

Creating Cartoons to Promote Leadership Skills and Explore Leadership Qualities

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Abstract

This document describes a strategy for
increasing student leadership and creativity skills
through the creation of cartoons. Creating
cartoons engages students in divergent thinking
and cognitive processes, such as perception,
recall, and mental processing. When students
create cartoons focused on a particular topic,
they are making connections to their already
developed schema by representing the idea or
concept in a unique way. The cartoons
presented in this report were created by an
education professor, graduate students, pre-
service teachers, and third grade students. Many
of the cartoons focus on the seven leadership
skills articulated in Steven Covey's "Leader in
Me" program. These skills include *be proactive*;
begin with the end in mind; *put first things first*;
think win-win; *seek first to understand, then to be
understood*; and *synergize*. The seventh
leadership habit, which Covey calls *sharpen the
saw*, promotes self-care and health. Supplementary
leadership concepts are
presented in additional cartoons with the
following themes: active development of
leadership skills, leaders are creative problem
solvers, schools need to promote creativity and
problem-solving, leaders should make good
decisions, service learning promotes leadership,
parents and communities can help, leaders need
to be able to express themselves well, the vision
of a leader, leaders care about others,
persistence in the face of challenges, and
confidence is a leadership trait. The Appendix
contains 213 full-color leadership-themed
cartoons, many of which employ humor,
wordplay, and other creative strategies.

Introduction

Cartoon viewing and creation are
motivating ways to explore a topic (Chin & Teou,
2009). This document provides a rationale for
using cartoons in teaching leadership concepts
and many examples of leadership-themed

cartoons made by graduate students, preservice teachers, and third grade students. The cartoon examples are included in the Appendix with explanations of the categories into which they are grouped.

The third grade students who created many of the cartoons were enrolled in a public school using the popular leadership program called "The leader in me" (Covey, 2014). The book, *Seven habits of highly effective teens* (Covey, 1998) introduced seven habits that assist people in building leadership skills to take control of their lives, improve their relationships with friends, work more efficiently, make better decisions, and define their values. These habits focus on one's interpersonal skills and then build intrapersonal habits, culminating with the seventh habit of sharpening the saw. In this seventh habit, students learn about critical thinking, group work, and how to use all their leadership skills to be an effective group member and leader (Covey, 1998).

Student-centered classrooms are necessary for optimal learning of these leadership skills. As students take responsibility for their learning, they are mastering divergent reasoning, problem solving, and critical thinking (Hannafin & Land, 1997). In a student-centered class in which the leadership shifts from teacher to student, it is important for the students to have some leadership skills. This document showcases cartoon creation activities focused on teaching leadership.

Cartoons as a Viable Alternative to Traditional Methods of Teaching

Cognitive models of instruction view learning as a process that requires learners to actively construct new knowledge. The role of instruction is to provide an environment that helps the learner leverage the cognitive processes and minimize their disruption. Beaunieux et al. (2006) claim that instruction aimed at guiding the cognitive process should help the learner focus attention to elements of the environment relevant to learning, minimize

cognitive load to use the limited resources of working memory most effectively, rehearse new information in working memory so that it is integrated into existing schemas in long-term memory, retrieve new knowledge when needed after the learning, and manage and monitor the metacognitive learning processes.

According to the cognitive learning approach, learning occurs when individuals experience cognitive processes such as perception, recall, and mental processing (Egan, 2005). The use of cartoons in the classroom can be an effective tool for teachers to reach these cognitive goals with their students. Cartoons contain abstract visual symbols, thereby attracting and maintaining interest in the topic as the student seeks to figure out what they represent (Kabapinar, 2005). Cartoons also allow students to make connections to their already developed schema by representing the idea or concept in a unique way. Cartoons raise motivation levels of students and add variety to the teaching process (Chin & Teou, 2009).

Cartoons have been used for educational purposes for many years. For example, beginning in 1992, concept cartoons have been used as a tool to determine student misconceptions in science education (Chin & Teou, 2009). This approach was taken in a response to a lack of creative strategies available to determine learners' understanding of scientific concepts. If students are to become creative and innovative, then teaching, learning, and assessment strategies must be equally creative and thoughtful.

Cornett (2011) stated that to understand and enhance creativity, one should value the creative work of others, encouraging and displaying students' creative work and role modelling. Egan (2005) concurred, stating that modelling, stimulating, and rewarding creativity is essential in teaching. Creating cartoons achieves two goals: it stimulates creativity and allows students to notice the subject they are studying in a medium that they value in their everyday lives.

Importance of Creativity

To reach full potential, youth need to develop many different academic, cognitive, social, emotional, and physical skills and knowledge bases. Creativity is among these critical skills because of the economic, environmental, and social challenges that communities face globally. Business and political leaders are currently calling for schools to integrate creative thinking, problem-solving, critical thinking, communication, and self-management into their curricula (Pellegrino, & Hilton, 2013). Creativity expands our perceptions and leads us to generate new possibilities, alternatives, and better ways of problem solving (Proctor, 1991).

