TO ACCOMPLISH MUST UNDER-  
ID THE PROCEDURES NEEDED TO FINISH  
ALONG WITH THIS THE PERSON SHOULD  
RGANIZED AND WILLING TO DO ALOT  
REARRANGING AND ADJUSTING TO GET  
BEST RESULTS. THIS WILL HELP  
MEONE IN THE FUTURE TO WORK TO  
BEST OF THEIR ABILITY. I LEARNED  
TIENCE AND A WILLINGNESS TO SIT DOWN  
ORGANIZE ALL INFO. IS NECESSARY.

George A. Lopez

Student Government is a class to show and act upon, your leadership skills.

The Student Government held a halloween dance in the lunch room at school (central). I liked this project the best because that was the one I was most involved in. We had a halloween dance, because we thought it would be fun to have a lot of people from the school get together with their costumes on, and have a party. My role in this project, was helping set up, and then when the party was over I helped clean up the place. One of the blocks we ran into was the lack of people to help set up, so we got around the block by calling some people to help us set up. Another block we had was that we didn't know what kind of music people wanted to listen to, so we played a mixture of music, Rock, Roll, Disco, ect.

I think the halloween dance succeeded because the (Student Government Class) took our time and planned the project out on paper before we took action. We also went around the school in our spare time and ask people did they want to have a halloween dance and alot of people said they did.

The impact this project had on me was

that I learned how to work with others and



different activities we could do by working as a team. People around the school started to believe in us (The Student Government).

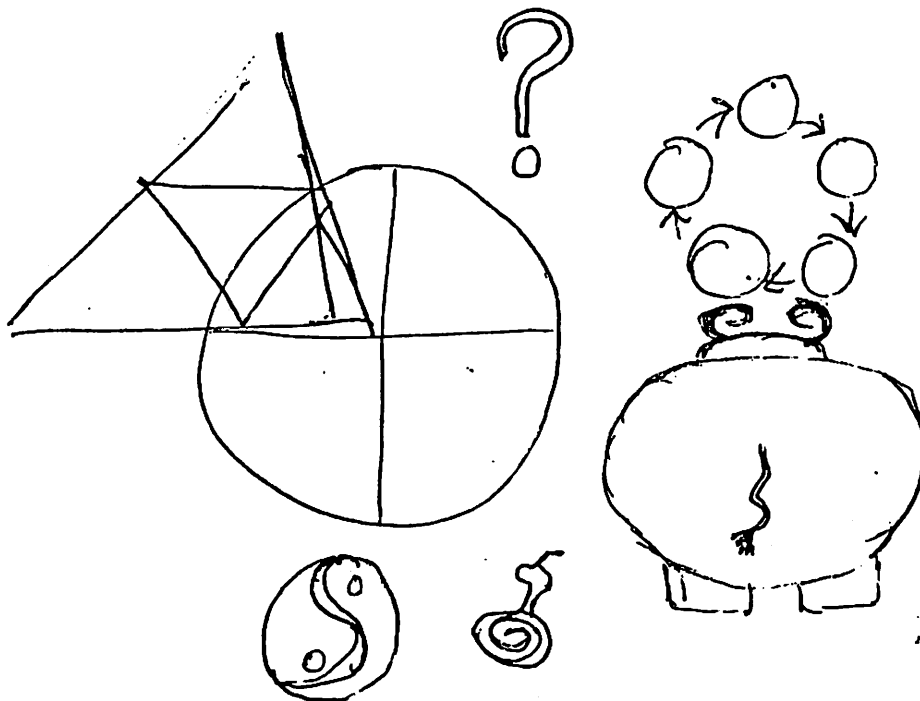
One of the things I learned by doing this project, was "don't never depend on anybody to do something for you". And another thing I learned is always plan ahead on paper before you take action.

I think taking this course was very educational, because it taught me how to talk in front of people, and how to plan things out.

STUDENT GOVERNMENT COURSE  
FINAL Report

ARZELLA MAGEE  
January 23/1981  
1st Semester

Instructors: Mrs. Paula Achenbach  
I.C.A. (International Cultural Affairs)



Central High School

From my experience in the Student Gov. Course, I ~~found~~<sup>found</sup> it's an effective process to develop human mind for responsibility and leadership, a mind from all walks of life, all kinds of experience. I notice through this course even the shyest person spoke up and stated his/her opinion. The person that ~~was~~ already had the talent for leadership, their minds were trained to organize, prioritize, and exercise effective leadership.

