LEADE
# EDUC

Resources and Web Sites

Leadership has been included in the federal definition of gifted and talented since 1972. However, it remains an area that many teachers and schools do not nurture (Karnes & Riley, 1996). Many students are offered the opportunity to participate in extracurricular activities, but it is typical to see no formal instruction on leadership concepts and skills in school. Students with potential in leadership should be identified as early as elementary school in order to allow their skills to develop (Hensel, 1991). Characteristics typical of students gifted in leadership at the elementary level include interacting easily with both peers and adults, adapting to new situations, high verbal skills, and sensitivity to the needs and feelings of others (Hensel).

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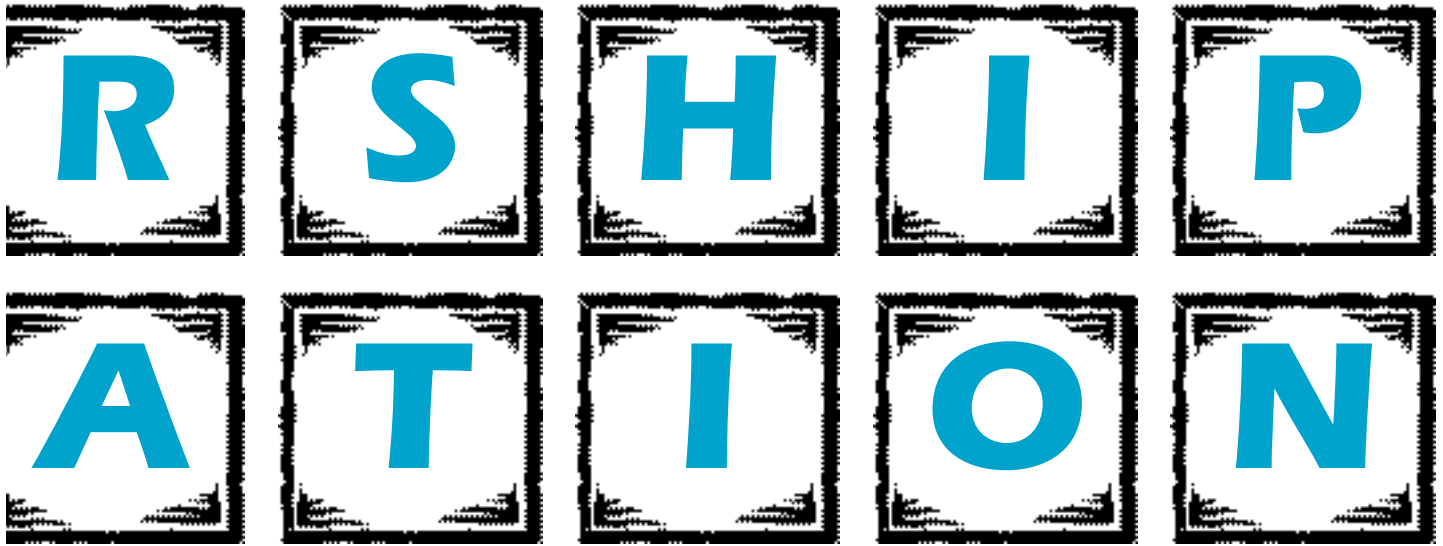
for Teachers of Gifted Students

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Karnes and Bean (1990) identified these additional characteristics that may be observed in students as early as elementary school:

- the desire to be challenged;
- the ability to solve problems creatively;
- the ability to reason critically;
- the ability to see new relationships;
- facility of verbal expression;
- flexibility in thought and action;
- the ability to tolerate ambiguity; and
- the ability to motivate others.