Cartoon Creation

Cartoons can be made digitally or manually; suggestions for both are provided here. Begin by creating background scenes for the cartoons by drawing a colored rectangle for the cartoon backdrop and placing themed clipart images in this space with empty speech or thought bubbles. To generate ideas for different cartoon backgrounds, think of various common settings and situations such as inside a doctor's office, in the classroom, at a swimming pool, during grocery shopping, inside a car, at a pond or beach, inside a forest, and so forth. We used PowerPoint software in the portrait orientation, drawing four cartoon rectangles per slide (page). Students can electronically manipulate the given cartoon backgrounds in PowerPoint and fill in speech or thought bubbles or add/delete images to complete the cartoons. Student idea production is assisted by generating in advance a list of concepts related to leadership that the cartoons should be designed to portray.

If the setting or resources for using technology to create the cartoons is lacking, cartoons can be created manually. Provide colored paper for backgrounds and print out color clipart images and blank speech bubbles for

students to choose and arrange to make cartoons. Students can trim the images and glue them to the colored paper. These can then be duplicated electronically using clipart or scanned to produce an electronic image. For optimal use of puns and word play in the cartoons, provide images that represent homophones (words that sound the same, but are spelled differently) and images representing multiple meanings of the words.

Leader in Me

Because leadership is an important topic for schools nationally and internationally, many schools have adopted the strategies found in Stephen Covey's 7 Habits Program. This program encompasses seven different habits to develop leadership skills (Covey, 2005). The habits are consecutive and build as they progress. They start with a simple habit of choice, 1. *Be proactive*. They continue with 2. *Begin with the end in mind*; 3. *Put first things first*; 4. *Think win-win*; 5. *Seek first to understand, then to be understood*; and 6. *Synergize*. The culminating habit is 7. *Sharpen the saw*, promoting self-care and health (Covey, 2005).

Results of implementation of this program vary from school to school, but most reports are positive. Currently, no published studies of the efficacy of this program exist. An unofficial qualitative case study at two diverse elementary schools was conducted by a graduate student in the Center for Research and Reform in Education at John Hopkins University. According to the results of this study, the educators and students felt that the program was very effective in their schools (Ross & Laurenzano, 2012), citing the benefits of increasing students' self-motivation, organization, and personal accountability in finishing assignments. Cartoons related to ideas that support the Leader in Me concepts are shown first in the Appendix and followed by cartoons presenting other leadership ideas.

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[For main text and text within the Appendix]

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Appendix

Be Proactive

The first skill involves being proactive, which is called “the habit of choice” (Covey, 2005, p. 20). This is the habit that helps people focus on how they choose to respond to situations. Will they take responsibility and carefully choose their response, or will they allow outside influences to control their response? Being proactive is choosing to take control.

I’m supposed to get out of this *chest* and put this flashlight on my *chest*.

By a Third Grader



I usually do what I’m supposed to do.

I put things away when I am done with them.

Hey, Mr. Smiley, what do you do for a living?

By a Third Grader

I am a fixer and sometimes I use a *washer*.

So am I!

Except, I *wash* dishes.

Then I have to put them away.



Whoops. I hit the *bat* with a *bat*.

Oh, no! Are you okay? What can I do?

By a Third Grader



When I see something that is wrong, I try to change it.

I apologize when I hurt someone's feelings.

I'm sorry for what I said about you eating *eight* sandwiches.

It's okay.
I *ate eight* sandwiches!



By a Third Grader

It's important for people to follow the rules.

Let's win this game with...

Let's win this game with this *pitcher*!

What a *Picture*!

Hey! Put him down or you'll break the *pitcher*!



By a Third Grader

Oh, this *pitcher* wants a *pitcher* of lemonade, but I had better pitch first.



By a Third Grader

I follow the rules
Even if no one is watching.

It is important for people to follow the rules.

Pop, can I have a soda pop?

Ha, ha, ha!!

Yes, but this is the last one!

Okay, Pop!



By a Third Grader



I stand up for what I think is right, even if my friends disagree.



When I see something that is wrong, I try to change it.



If I break something, I try to fix it.



I put things away when I am done with them.

You look ***bare***! Are you cold? I can loan you my cape.



Thanks, I don't like being a ***bare bear***!

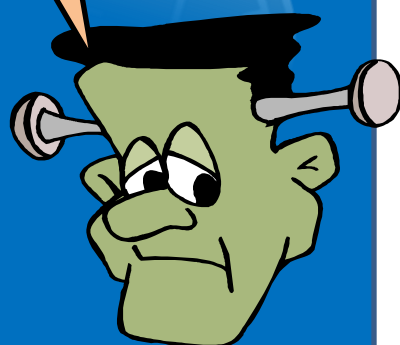


I try to help when I see others in need.

The ***face*** on the clock says 1:25



The clock has a ***face***?!



By a Third Grader

I stand up for what I think is right, even if my friends disagree.

When I see something that is wrong, I try to change it.

Oh, No! It's leaking water! The ***green*** isn't ***green*** anymore!



By a Third Grader

Do not worry, we will bucket it up and paint the ***green green***!

I am a ***pale pail*** !

Don't get upset... How can I help to solve the problem?



By a Third Grader

I know how to avoid a fight when I need to.

I don't know if
my *hair* will
look nice.

Well, I think I
am a good
looking *hare*.



