



STUDENT LEADERSHIP PROGRAM

A Participative Education Project

Developed By The Institute of Cultural Affairs

YEAR 1 REPORT

July 1982

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STUDENT LEADERSHIP PROGRAM INTRODUCTION

NEED

Today people are dissatisfied with the ability of institutions to offer improvement in their lives. They feel that there must be ways to do things better, but they are not equipped to act effectively for change. Young people do not see role models which entice them to be leaders. They do see budget reductions in education and perhaps feel that their education will not provide the skills needed in society. Students need to be involved in decisions which affect their education.

DESCRIPTION

The first year of the Student Leadership Program was taught at Central High School, St. Paul, Minnesota and completed in June, 1982. Fifty-two students in grades 9 through 12 took the two-hour course entitled Student Government and received a credit in English and one in Social Studies. The course was developed by the Institute of Cultural Affairs and taught with a teacher from Central High. The course includes action planning, leadership skill training and project implementation.

During the year students planned and implemented many school projects. One major project was design and operation of a new Student Council. The Council goes beyond social activities to involving students in school operations, student life and public relations. Evidence of their capabilities was noted by faculty and administrators, and seven class members were recognized as leaders in the Senior Awards Assembly.

INTENT

This program was initiated to get youth involved in their total education by guiding and participating in their learning environment. The key factor in making a difference is the individual's sense of control over his or her own destiny. This is achieved by providing training and opportunities for leadership roles. When students exercise their abilities as leaders they grow in understanding of their role in school and community and see ways to direct and focus their education and life experiences.

Another intent of this course is to equip each student to be literate. The literate person is defined as one who has not only acquired skills of reading, writing and mathematics, but one who has basic skills in speaking, listening, problem solving, using information and making judgements. The literate person also is one who has developed self worth, respect for others and a desire for learning. Through the curriculum students are trained in leadership skills which enable them to exercise good judgement as individuals and as leaders who help carry out group decisions. Students in the program move toward self-confidence through experiencing many visible leadership roles. This report documents the first year of the program.

STUDENT LEADERSHIP PROGRAM		
ACTIVITIES	COURSE COMPONENTS	SKILLS ABSORBED AND USED
<ul style="list-style-type: none"> • Class Plan • Team Projects • Student Council Model • Homecoming/Sno-Daze Effort • All-City Leadership Camp 	<p style="text-align: center;">STUDENT PLANS AND DESIGNS</p> <p style="text-align: center;">I</p>	<ul style="list-style-type: none"> • Workshop Methods • Action Plan Writing and Debriefing • Team Planning • Problem Solving Process
<ul style="list-style-type: none"> • Student Council Election and Orientation • Student Council Initiation • School-wide Events • All-City Activities • Presentation To Groups 	<p style="text-align: center;">STUDENT PROJECTS AND ACTIVITIES</p> <p style="text-align: center;">II</p>	<ul style="list-style-type: none"> • Group Discussion • Presentation Skills • Organization Model Creation • Marketing Plan Development • Task Tracking and Coordination
<ul style="list-style-type: none"> • Team Leading • Classroom Forums • Teaching Other Classes • Advisory Board Participation • Presentations To Business • Speaking in Public 	<p style="text-align: center;">STUDENT LEADERSHIP OPPORTUN- TIES</p> <p style="text-align: center;">III</p>	<ul style="list-style-type: none"> • Team Leading • Group Discussion Techniques • Organizing and Developing Presentations • Forum Facilitation • Parliamentary Procedure
<ul style="list-style-type: none"> • Mid-point Evaluation • Final Examination and Critique • Celebrating Accomplishments 	<p style="text-align: center;">STUDENT EVALUATION AND REFLECTION</p> <p style="text-align: center;">IV</p>	<ul style="list-style-type: none"> • Documentation Methods • Corporate Writing • Action Impact Appraisal
<ul style="list-style-type: none"> • Community Speakers and Field Trips • Career Education 	<p style="text-align: center;">STUDENTS TO COMMUNITY</p> <p style="text-align: center;">V</p>	<ul style="list-style-type: none"> • One-to-one Discussion Methods • Personal Planning Techniques • Leadership Methods Application

ACCOMPLISHED

- 1-Visible Leadership Development
- 2-Acknowledged Responsible Student Action
- 3-Recognized and Significant Youth Role

PROGRAM COMPONENTS

I. STUDENT PLANS AND DESIGNS

This component is designed to utilize planning as a conscious, intentional step necessary for successful maneuvers. During the course significant planning and designing took place on five occasions:

- * Class Plan - The staff facilitated the class in creating its own unique class plan. The plan outlined all the projects and activities in which the class was involved throughout the semester. Staff inserted skill training appropriately to enhance these projects.
- * Team Projects - Once these activities were decided by students, student-led teams were designated to plan and implement each project and task.
- * Student Council Model - To determine the necessary model for a new form of student council at Central High School, the class conducted school-wide forums in every class in school to generate data on what students felt the school needed and how they could best meet the needs. After these forums were held, students organized and analyzed the data with the assistance of administrators and staff and designed the student council. The model's unique qualities include a channel for total student communication through homeroom representatives, opportunities to participate in administrative decisions, efficient structures to handle plans of action and opportunities for any student to participate.
- * Homecoming and Sno-Daze Effort - Early in each semester the class was given sole responsibility to design, plan and carry out a major school-wide activity such as homecoming and Sno-Daze (a week long winter celebration).
- * All-City Leadership Camp - The All-City Student Council Leadership Camp, which involved 10 students from student councils of 7 high schools, was planned and carried out by the staff and students from the Student Government Class. Students facilitated the teams.

The planning and designing skills of workshop method, action plan writing and debriefing, team planning and problem solving are taught to ensure successful project completion. These also enable transformation of the student from that of simply receiving information to active participation in the course, thus in life. The students usually enter this component seeing themselves as unskilled bystanders in the planning process but emerge as critical planners and consensus builders.

II. STUDENT PROJECTS AND ACTIVITIES

Once students have planned and designed projects, there is additional benefit gained in the implementation of these projects, both to the school and to the individual student. Following is a list of some of the substantial projects but it is no way an inclusive list of all the projects done.

- * Student Council Election and Orientation - The class took on the task of orienting everybody in the school to the new student council by going into every homeroom to give a presentation on how it would operate and to encourage students to be representatives. The class then designed and held the elections.
- * Student Council Initiation - Following the elections, the second semester Student Government Class planned the first Student Council meeting, launching the new council. The council divided into 4 departments; school operations, student life, school policy and public relations. During the test-run months, students worked on their plans and activities in department and administrative meetings. They also held communication meetings in their homerooms. Though the council usually met by departments, there were 4 all inclusive council meetings to coordinate plans and report activity.
- * School-wide Events - During the year the class decided to continue with the social events which were customary and add some new ones which would enhance the interaction of students, staff and parents. These include a student, staff, parent get-together, open-house, alumni coffee and staff/student luncheon.
- * All-City Activities - Via the All-City Leadership Camp and All-City Student Council where methods from the Student Government Class were utilized, students' efforts resulted in Como High School receiving credit for a student council class. Students participated in committee work on the district level.
- * Presentations to Groups - The students created a slide show of the class and presented it on 7 different occasions to groups of people who were interested in the student government class. On several special occasions, students were offered special opportunities to be panelists, speakers and participants in adult seminars.

These activities offer the opportunity to utilize skills which have been taught and apply them to the real life situation. Skills taught include group discussion methods, multi-media presentations, creation of an organizational model, marketing plan development, and task tracking and coordination. Through these, the students journey from being an unsure task implementor to an individual with enhanced self esteem. There is also a change in the understanding of the "me" to that of "we".

III. STUDENT LEADERSHIP OPPORTUNITIES

Having opportunities to actually experience and participate in leadership is a rewarding event and produces spurts of growth as no other activity has been able to do. It was surprising how many occasions arose during the year in which this was possible.

- * Team Leading - All students in the course functioned as team leaders during the semester. Those who repeated the course served as team leaders the first half of the second semester until the first-time students had acquired sufficient skills to also function in a team leader capacity. These second term students were also given other teaching and facilitating roles to deepen their leadership skills and confidence. These activities demonstrated the reality and usefulness of their skills.
- * Classroom Forums - The class held forums, or workshops, to obtain the needed data for student council creation. During the 4th period, the students spent a week going into every class to do a workshop where they asked students what they hoped for in their school, what obstacles were experienced and how to create a student council system that could function to remove those blocks.
- * Teaching Other Classes - The T.V. production class asked the student government class for training in presentation skills. Two Student Government students created and successfully facilitated the teaching on how to organize a presentation.
- * Advisory Board Participation - Six class participants served as full members of the school advisory council along with teachers, administrators and parents. They participated to such an extent that two were elected officers. On several occasions they were asked to present students' recommendations.
- * Presentations to Businesses - In an attempt to free the school from the financial burden of the course, students and faculty made presentations to businesses to receive grants for the continuation of the course. The students conducted all of these presentations and on occasion used the slide show they had created.
- * Speaking in Public - Students were asked to participate in several non-school seminars and on three occasions were enlisted as panelists along side congressmen, administrators, businessmen and teachers. They also were MCs and made presentations at school assemblies.

All of these activities outside of the class were up-front roles where students put into use skills learned in class, such as team leading, group discussion techniques, organizing and developing presentations, forum facilitation and parliamentary procedure. As a result the hesitant participants now experienced themselves as self confident, catalytic leaders which changed their behavior from observers to active presenters.