Even though leadership was the main concept of the course. That was not all the course portioned in general. It also let the student see, who they are, where they're going, and where they stand.

During the course we worked on various projects. One of the projects I was greatly involved with was the Student Day Demonstration. This project was to create a way to exhibit ~~a way~~ the availability, opportunities, talents, and the true image of Central. On doing this we



made a video tape called Central High Today. What this film consists of was the talent, unique classes, administration, student life, international, cultural, and the career opportunity atmosphere. It also insighted on the academic status of Central.

My role in the project was producer and director. However doing so well in accomplishing our task we ran into a couple of Big Contractions or what we may call in Stud. Gov.

Water Buffaloes. The project was going to good for them to leave us alone.

One way these irritating things got in our way is the availability of the crew was getting hard to deal with because we had work on a certain schedule and we started find it hard to get them out of classes to shoot for us. So a

couple of times we had to try to take on the responsibility ourselves. which was a real humorous experience.

However, this Buffaloe was a baby compare to the last one we ran into. About 3/4 of the taping was all finished we had to do the last scene and we were ~~fast~~ finished. Well we get back to check out our editing

When we discovered some of the taping  
didn't come out because of the old equipment  
we were using. And to back that up  
some of the crew members or students  
within the audio video class taped  
over & misplaced our tapes. Well,  
from there all we could do was state one  
of the oldest sayings in the Book:  
"Back to the old drawing Board!"

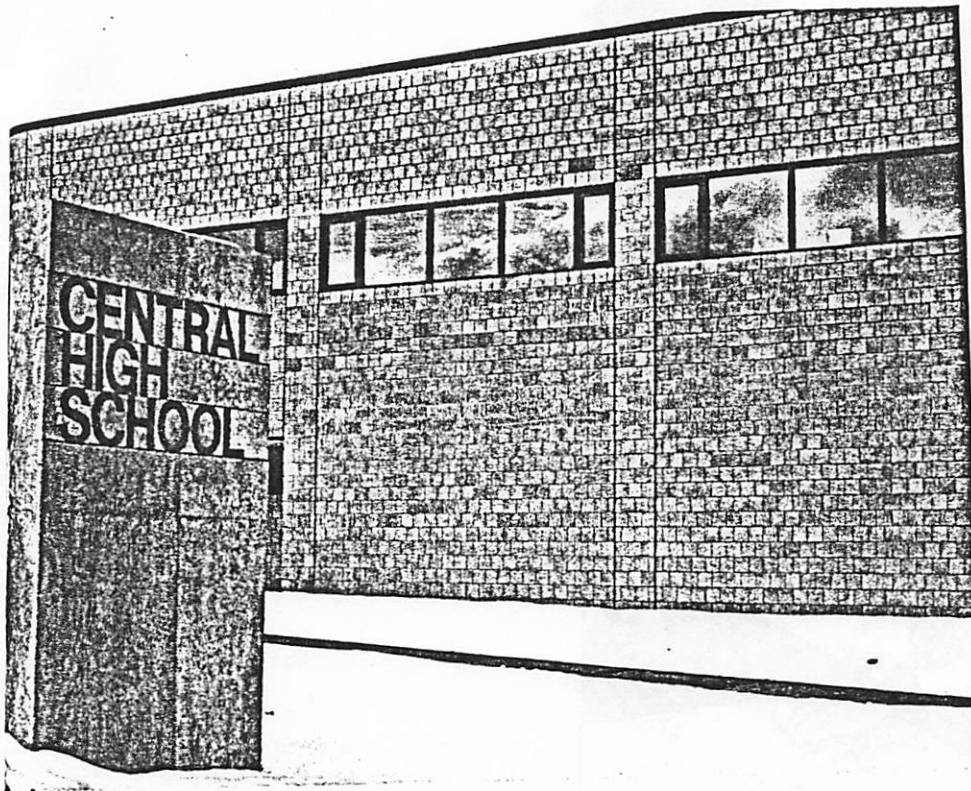
Way Back. Well we had no time  
to do it all over again so we  
put together what we could that  
night to be shown to the public  
during Open House night. "Finished  
at Last Finished," I stated in the  
sigh of relief. We received a lot of  
compliments other than a few pitfalls  
the tape was very good.