By a Third Grader

Think before you start talking.



Be careful
when you *pin*
that *pin* on
me.

Don't worry, I'm
an expert *pin*!



By Mason
Kuhn

Leaders need a variety of skills to
be successful!

I am late for
work.
Should I go
in? I guess I
should.



Look at the
face! You are
late!



By a Third Grader

I follow the rules
Even if no one is watching.

Our Costume Party was a success!
We raised money for the poor! Now
celebrate with the *pitcher*!



By
Audrey
Rule



When I see something that needs to be done,
I try to get my friends to work on it with me.

Let's *float*! We should swim and exercise to be healthy!

I just want to drink a *float*.



I'll do it anyway.



By a Third Grader

I always stand up for what I think is right.

I am in a contest, but I am having fun!

Ha, ha! I'm going to win instead of her!



Life is a *bowl* of cherries if you are always positive when you *bowl*.

By a Third Grader

I always stand up for what I think is right.

I try to help when I see others in need.

I'm thirsty!

I found something to drink.



Two cans for Toucans!

By a Third Grader

I must go get the *chest*.



By a Third Grader

No! Don't go! Please. PLEASE!

That's not yours.



Can't we play *chess*?



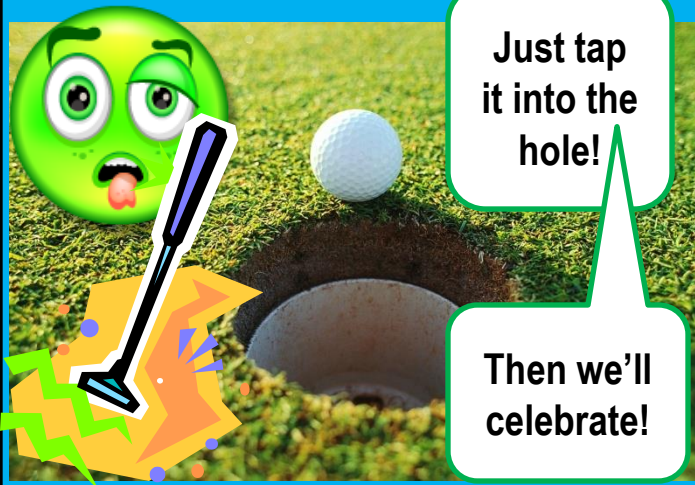
I stand up for what I think is right, even if my friends disagree.

First, stop turning **green** and start thinking positive!
You're on the **green** !



Just tap it into the hole!

Then we'll celebrate!



I am good at planning what needs to be done for a project.

Okay, Tim, you go first cause you hit hard. Eric, you are next – you seldom miss. Jane, you are our secret weapon!

I'm **batty** 'bout you all!

By Audrey Rule



I like to make everyone in my group feel important.

I think this **chest** I found is yours.



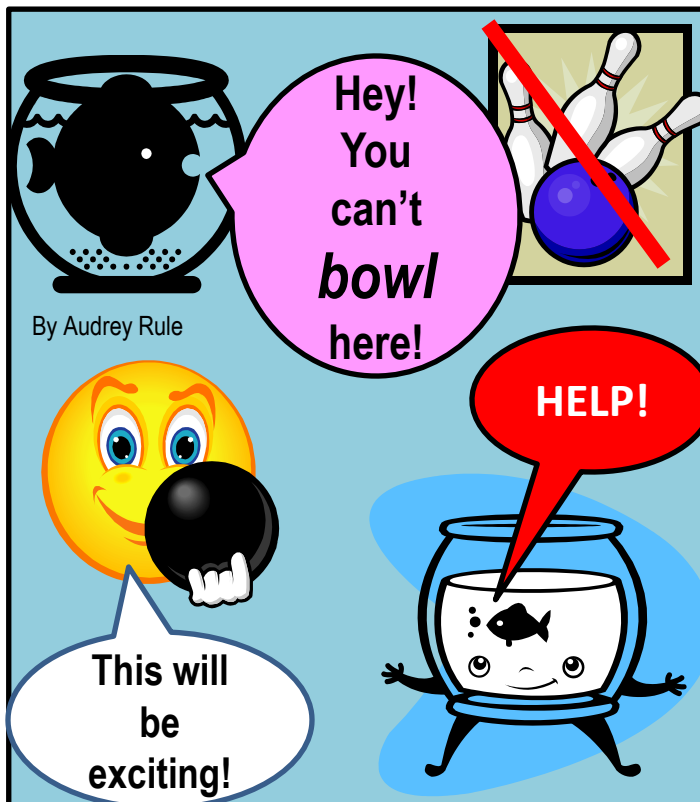
I wish I had a big **chest** like yours!

Thanks for being honest!



By Audrey Rule

I always stand up for what I think is right.



By Audrey Rule

Hey! You can't **bowl** here!

HELP!

This will be exciting!

It is important for people to follow the rules.



If I do not do a good job, I try to do better the next time.

These *floats* are heavenly!



I always try to do my best work.



I usually do what I'm supposed to do.



I follow the rules even if no one is watching.

It's against the rules to **bowl** here!

I DON'T CARE!

Ha, Ha! Try and stop me, **Bowl!**



By a Third Grader

It is important for people to follow the rules.