IV. STUDENT EVALUATION AND REFLECTION

Since learning has a recognized necessary element called critical thinking, this component on evaluating and reflecting is of particular importance. There were three times that extensive reflection was done, but daily and weekly the reflective dynamic was present.

- * Mid-Point Evaluation - The curriculum was designed with a midpoint evaluation to enable students to utilize the advantages they had gained over that period of time. It permitted them to be impacted by their accomplishments, to perceive the advancements they had made and to shift original plans where necessary.
- * Final Examination and Critique - Due to the fact that this was a pilot course, participants were given the chance to critique the curriculum, evaluating all aspects and making recommendations for the future. This was accomplished through written surveys and essays, group discussions and individual conferences. This was so important in enabling students to articulate what they learned that it will be done far beyond the pilot stage.
- * Celebrate Accomplishments - Through documentation, reporting accomplishments and celebrating winning events, students were impacted by their accomplishments. This is essential in increasing self confidence and self esteem. The Student Government Class slide show, newspaper articles and Student Council celebration meetings are examples of stating the accomplishments.

Skills which were transferred were documentation methods, corporate writing, and action impact appraisal. In each of these evaluation techniques students are asked to recall the facts of the situation, the obstacles they encountered, the success they had and interpret what they learned. Learning and using these skills permitted students to shift their images from that of an immediate reactor to that of a critical thinker. The behavior change that occurs is from a passive viewholder to a cogent critic.

V. STUDENT TO COMMUNITY

Interaction between students and their community through speakers, field trips and direct contact, encourages the students to develop skills which will in turn enhance their community

- * Community Speakers and Field Trips - The class had interaction with prominent individuals who spoke in class and who they met on field trips to industry, business and civic organizations. Students chose the kinds of speakers and organizations they saw. Through these visits they gained insight into how various fields might appeal to them for a career selection and how leadership skills they were developing could be applied. They also saw the role of private and public organizations in a community.
- * Career Exploration - As part of a career development unit, students correlated their career interests with a computer program on career availability. There were sessions on goal setting and life planning as it related to career directions.

Through these events students were trained in skills of one-to-one discussion methods, personal planning and leadership methods application. The image change that occurs in the midst of this is from a course member to a participant in real life seeing one's own interests in relationship to one's role and talents in the total community.

ACCOMPLISHMENTS

The accomplishments of the Student Leadership Program for the first year were identified by evaluating student activities, tests, interviews and essays. Written and spoken comments of school staff were also considered. Eleven major areas of accomplishment emerged from this analysis. These areas show that students grew in visible leadership development, responsible student action and recognition of their role in school and community as significant. The following pages contain student and staff descriptions, quotations, pictures and articles for each of the eleven accomplishments listed below.

Visible Leadership Development

Public Speaking and Team Leading

Significant Leadership Skills

Recognized Self Growth

Effective Group Dynamics

Acknowledged Responsible Student Action

Student Directed Activity

Bridged Student, Administration Gap

Student Population Reached

Recognition of Significant Youth Role

Student Participatory Activity

Better Faculty Interface

Broadened World Awareness

Broadened External Recognition



Students experienced many opportunities to lead their peers; they co-taught the Student Government (Student Leadership) class and gave progress reports at Student Council meetings. Student speeches and presentations were delivered at staff meetings, homeroom gatherings, school advisory committee sessions and before community leaders. A student leadership slide show was produced.

"...The success I achieved was being able to get up in front of people, some of whom I have never seen before, and give them a presentation that I really didn't know a whole lot about myself. I learned that a presentation is much easier to do when using a poster. It helps me remember and keep in order what I am going to say..."