I don't really know what was  
the impact of this film on others  
But from my point of view, I  
learned a ~~great~~ lot about Central  
that I didn't know before the taping.  
and it gave me a very good new  
look on Central.

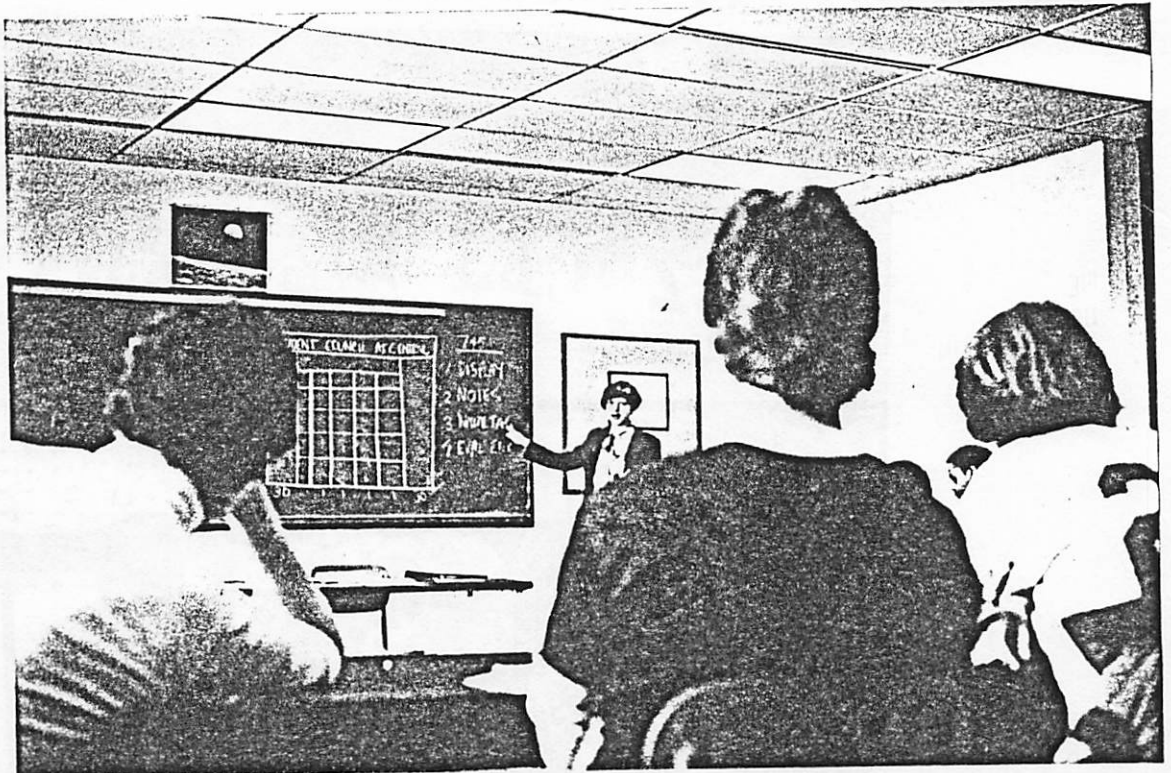
So now finally fighting my way  
out of the jungle this course  
~~course~~ has made me a  
better individual all-together.

It has helped me to better organize  
my present and my future, and  
if I was the head decision maker  
of the Education process I would  
make Stud. Gov a mandatory course  
for students. It would perhaps help  
our school become a ~~to~~ top 10 school  
in the U. S.