I do not want to fight tonight. I want to be kind.

I know I'm a **knight** but I don't want to fight tonight!



I dream that **knight**s are going to fight to **night**!



By a Third Grader

I try to be kind to other people

Ah, a bee. I'll squirt him with the **vial** so he doesn't get **vile**.

Buzz... Buzz... Buzz...



I'll just stop while I have the time.

By a Third Grader

I know how to avoid a fight when I need to.

By Audrey Rule

Uh-oh, the **washer** is broken!

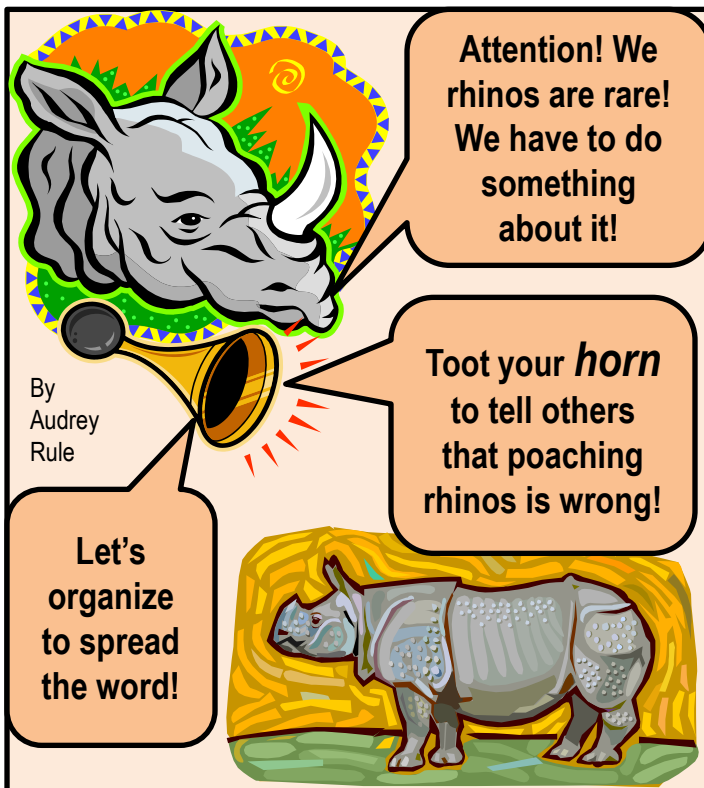
Marquis, get me a wrench!



Jean, get a round **washer**!



I am pretty good at organizing a team of kids to do a project.



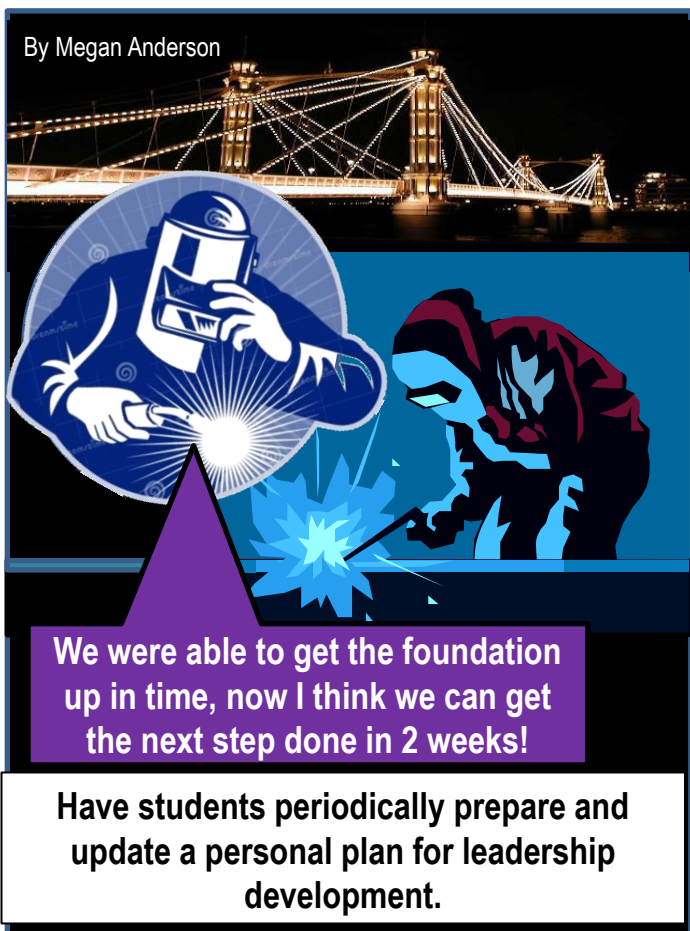
Once I know what needs to be done, I am good at planning how to do it.

By Megan Anderson



Leadership skills such as goal-setting, problem solving, and decision making are not just necessary for leaders-they are skills needed for success.

By Megan Anderson



When Life's Journey Gets Choppy

By Dana Atwood-Blaine



Take some time to play along the waves to enjoy life and avoid burnout.