-student-

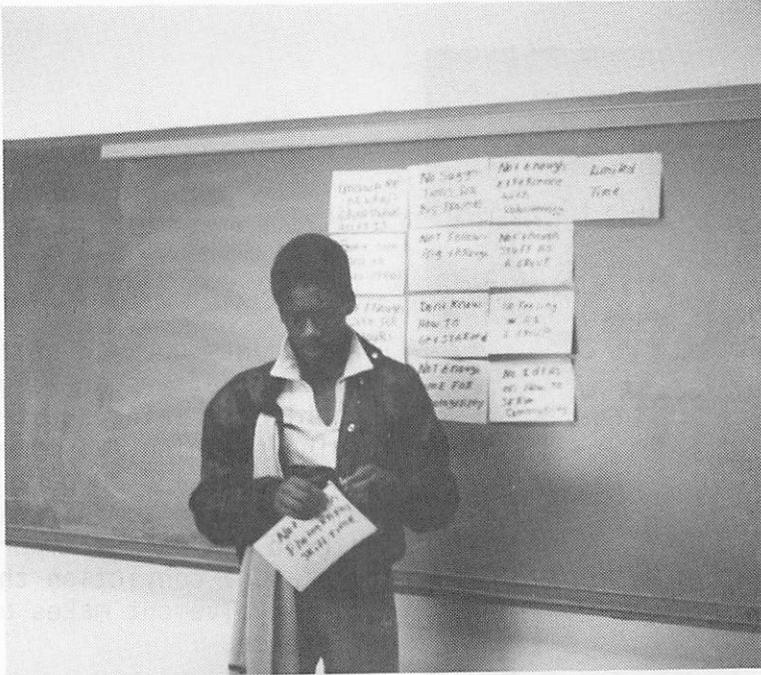
"...I feel that getting up in front of a groupful of faces and giving a speech is one of the scariest things to do. You're wondering what they think about you or if they are interested in what you are saying. But now I feel I have the training I need to give a speech confidently wherever it is needed in the future..."

-student-

Taking a new step - uttering a new word is what people fear the most.

-Fyodor Dostoyevsky-

Significant Leadership Skills



Students learned to lead group discussions and facilitate action planning. They learned how to trust and include the wisdom of everyone involved by brainstorming and organizing ideas in order to decide the project action plan.

Poll Conducted

In a whole-school poll conducted by the newly-formed Student Government class members last fall, Central students were given the opportunity to respond seriously to three fundamental questions: "What would you like to see happen at Central in the future that is not happening now? What is standing in the way of achieving that vision? What should be done in order to propel your 'vision' to reality?" While many responses were received and tabulated, the total portion of Central contributing was just over one fourth. The 462 opinions that were collected were categorized into nine different topics.

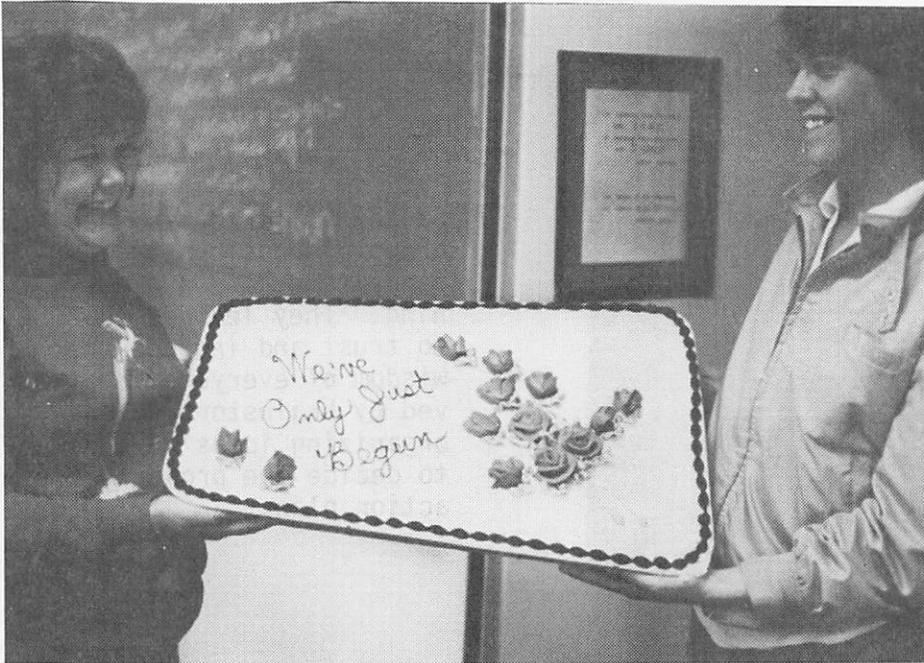
The responses concerning the hopes of the students were varied, yet surprisingly, many were alike. The 'visions' included practical ideas, for example, "more multi-grade classes" were suggested. And the responses included whimsical ideas: several contributed opinions hoped Central would become number one at the State Basketball Tournament. Other novel suggestions brought up ideas like an Electronic (video) Game Team, student use of Central's elevator, and conversion of our auditorium into a movie theater.

"...I learned many things while I was in charge of scheduling (for the coronation). Your time must be spread equally among all the jobs. I learned that I needed to be firm when giving orders or setting time schedules. I learned that one way to make things run smoothly is to have a prepared team leader and not to ignore the briefing data..."

-Student-

It is the nature of an idea to be communicated, written, spoken, done. The idea is like grass. It craves light, likes crowds, thrives on cross-breeding and grows better for being stepped on.