The End

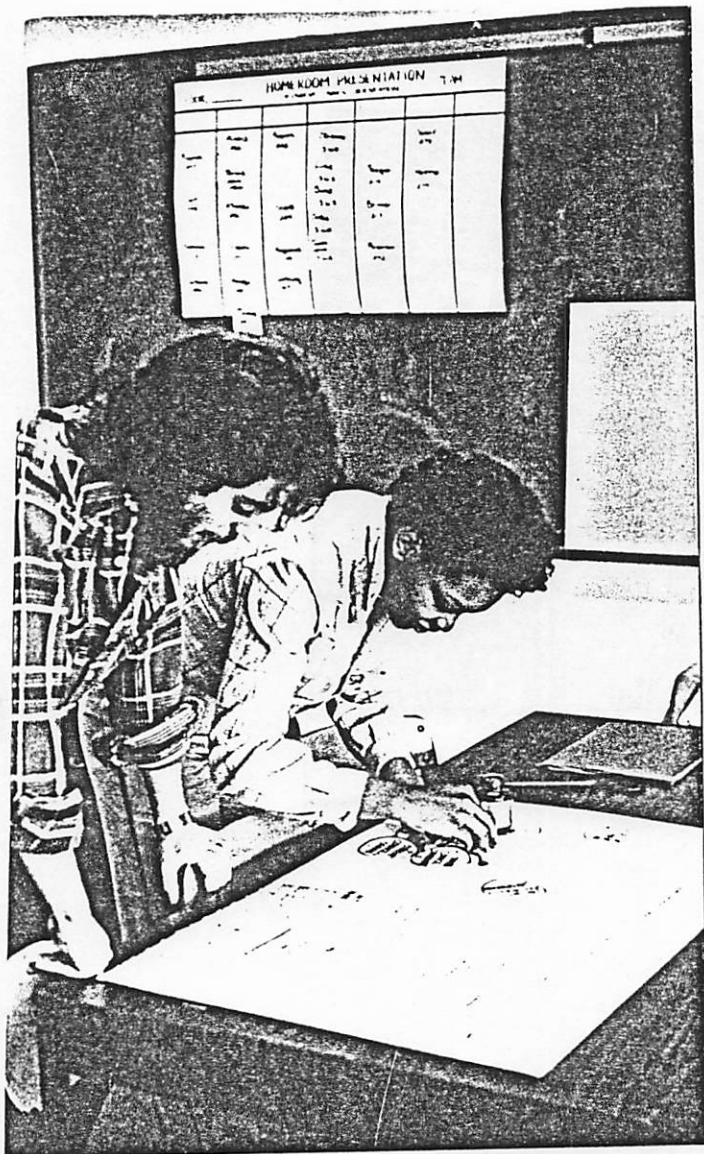


THE  
DEMONSTRATION  
SCHOOL



STRATEGIC  
ANNING

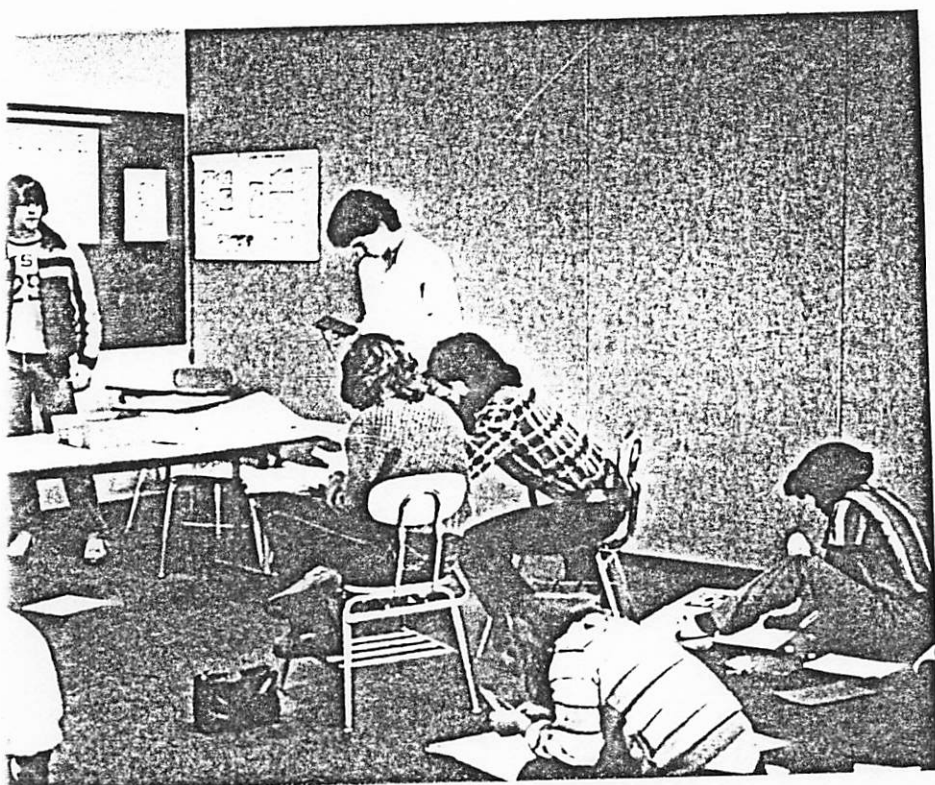