Begin with the End in Mind

Habit 2, Begin With the End in Mind, means that one creates an organized plan and then follows the plan to completion. Covey (1998) describes this habit as creating a blue print, following a recipe, or creating an outline before writing a paper. Brumm and Drury (2013) found a positive relationship between "...followers' perception of leaders' long-term planning and whether or not they felt empowered toward positive follower behavior" (p. 17). Brumm and Drury (2013) state that: "Leaders should be good strategic planners who set the course for attaining the goals toward which they are leading followers" (p. 17). By Beginning with the end in mind and creating a strong plan, leaders are able to influence their team in a positive manner.

By a Third Grader

I see you are mad - you are not talking to me.

I am not mad, the **sea** is too cold!

Oh!

I see it too!

Who are you talking to?

Think before you start talking.

By a Third Grader

Is your **mail** funny?

This **male** is not funny!

Think before you start talking.

By a Third Grader

Ahhh! I have to hide. The slimy **head** of lettuce is coming!

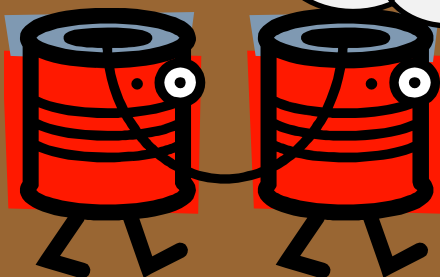
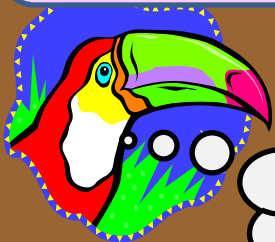
My **head** is pounding!

Once I know what needs to be done, I am good at planning how to do it.

Sis! Go tell Mom *two cans* made fun of me!



Brother Toucan should have stood up for himself!



By a Third Grader

Think before you start talking.

Hey, *kid*, go to your area!



Okay! Best Friends Forever, go get ready for the *kids*!

By a Third Grader

I am pretty good at organizing a team of kids to do a project.

If I do not do a good job, I try to do better the next time.

By a Third Grader



Would you like some cabbage or *greens*?

No, I hate *green* things!

But you are *green*!

I want to say, "Sorry," but I am too mad.



Setting goals allows students to practice creating objectives, plans priorities and hopes.



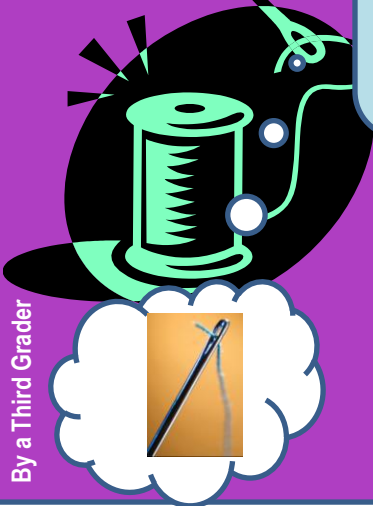
By Laura Zelnio

Goal for my Monday: Don't get caught. Don't get caught.

If I do not do a good job, I try to do better the next time.

The next time I try *threading*, I'll work harder and longer.

I will also attach a hose onto my *threading* better.



By a Third Grader

I always try to do my best work.

Yes! A Strike! I bowled all the *pins*!

Yay! I got an A+ !
Strike one for me!
I am going bowling now!

Pin a ribbon on me !



By a Third Grader

It is important for people to follow the rules.

Get your *tank*!



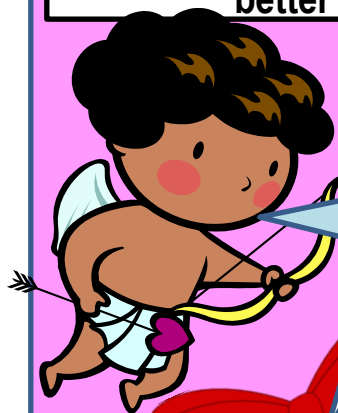
I wish I were back in my *tank*.

By a Third Grader

If I do not do a good job, I try to do better next time.

You did not hit me.

I will try to do better next time with the *bow*.



My *bow* is so beautiful!

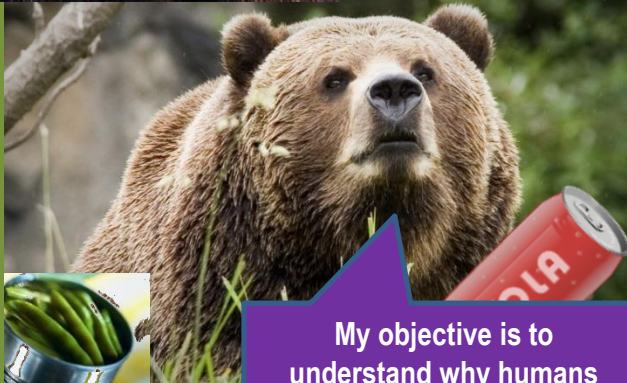


By a Third Grader

Have students establish goals to improve some area of the community.



Remember what your objective is!



My objective is to understand why humans leave such a mess behind.

By Jason Knittel

By Andrea Alert

I thought it was a great idea to dress like a mummy today until I drank too much water. I will remember this for next time and construct a better mummy suit!



Decision-making, problem-solving, and planning are all good ways to encourage leadership development.