-Ursula Le Guin-



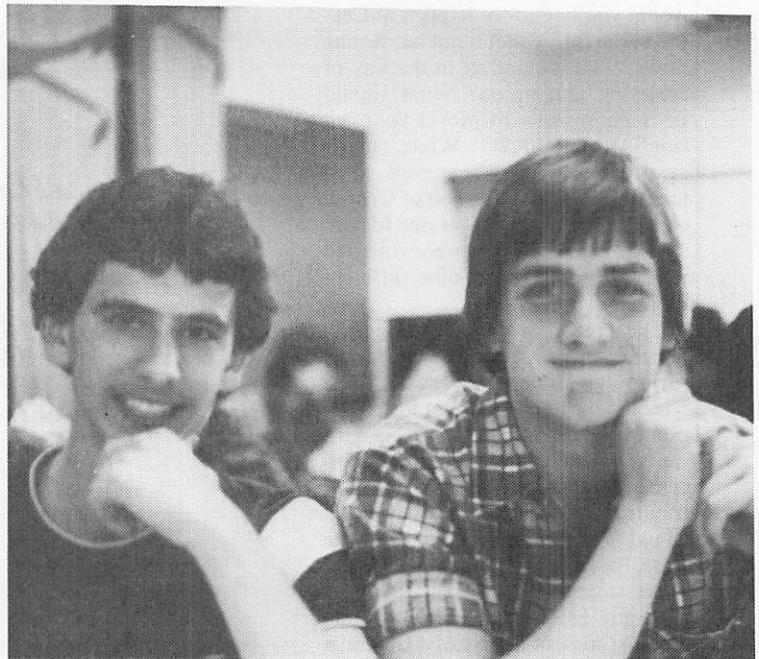
The students grew in self-confidence after participating in public speaking and team leading training. Visible project results and support from staff and administration fostered a sense of importance and a conviction that their involvement makes a difference.

"...I realized that I could really do things on my own without failing. And for once in my life I felt important. And also for the first time in a long time, I was willing to learn...Facilitating is hard. You have to be a responsible person. And make others think you are too. But it really makes you feel good and proud..."

-Student-

'...Last year school didn't really mean much to me, nothing did. But this year I've gotten more involved, met alot of new people and really enjoy being and working with people. There has been a change in me and so has a lot of people..."

-Student-



Man anticipates more or less clearly, his entire future at every moment.

-Ortega Y Gasset-



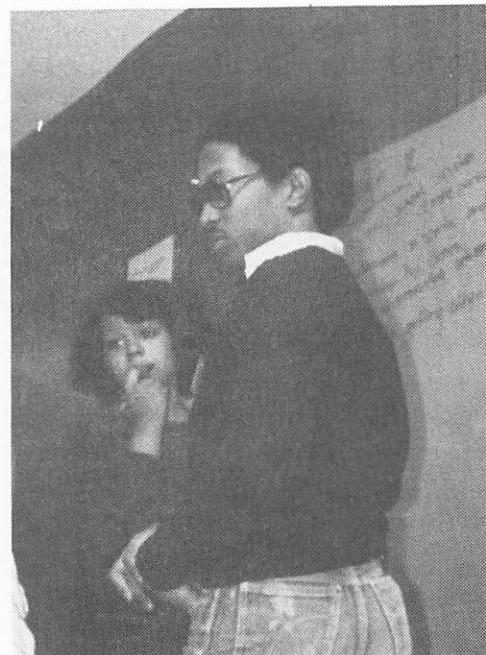
Students learned to accept everyone's ideas and to operate as a team. "We can make it happen" was the feeling as students planned actions, encountered obstacles, solved problems and followed projects through to completion.

"...One of the larger problems was the communication between other individuals in the activity. Since I had to work with these people I should have my attitude tuned towards "productivity". But in order for me to be "productive", I had to communicate. I achieved this by one, listening, and two, participating..."

-student-

"...At first I got mad and very upset because it couldn't go the way I wanted it to go. But then we talked about it and we rearranged it so it came off pretty well... I felt like I wasn't a leader but then I'm not supposed to be. It is my job to see everyone else got involved and they did. And I must say it was a team effort..."

-student-



We can do what I can't do.
-Student Government Class-



Students demonstrated initiative by good meeting attendance, volunteering for public presentations and development of Student Council management models such as the Public Relations Department and the Management Team.