Once identified, students should be given a wide variety of opportunities to develop their leadership potential in the classroom. This article offers information on rating scales, programs, and other resources that can be used in implementing leadership education into the gifted classroom. One rating scale, The Leadership Skills Inventory (LSI), identifies nine areas of leadership that should be developed. They include fundamentals of leadership, written communication skills, speech communication skills, character-building skills, decision-making skills, group-dynamic skills, problem-solving skills, personal skills, and planning skills (Karnes & Chauvin, 2000b). The LSI is not designed to identify giftedness in leadership, but rather a student's current level in the nine areas, and it gives teachers a map for areas in need of improvement. Students rate and score themselves, then they plot their scores on a leadership profile that provides a visual representation of areas of strength and areas in need of further instruction.

The manual for the LSI indicates that concurrent validity of this instrument was established by comparing 60 student self-ratings to teaching ratings on the instrument. No significant differences were found in the two sets of scores. Validity was tested using the split-half coefficient, the Spearman-Brown formula, and a Kuder-Richardson internal consistency formula (Karnes & Chauvin, 2000a). Once focus areas have been determined, *The Leadership Development Program Manual* (Karnes & Chauvin, 2000a) provides one or more instructional strategies for each item on the inventory. Each student then develops a plan for leadership to initiate or change something in his or her school, community, or religious affiliation.

Another program, *Leadership: A Skills Training Program* (Roets, 1997), offers a curriculum that follows four parts: famous leaders, language of leadership, project planning and productivity, and debate and discussion. It also includes the Roets Rating Scale for Leadership, an identification instrument for ages 8–18. Using this instrument, students rate their frequencies of certain behaviors with a five-point Likert-type scale. In using the Spearman-Brown Split Halves Prophecy formula, reliability was established at .85. Comparisons between the Rating Scale for Leadership and the Checklist for Leadership and the Leadership portion of the Scales for Rating Behavioral Characteristics of Superior Students were .71 and .77, respectively (Roets, 1997) suggesting a

strong relationship among the instruments.

Children and youth may participate in formal leadership units, classes, or workshops, but leadership education can also be integrated into all subject areas (Karnes & Bean, 1990). Teachers of young children should discuss events that happen in the classroom with students to help them analyze decisions and their effects, as well as to look for alternative solutions (Hensel, 1991).

Another strategy is to introduce leadership skills through the use of biographies. By reading about current and past leaders, students are able to determine common traits that contributed to the effectiveness of accomplished individuals so that they emulate those traits in their own lives. In choosing biographies, it is important to include individuals of all races because there is a need for people with intelligence, creativity, and critical judgment in decision making in all cultures (Wade & Putnam, 1995). Teachers should also include individuals of all ages so that students may be inspired to see themselves as leaders regardless of age (Karnes & Riley, 1996; Karnes & Zimmerman, 2001). Books such as *Girls and Young Women Leading the Way* (Karnes & Bean, 1993), *Young Women of Achievement* (Karnes & Stephens, 2002), and *Kidstories* (Delisle, 1992) share stories of youth who have accomplished great achievements at a young age.

An instructional activity appropriate for any grade level is to ask each student to think of a great leader. At the secondary level, the person should be specific to the content of the high school course. For example, a physics class might focus on Isaac Newton or James Clerk Maxwell, while an art history class would focus on Leonardo Da Vinci or Pablo Picasso. At the elementary level, students should select from a variety of leadership positions across many cate-

gories: arts, business, sports and entertainment, education, medicine, politics, religion, and so forth (Karnes & Bean, 1995). Students should research their leaders through the library and Internet resources, seeking information on the positive qualities, leadership style, and major accomplishments of the person. Each student should then be encouraged to develop a product to demonstrate the knowledge learned. A few examples of products are a mobile, Web site, essay, diorama, or display (Karnes & Stephens, 2000). Through their products, students should inform others of the characteristics necessary to be a great leader and also display the accomplishments of the leader they chose. The products should then be exhibited in the classroom, school, mall, general assemblies, and other public forums. Schools can hold leadership fairs, similar to science or reading fairs, where projects are judged by a panel of community leaders.

Another instructional activity is an individual investigation of leadership positions the students may hold in the future, which should include those in the school, community, or a religious affiliation (Karnes & Bean, 1995). The students should gather information through library research, searching the Internet, interviews, and personal correspondence. Presentations on future leadership positions could be given in the classroom.