Students should create and share plans for leadership development.

Creating a leadership plan will lead you to the treasure of success.



By Abigail Allen

Responding to the Future

When I was your age, I always dreamed of becoming a detective.

I want to grow up to be just like you

By Samantha Bruess

Help students get a future-focused perspective.

By Mara Meguire

We have to keep working until we get it to taste just right!

We could be here late, but we will eventually make something extraordinary

A leader is confident in her ability to finish the job correctly.

By Suzanne Blanchard

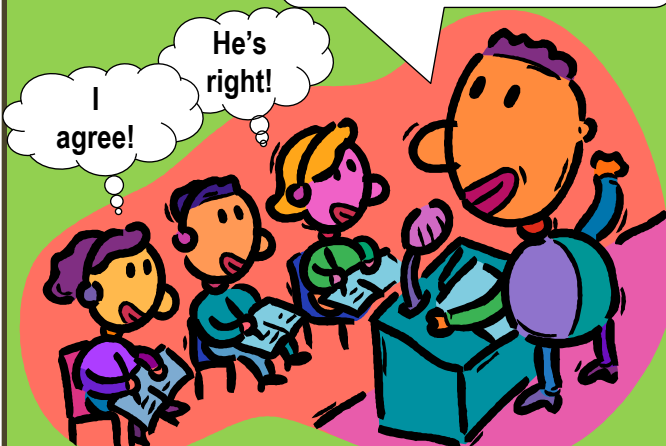


Set Goals for being an effective leader.

Future Leaders of America

By Jessica Scadden

To make a change, we must all work together. We can make a difference!



Enroll students in a leadership academy where they learn and apply leadership skills.

I feel like I can take on a new role. I want to lead the way for others down the road!



By Emma Stevenson

Nurturing student's individual talents encourages participation and a willingness for students to set goals, take leadership, and be a positive role model for others.

Think about how someone else will feel before you speak.

By
Audrey
Rule

I'm *beat*!

I worked so hard to make enough money for us to get by and I am so tired!

Mom! I want to go shopping tonight and buy a drum to *beat*.

Are you listening?

Can I be the leader?
Please, Please,
Please, Please!

Seriously?
And people call me a *hotdog*.



By Daniel Spooner



All children need to develop leadership skills.

By
Audrey
Rule

Two can have a lot of fun together.

I'm just one *toucan*

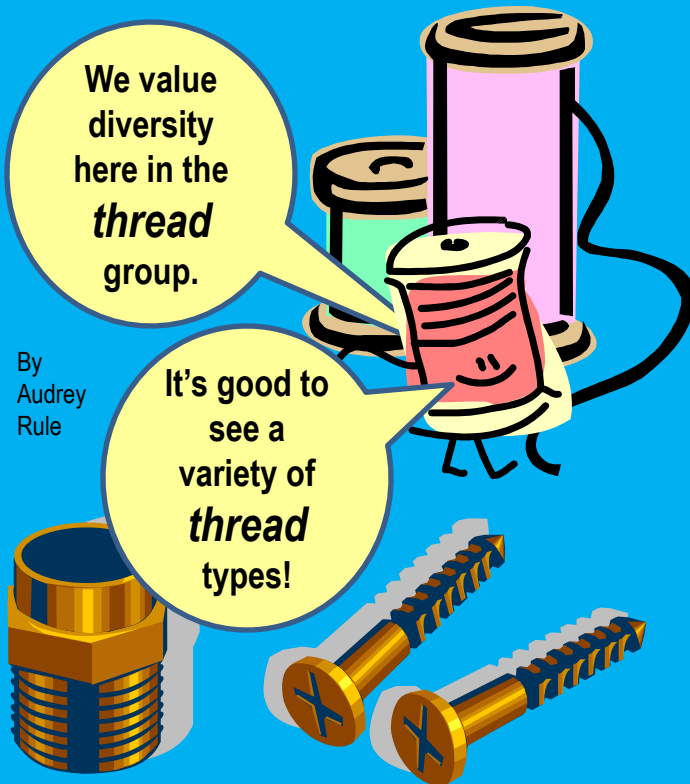
Sorry, we should have noticed!

Think before you start talking.

We value diversity here in the *thread* group.

It's good to see a variety of *thread* types!

By
Audrey
Rule



When I'm the leader, I make sure that everyone in the group feels important.

Put First Things First

Covey (1998) describes Habit 3: Put first things first, as: "...learning to prioritize and manage your times so that your first things come first, not last" (p. 106). Bevins and De Smet (2013) discuss several ways that one can manage time successfully to maximize productivity; these ideas included: 1) create a time budget with one's activities and tasks, 2) think about how much time things take before adding new activities or tasks, 3) track and measure time to ensure that it is being used equitable among what needs to be done, 4) refine one's master calendar or schedule if time and commitments become an issue, and 5) seek support from colleagues, friends, teachers, or family members if assistance is needed in time management or scheduling activities.

Valuing the "Gold"

Gold is my life...



By: Vanessa Engel



My life is golden.

Leaders tend to prioritize things like family, happiness, and career first. Other students may think of money as their priority.

It's important for people to follow the rules.

By a Third Grader

Look at that *kid*!