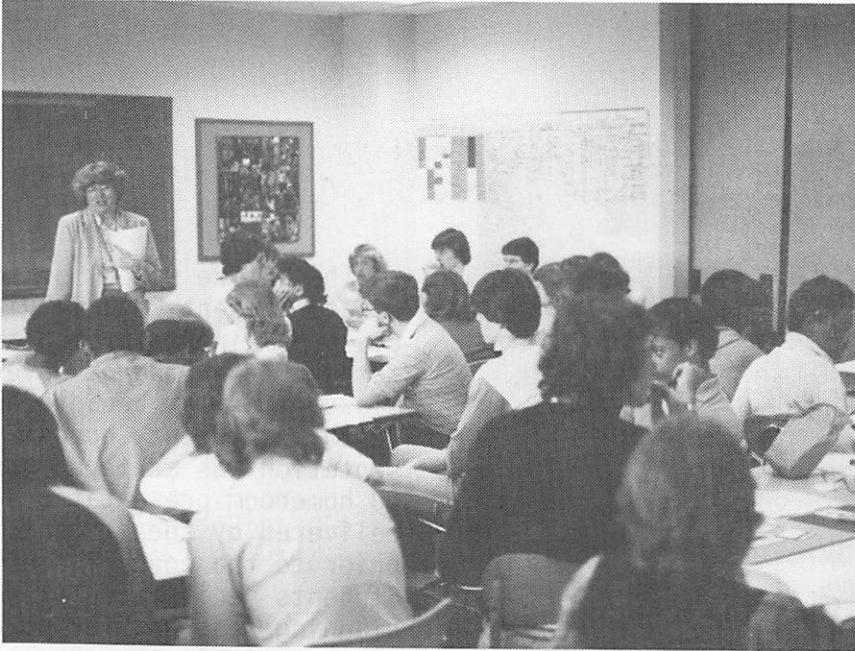
"...I attend School Board Meetings, Student Policy, Management Team, tree committee and the meeting of the department heads..."

"...Our PR group invited students from other schools..."

"...I just had to appear in front of my joined CAAP homerooms and give a report from a meeting..."

"...On my committee, Public Relations, I took all the notes, made copies and distributed them to each of my committee members' boxes..."

"...I helped in the discussions of saving the magnet program!..."



Students became familiar with the communication and decision making systems in school and learned the importance of being well prepared for presentations to the staff and administration. The administrative approval of the new student council was a milestone which enabled students to have an official voice.

from the desk of

Wayne Jennings

Principal

Central High Magnet School

"...How do we know if we are winning? ...Well, we can get in now. We can get into the offices now. They listen to us where before we wouldn't even get in..."

"...We broke the barriers and this could make for a very successful institution at Central..."

Paula:

The students did an excellent job at the Advisory Council meeting Tuesday night. You can be proud of them as they expressed themselves well and came with a handout and an action plan for the adults to consider. Also, the pumpkins that were put up in the hallway were colorful and well done. These helped to enliven and give a touch of atmosphere to the building. Nice going!

Wayne

You're either a part of the solution or part of the problem.

-Leroy Eldridge Cleaver- American Author



The entire school helped create Student Council via 38 classroom input forums facilitated by the Student Government Class. Maximum breadth and depth in Student Council representation was achieved through 93 homeroom presentations delivered by the students prior to the council elections. Students facilitated project planning sessions for other classes within the school.

Student Government Reborn At CHS

Students working hard to set the foundations for meaningful representation in school decisions — that was what Student Government was all about at CHS this year. Many students and staff devoted the entire year to reestablishing the importance of student representation in school administrative decisions. Due to the hard work and commitment of Principal **Wayne Jennings**, the efforts of the Student Government class have finally culminated in a more workable student government in this year's Student Council, as depicted in the model below.

Beginning this spring and for each year following, elections will be held for Student Council Representatives. The new system has two CAAP groups paired, electing a single repre-

sentative. The Board of Officers presides over these representatives and takes student interests and concerns to the administration. Unlike past Student Councils, these students have an actual vote on school issues and policies.

With the assistance of several consultants from the Institute of Cultural Affairs, Ms. **Paula Achenbach** was the driving force behind the Student Government class, which "got the ball rolling" and reorganized student government at CHS. With active student involvement and interest, the new student government will succeed where its predecessors have failed — giving students a voice in school issues affecting their education and lives.

-excerpt from CEHISIAN-CENTRAL HIGH ANNUAL

We have arrived at an historical vantage point where the wasteland ends and human wholeness and fulfillment begin.
-Theodore Roszak-



Students planned and implemented all school activities for Homecoming and Sno-Daze weeks. In addition to social events such as the assemblies, talent shows, contests and dances, the students worked on surveys, issues forums and participation in the School District Public Hearings.

Expanded Homecoming Festivities Deemed Total Success!

Homecoming is one game that alumnas are particularly encouraged to attend. It is not, of course, the game we are going to win. But, it is the performance that will show top form and spirit through the activities of the previous week. During 1981-82 Homecoming celebration, such activities as the Gong Show, Alumni Social, and the video coverage of the Coronation saga, brought school spirit to an all-time high.

"...the dance part some of the colored kids danced with the white so we mixed it up a little. We succeeded because we were determined to get this Homecoming Week done right...to insure the success we went to Dr. J for permission to go ahead with the plans for the week. After the week came to an end we the Student Government were glad to get it over. As far as the school is concerned we heard comments like 'Central's trying to get live' and Dr. J wrote us a nice thank-you note..."