Stories of youth leadership abound of both individuals and groups. For example, a girl at age 8 started her own foundation to feed the hungry. At 4, she saw on television starving children in Ethiopia and wanted to get food to them. Knowing that would be very difficult, she turned her attention to the hungry children in her own city of New Orleans. At 5, she went door to door and collected canned goods and gave the food to the needy just before Christmas. As the news spread of her good will, the local newspaper wrote a story about her

and the food distribution. As more heard about her good work, donations of food and money were given by individuals and corporations. She continues to be a leader in working with the needy and in other human endeavors (Karnes & Bean, 1993).

Leadership projects can be conducted by groups of children. Students in a sixth-grade class in a Texas community decided to become involved in launching a campaign to have parents read aloud for 15 minutes a day to increase their children's interest in reading. They developed a public relations and advocacy plan involving all groups in the adult community. Brochures, posters, and banners were designed and distributed. Radio announcements and television programs were produced. The students determined that their leadership skills had been enhanced and that there had been an increase in reading activity with children (Karnes & Bean, 1993). Students should be introduced to stories such as these and encouraged to think about what type of changes they can make within their community.

Students should also be given an opportunity to make decisions by having choices in the classroom (Hensel, 1991). Children and youth should help plan class activities such as field trips, as well as have the opportunity to take on responsibilities in the classroom for procedures and instructional topic planning (Karnes & Bean, 1990). For example, they can help organize a school fundraising carnival. This would involve determining location, advertising, and budget, as well as delegating the responsibility of developing games and booths to teachers, fellow students, or parents. Students should also have the opportunity to discuss current events in the classroom. These discussions allow children and youth to reflect, problem solve, and evaluate real-life issues (Hensel, 1991; Karnes & Bean, 1990).

Future leaders should also learn the importance of collaboration and interacting with others (Hensel, 1991). These skills can be developed in young children through group play and in older children through group activities or clubs. Extracurricular activities at any age offer an opportunity for students to interact with others and begin to take on leadership roles (Karnes & Bean, 1990). Interaction with community leaders and peer leaders is also important in order to provide role models for future leaders (Karnes & Bean, 1990; Karnes & Zimmerman, 2001). Mentoring programs are an effective means to link current leaders with developing leaders. By communicating on a regular basis with local leaders in their field of interest, students will develop a clear picture of not only how to lead effectively, but also the path taken by that leader to obtain the position. Students may also participate in a formal mentoring program where they shadow leaders in their jobs or civic responsibilities.

Resources

A variety of resources are available to assist teachers in planning leadership activities and units including both books and Web sites.

Books

The following are descriptions of books that teachers will find helpful in incorporating leadership instruction into their classrooms.

Boccia, J. A. (Ed.). (1997). *Students taking the lead: The challenges and rewards of empowering youth in schools.* San Francisco: Jossey-Bass.
Contributors to this volume suggest that broader integration of leadership training and opportunities into school programs will allow educators to tap into the rich networks of peer influence

that exist among adolescents and to give reality to the goal of citizenship education. As a student educational goal, leadership development encompasses lessons from civics, communications, critical thinking, history, and a host of other disciplines. As an institutional value, student leadership reflects the practice of democratic principles that underlie U.S. public education. As an administrative structure, student leadership provides a dynamic, renewable resource for feedback and ideas about teaching, learning, and living in a school.

Delisle, D., & Delisle, J. (1996). *Growing good kids: 28 activities to enhance self-awareness, compassion, and leadership.* Minneapolis, MN: Free Spirit.
Created by teachers and tested in the classroom, these fun and meaningful enrichment activities build children's skills in problem solving, decision making, cooperative learning, divergent thinking, and communication while promoting self-awareness, tolerance, character development, and service. Many activities include extensions and variations for use at school, at home, and in the community. It includes 33 reproducible handout and transparency masters.