We can't touch it.



No *kidding*, kids!

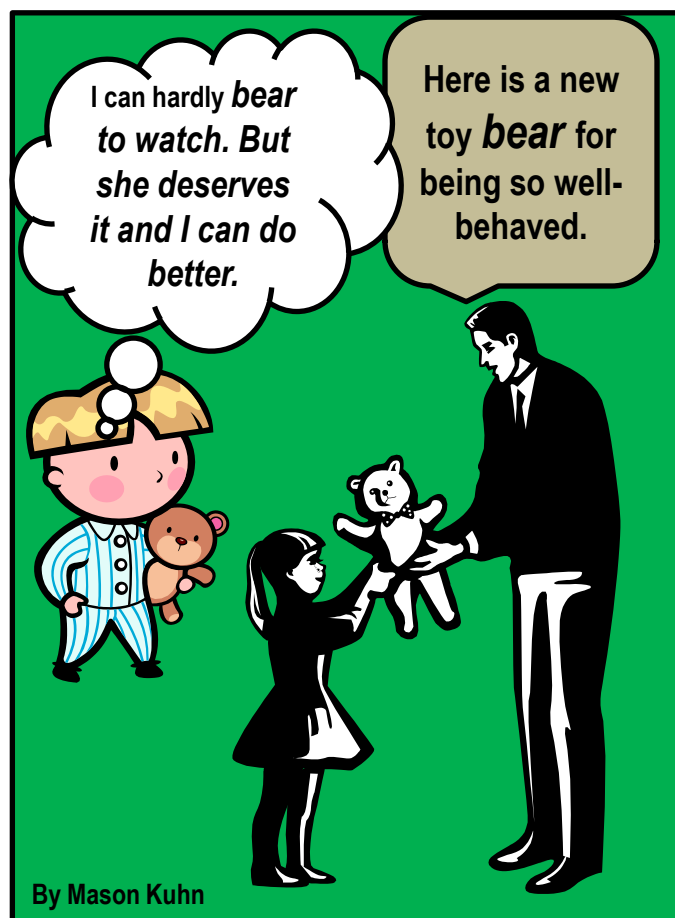
Don't forget to put sun screen on your *pale* skin before playing with your *pail* on the beach!



By Mason Kuhn

Think Win-Win

The fourth habit is about working with others to generate a compromise that benefits everyone involved. Covey (1998) explains: "It begins with the belief that we are all equal, that no one is inferior or superior to anyone else, and no one really needs to be" (p. 147). Bagshaw (1998) explains that although many believe conflict to be a negative thing, new ideas can grow from the differing opinions when people are willing to listen to one another. Through conflict mediation all voices can be heard and a solution can be found if both parties are able to find common ground. When a conflict arises and people have the mindset to *Think win-win*, problems are solved through compromise and empathy for one another's points of view.



When I'm the leader, I make sure everyone in the group feels important.

By a Third Grader

Hey! We're going to win because we're **bats** and Joe has a **bat**.

Yes! Everyone on this team is important to our **bat**tle!



By Carol Anderson

I am captain on the debate team, but a follower on the basketball court.

I can lead the basketball team, but not the debate team!



Different leaders are needed in different areas.

I'm going to the air **tank** station. It's important for you to be quiet while I'm gone.

Zzzzzz
zzzzzz

She's asleep in her **tank**. I'll do what I'm supposed to do.

By a Third Grader



When I'm the leader, I make sure that everyone in the group feels important.

You are not working. I am **THE** leader. Do exactly as I say.

..B..b..but just show me the importance of my role so I can find my own answers.



By Morgana Tjaden

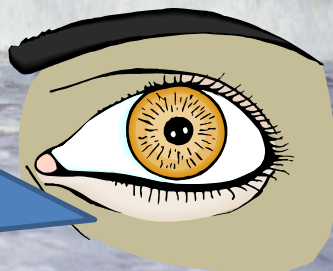
Sometimes both parties will have more to discover by recognizing the importance of each other's role.

I know how to avoid a fight
when I need to.

By Audrey Rule

I see you
are mad!
Let's figure
out a
solution.

I'm
drowning
in a *sea*
of anger!



I'm sorry I
called you
"*tee tea.*"



By Audrey Rule

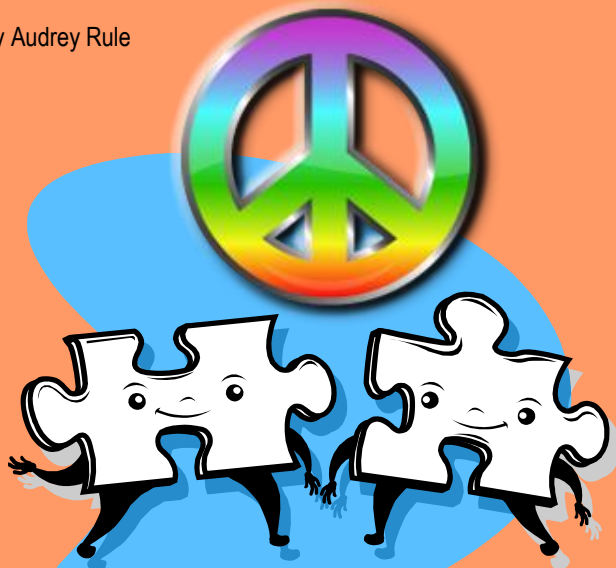
Okay.
Please
call me
tee-cup!