-Student-



The creative process does not end with an idea, it only starts with an idea.

-John Arnold-
Educator, Surgeon

- Better Faculty Interface -



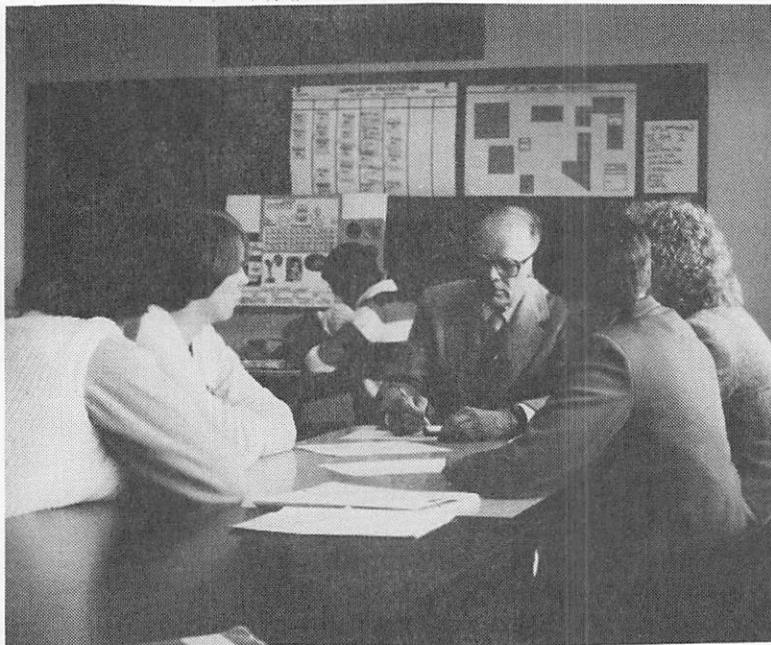
Students came to appreciate faculty support as they sought their advice and assistance in projects. A new committee of resource staff to the Student Council was established for the coming year.

"...There is evidence of a healthy bouyancy of 'give and take' between student and the adult team leaders-- a growing sense of trust and respect for each other not usually achieved in the traditional setting..."

*-Earl Daniels-
Faculty Consultant*

"...The second impact was on the staff. Seeing the student body behave as they did at the gong show renewed their confidence in the student body so we could hold more events such as this..."

-Student-



The task before us now if we do not perish, is to shake off our ancient prejudices and build the earth.

-Teilard de Chardin-

Broadened World Awareness



A wide variety of field trips, speakers, teachers and assemblies introduced students to the world surrounding the school and a broad range of future choices. Students presented program proposals to McDonald's Corporation and Internorth Corporation. They learned that the leadership skills they had acquired had application beyond school in their future work places.

"...Right now I can see myself using the skills I've learned in my church youth group to maybe plan trips, retreats and other activities we want to do..."

-Student-

"...I learned that you've got to stay calm and be relaxed, and also that I could speak in front of, as well as impress, the Internorth people..."

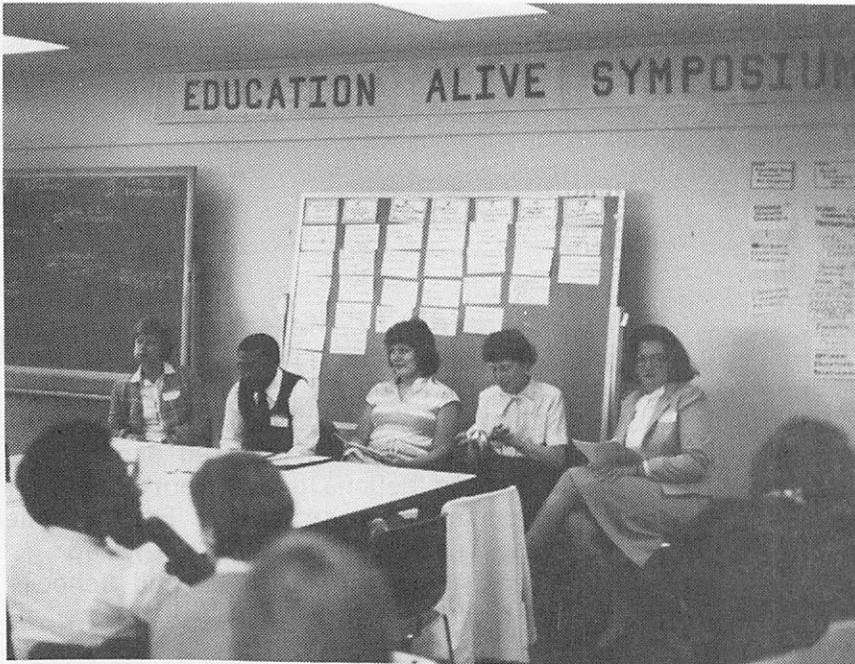
-Student-



At the edge of history, the wind is blowing wildly in our faces, sometimes blinding us and sometimes brightening the air.