Ellis, J., Small-McGinley, J., & DeFabrizio, L. (2002). *Caring for kids in communities: Using mentorship, peer support, and student leadership programs in schools.* New York: Lang.
Caring for Kids in Communities invites schools to consider the use of mentorship, peer support, and student leadership programs to support the growth and learning of all students. It presents research on successful programs spanning kindergarten through grade 12 and includes a wealth of case studies of individual programs, as well as individ-

ual pairs of mentors and mentees. Thus, this book provides insight into the experiences of students, mentors, teachers, and coordinators from these programs, as well as descriptive, practical material for implementing similar programs.

Greenberg, S. (1999). *The jump start leadership workbook: Volume 1: Leading yourself.* Van Nuys, CA: Greenberg.
This first volume in Greenberg's Leadership Workbook Series teaches students everything they need to know about achieving success as a leader. Information is included on ways to sharpen leadership skills and increase influence over others. Topics covered include going for the gold and achieving your goals, managing time to preserve your sanity, tapping into your talent, taking risks, and overcoming obstacles.

Greenberg, S. (1999). *The jump start leadership workbook: Volume 2: Leading others.* Van Nuys, CA: Greenberg.
The second volume in Greenberg's Leadership Workbook Series contains further information on how to develop leadership skills. Topics covered include influencing others, the secret to successful public speaking, running meetings, surviving conflict and keeping the peace, and power networking.

Hagemann, B., & Newman, C. (1999). *Lead on!* Marion, IL: Pieces of Learning.
Teaching leadership through character education is detailed in *Lead On!* The book is divided into two parts: Part I focuses on leadership for educators, and Part II gives strategies for teaching students. Also included are 50 reproducible pages with objectives and activities.

Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the*

way. Minneapolis, MN: Free Spirit.

First-person stories by 22 girls and young women prove that anyone can be a leader, regardless of gender or age. It also includes a how-to "Leadership Handbook" section.

Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18.* Waco, TX: Prufrock Press.

This book contains guidance, advice, and positive ideas and activities that will help students discover and improve their leadership abilities. It also contains several activities, such as designing a public relations campaign, contacting a local radio station in order to receive publicity for projects, interviewing community leaders, and developing and implementing a plan for becoming a leader.

MacGregor, M. G. (1997). *Leadership 101: Developing leadership skills for resilient youth facilitator's guide.* Denver: Youthleadership.com.

Leadership 101: Developing Leadership Skills for Resilient Youth is a "foundations of leadership" curriculum for teenage leaders. The facilitator's guide consists of 18 (90-minute) lessons or more than 30 (50-minute) lessons. Topics include defining leadership, qualities of leaders/leadership, self-assessment, power/influence/authority, communication and listening, consensus, ethical leadership, team building, gender and leadership, tolerance and diversity, motivation, risk taking, creative thinking, and encouragement and appreciation. Other topics are addressed in the debriefing and application of each activity/lesson. All activities are designed to be experiential and include debriefing and reflection guidelines. An accompanying student workbook is also available, as is an accompanying student workbook that includes skill-building information, class activity handouts, and space for assignments and reflective writing.

MacGregor, M. G. (1999). *Designing student leadership programs: Transforming the leadership potential of youth.* Denver: Youthleadership. com.

Designing Student Leadership Programs is set up as a guidebook to be used within staffs or as part of focus groups or discussions as a program/school evaluates or establishes its youth leadership program. It includes lists of ideas and statements that have been gathered and tested in various youth leadership programs. Questions to consider when establishing a program or evaluating existing efforts are also included.

Marx, J. (1999). *How to win a high school election.* New York: Jeff Marx Books.

This is a book of advice and ideas from over 1,000 high school seniors about how to win a high school election. Via e-mail, the seniors contributed input about these topics: things they observed that worked or didn't work; things that were memorable or funny; mistakes they made or watched someone else make; ideas for platforms, issues, promises, posters, and campaign speeches; advice on how to speak in front of peers without appearing nervous; and having the right attitude.

Project Adventure. (1994). *Youth leadership in action: A guide to cooperative games and group activities.* Dubuque, IA: Kendall/Hunt.