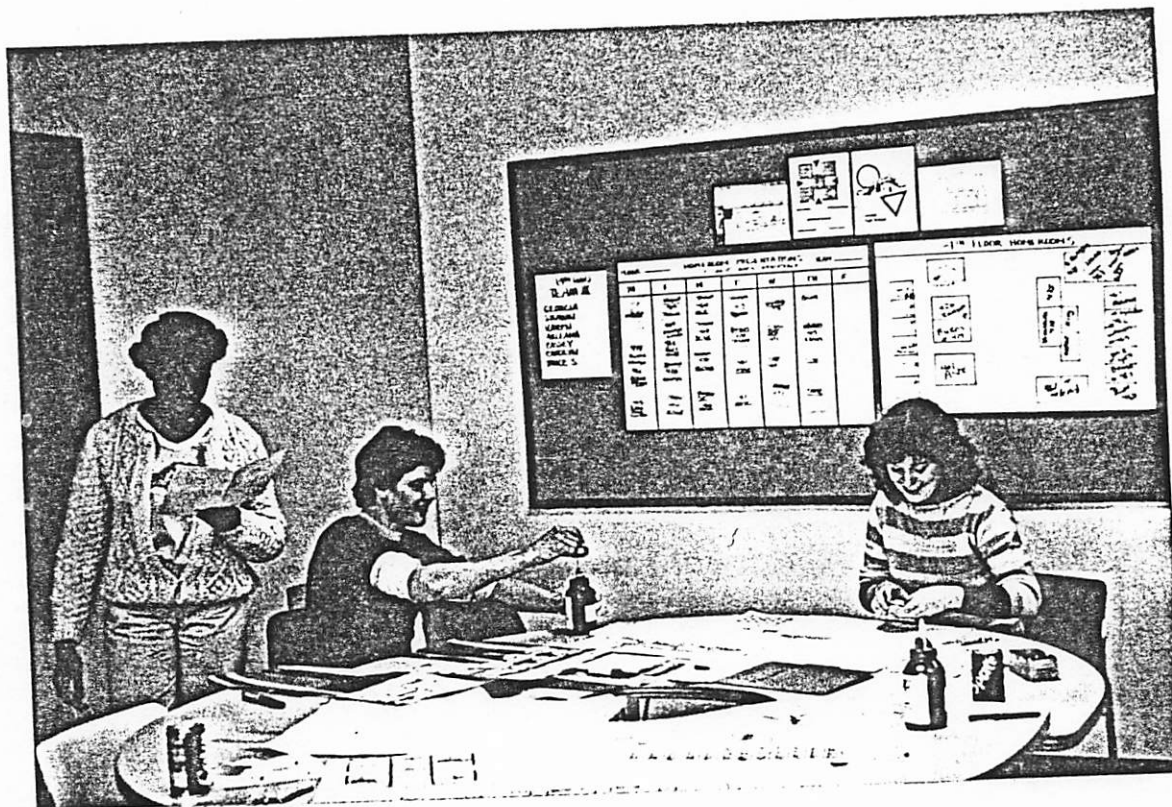




THE  
STUDENT  
TEACHER  
PARTNERSHIP

THE  
VICTORY  
CELEBRATION





THE  
WORKSHOP  
MATERIALS

Cultural Affairs  
South  
Minnesota  
1982