-William T. Thompson-

Broadened External Recognition



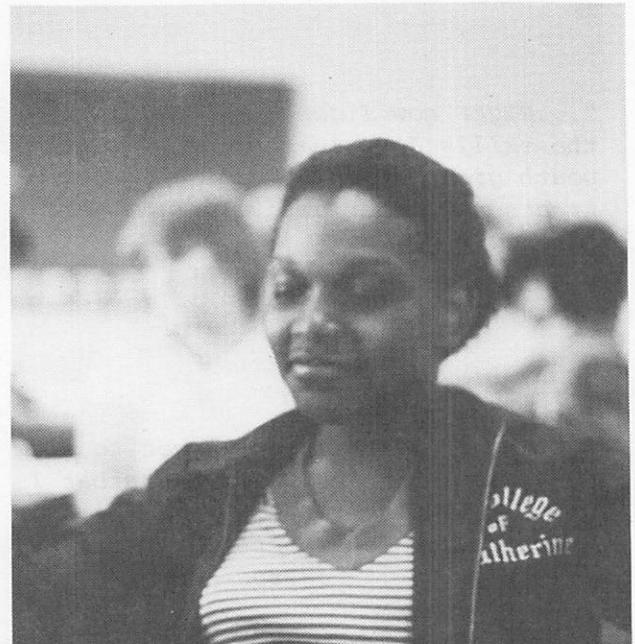
Students utilized their leadership skills with other youth groups in the school and the community. Their work was recognized by faculty, students from other high schools, administrators and community leaders, who came to respect recommendations of well-prepared students.

"...Ruth Ann Harris could very well be our first woman President. She proved beyond a doubt that we old 'has beens' can take the suggestion of all three students and allow them to really have a part in solving education's problems. Talk about poise, understanding and grace, Ruth Ann has it..."

-Don Chamberlain-
Coordinator, Business and
Education Issues Forum

" Ms. Achenbach,
Congratulations on doing such a good job with the Student Council. I've been in many schools, but this is the only one where a final summary was given..."

Mr. Vivadelli
Central High School Faculty



Praise is valuable because it is scarce.

-Anonymous-

CONCLUSION

A student directed class results when students design and plan activities in which they become involved, and the staff applies skill training appropriately. Learning and involvement occurs when students realize that their activities serve a real need. Students grow in self-esteem through activity that provides school-wide visibility and through involvement with other students, school personnel and community leaders. Working with teachers and administrators on a regular basis keeps communication open and furthers success of school activities.

The teacher is responsible for promoting the environment and methods which release individual creativity and group participation. Students need to be challenged in situations where they lead up front and teach each other. Expecting students to be responsible results in responsible participation. These responsible students sell themselves; they "stand out instead of stick out."

PARTICIPATIVE EDUCATION PROJECT

The Student Leadership Program is part of a larger three year effort called the Participative Education Project. During the first year the main goal was to create an effective student demonstration by teaching a leadership course called Student Government and developing and managing an effective student council. From the learnings of the first year, a course manual has been developed to enable teachers in other schools to promote leadership roles and participative education.

During the second and third years of this project the course will be further refined, and it will be tested in other schools. A teacher training curriculum for participative methods will be designed for specific modules of the course. This training will provide techniques to be used in any classroom, regardless of subject matter. Student Council design and management will be documented for replication. The primary intent of the Participative Education Project is to be in a position to offer participative methods to teachers in any school district for use in classrooms, student councils and the school as a whole.

CREDITS

The success of the first year of the Student Leadership Program is due to strong support and participation of the staff at Central High School in St. Paul, Minnesota. A particular note of appreciation goes to the principal, the Interdisciplinary Studies department staff and the Student Government class instructor.

A special note of thanks goes to the McDonald's Corporation in Minneapolis, Minnesota and Oak Brook, Illinois for their grant in support of the program.

INSTITUTE OF CULTURAL AFFAIRS.

The Institute of Cultural Affairs has distinguished itself internationally as a not-for-profit organization dedicated to improving the quality of life in living and working environments. Institute developed methods - which enable a group process of visioning, problem solving, planning and practical action - have been successfully employed in diverse settings including major corporations, social agencies and local communities. The consultant functions for this project include: curriculum development, course instruction demonstration, strategic planning facilitation, faculty training, project demonstration, and regular evaluation in cooperation with an established advisory board.

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