This is a how-to guide that prepares young people to lead experiential programs that teach team and leadership skills to other youth and adult groups. It includes directions to 52 activities, sample programs, and comprehensive overviews of critical facilitation skills.

Richardson, W. B., & Feldhusen, J. F. (1986). *Leadership education: Developing skills for youth.* Unionville, NY: Royal Fireworks Press.

This book contains outcomes of leadership education, characteristics of effective leaders, skills of a group leader and group members, and communication skills for leaders. Also included are strategies for developing group goals, planning group activities, committee organization, and parliamentary procedure skills.

Roets, L. F. (2000). *Leadership for ages 4–8: Identification and talent development.* Des Moines, IA: Leadership Publisher.

This book helps educators in the observation and interpretation of the identification and talents of young gifted children.

Sisk, D. A., & Rosselli, H. (1987). *Leadership: A special type of giftedness.* Unionville, NY: Royal Fireworks Press.

This book is designed to encourage the continued development of leadership in teachers and foster their ability to develop leadership in students. It contains 20 lessons with definitions, theory, and a number of self-tests and exercises to assess leadership.

Sisk, D. A., & Shallcross, D. J. (1986). *Leadership: Making things happen.* Buffalo, NY: Bearly Limited.

This book contains 10 chapters that cover general areas of leadership development. Beginning with a discussion of what leadership is, it continues through topics such as self-understanding, intuitive powers, visual imagery, communication, and motivation. Creative problem solving, viewing the world as a futurist, women in leadership, and learning styles are also discussed.

van Linden, J. A., Fertman, C. I., & Long, J. A. (1998). *Youth leadership: A guide to understanding leadership development in adolescents.* San Francisco: Jossey-Bass.

Youth Leadership identifies the three major stages of adolescent leadership development. It outlines practical tactics for developing leadership skills through experiences at home, school, community, and work, and, most importantly, it shows how adults in these settings can have a positive impact. The authors provide flexible strategies that can be used with adolescents in any program and in varied settings, and offer diagrams, tables, and charts to clarify recommendations and processes.

Web Sites

The Web sites available on leadership for youth are produced by a variety of organizations. They provide valuable information for teachers and for children and youth. Because they may be updated regularly, Web sites are a viable option for teachers and students seeking current information on leadership that may not otherwise be available in their areas. Students, with the guidance of their teachers, can produce their own Web sites focusing on ideas and strategies for youth leadership. The following Web sites offer information regarding activities in which students may take part to further enhance their leadership abilities.

http://www.freethechildren.org

Kids Can Free the Children is an organization dedicated to empowering children with the skills necessary to become effective leaders who make a global impact. Links for students, parents, and teachers are available on this site, as well as volunteer projects in which children may take part and leadership training programs that are available.

http://www.dosomething.org/index.cfm

Do Something is an organization that encourages children and teenagers to take an active role in public affairs. The site focuses on the following areas: Friends and Family, Fighting Terrorism, Peace, Having Fun, and Community Involvement. Throughout the site, students can read stories of others' volunteer efforts and suggestions for activities they may initiate in their own communities. There are also areas where students may post questions or projects they have completed.

http://www.cylc.org

The Congressional Youth Leadership Council is an organization that offers conferences on educational leadership for youth from the United States and abroad. The conferences provide the students with enrichment opportunities and authentic leadership laboratories. Students have the opportunity to participate in hands-on activities that focus on a variety of leadership skills, including communication, character, teamwork, problem solving, goal setting and courage.

http://www.seattlepi.com/local/77089_nonviolence03.shtml

The Seattle Post-Intelligencer wrote the article on this site to highlight this creative approach to leadership. Students in Seattle, WA, participate in a leadership poetry workshop hosted by the Institute for Community Leadership, a Seattle-based organization that attempts to strengthen the leadership abilities in children through the use of poems. The group is now expanding and traveling to other parts of the country as part of the National Nonviolence Youth Leadership Corps.

http://www.cyber-sisters.org

Cybersisters is an online mentoring program designed to provide gender-equitable leaders, such as teachers and college mentors, to middle school girls. The mentors provide guidance and encouragement to the girls in their areas of interest, particularly in math, science, and technology. Participants enhance their critical thinking skills through problem-based learning opportunities that will impact the community. Resources for the projects are provided through the mentor's work or school.

http://www.leadershipvillage.com

Leadership Village is a Web site devoted to the improvement of leadership skills in children and families. Descriptions of suggested books and articles are offered for families seeking to enhance the leadership abilities in themselves and their children. Reader-friendly advice for children is available in the section entitled "The Leadership Shop." There is also a section available in which individuals are invited to submit questions or comments about leadership.

Leadership is an often-neglected area in the field of gifted education, but students can still receive the training they need if teachers and students work to incorporate leadership skills development into their daily curriculum and routines. In adding these elements to the lives of gifted children and youth, they face a greater opportunity to fulfill their potential and develop into eminent leaders. GCT

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Karnes, F. A., & Stephens, K. R. (2002). *Young women of achievement: A resource for girls in science, math, and technology.* Amherst, NY: Prometheus Books.

Karnes, F. A., & Zimmerman, M. (2001). Employing visual learning to enhance the leadership of the gifted. *Gifted Child Today*, *24*(1), 56–59.

Roets, L. (1997). *Leadership: A skills training program* (8th ed.). Des Moines, IA: Leadership Publishers.

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Smith, D. L, Smith, L., & Barnette, J. (1991). Exploring the development of leadership giftedness. *Roeper Review*, *14*, 7–12.

van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco: Jossey-Bass.

VanTassel-Baska, J. (1994). *Comprehensive curriculum for gifted learners* (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Appendix:
Suggested Books
and Biographies
for Young Students

Adler, D. A. (1989). *A picture book of Abraham Lincoln*. New York: Holiday House.

Adler, D. A. (1989). *A picture book of Martin Luther King, Jr.* New York: Holiday House.

Adler, D. A. (1989). *A picture book of George Washington*. New York: Holiday House.

Adler, D. A. (1990). *A picture book of Helen Keller*. New York: Holiday House.

Adler, D. A. (1992). *A picture book of Florence Nightingale*. New York: Holiday House.

Adler, D. A. (1997). *A picture book of Louis Braille*. New York: Holiday House.

Brindell, D. (1987). *Remarkable children: Twenty who made history.* Boston: Little, Brown.

Bruchac, J. (1994). *A boy called slow*. New York: Philomel Books.

Burford, B. M. (1994*). Chocolate by Hershey: A story about Milton Hershey.* Minneapolis, MN: Lerner Publishing Group.

Davidson, M. (1990). *The story of Thomas Alva Edison, inventor.* New York: Scholastic.

Hammontree, M. (1997). *Walt Disney: Young movie maker.* Riverside, NJ: Simon & Schuster.

Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the way: 20 true stories about leadership.* Minneapolis, MN: Free Spirit.

Karnes, F. A., & Bean, S. M. (1995). *Girls and young women inventing: 20 true stories about inventing and their inventions.* Minneapolis, MN: Free Spirit.

Karnes, F. A., & Bean, S. M. (1997). *Girls and young women entrepreneurs: True stories about starting and running a business, plus how you can do it yourself.* Minneapolis, MN: Free Spirit.

Pavlova, A. (2001). *I dreamed I was a ballerina.* Riverside, NJ: Simon & Shuster.

Ringgold, F. (1999). *If a bus could talk: The story of Rosa Parks.* Riverside, NJ: Simon & Schuster.

Sterling, D. (1987). *Freedom Train: The story of Harriet Tubman*. New York: Scholastic.

Walker, A., & Deeter, C. (2001). *Langston Hughes, American poet.* New York: HarperCollins.

Weidt, M. N. (1994). *Oh, the places he went: A story about Dr. Suess.* Minneapolis, MN: Lerner Publishing Group.