I apologize when I hurt
someone's feelings.

If friends are fighting, I try to get them
to talk to each other and stop fighting.

By Audrey Rule

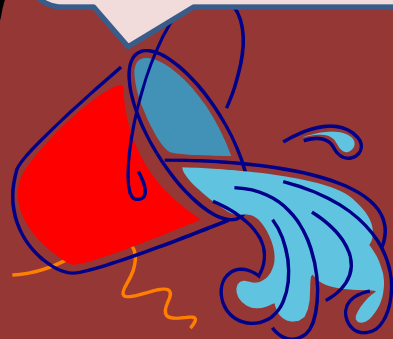


Piece Peace

Tell me why you are so upset
with me. I turn *pale* when you
are mad at me.



It's hard for me to
talk when I am an
upset *pail.*



By Audrey Rule

If a friend is mad at me, I try to
understand why.

Seek First to Understand, then to be Understood

The fifth habit is often called the habit of mutual understanding. This habit requires people to listen and expend the effort to understand how the speaker is feeling before responding. According to Covey (2005), "listening is reflecting what a person feels and says in your own words" (p. 110). It is very easy to simply revert to our own ways of thinking, but to truly understand someone, we must try to understand what he or she is thinking.

If a friend is mad at me, I try to understand why.

By a Third Grader

Hey, why are you on my friend called *Fir*?

I'm sorry – my *fur* got cold. I will get up.



Knight, why are you just standing there?

I'm a *knight* who's afraid of *night*.

By a Third Grader

Think about how someone else will feel before you speak.

I summarize what another person said to make sure that I understood.

All wolves must howl at the moon from under the *fir*.

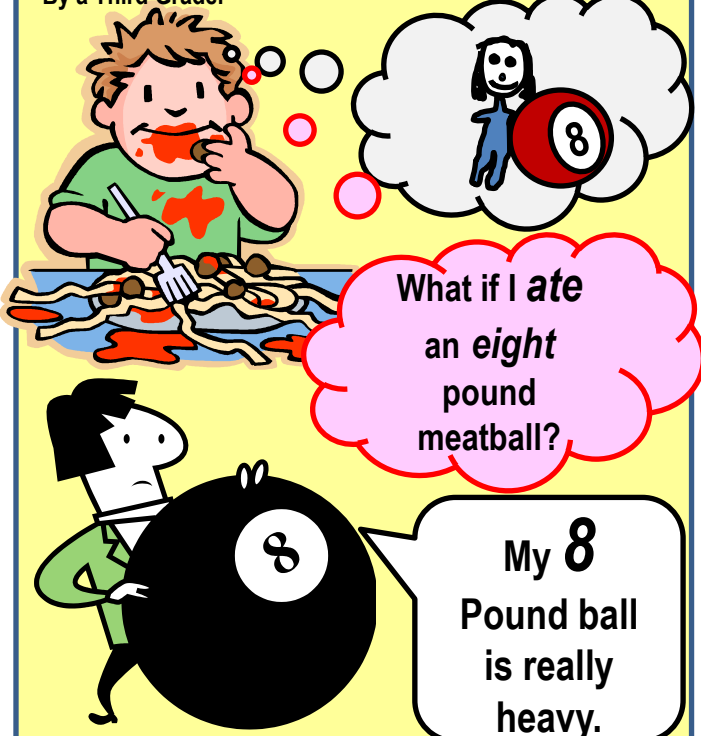
Okay, I'll **Howl!**

This makes my *fur* stand up!



By a Third Grader

By a Third Grader



I summarize what another person said to make sure that I understood.

Fantastic for Penny!

I'll send this **scent** to Cent!



Perfume? Brianna- it stinks! I like coins!

By a Third Grader

Think about how someone else will feel before you speak.

I summarize what another person said to make sure that I understood.

Oops! I slipped!

I'm sorry, **pale pail.**

Oh, no! I'll never be a **pail pale** again!



By a Third Grader

Yay, **Beets!** Yay for trophy!

Thanks for saying I **beat** the hard guy!



By a Third Grader

Make sure you know what a person is saying before you answer.

Think before you start talking.

Hey, Aunt Ant –
Thanks for taking me
here!

Hey, Aunt
Ant –
Thanks for
taking me
here!

You're welcome!

By a Third Grader

I summarize what another person said to
make sure that I understood.

I see the **sea**
waves.

You **see**
the **sea**
waves?

I must be looking
the wrong way!

By a Third Grader

After this, would you
like *tea*?

By a Third Grader

I'm sorry,
last time
we had
tea I put
tees in
yours.



I apologize when I hurt someone's
feelings.

I summarize what another person said to
make sure that I understood.



By a Third Grader

Hey, do you
want my
peace
piece?

Yes, that peace
piece will fit.

I summarize what another person said to make sure that I understood.

Put your *mail* in the box!

Put my *male* in a box?

By Audrey Rule

Make sure you understand what a person is saying before you answer.

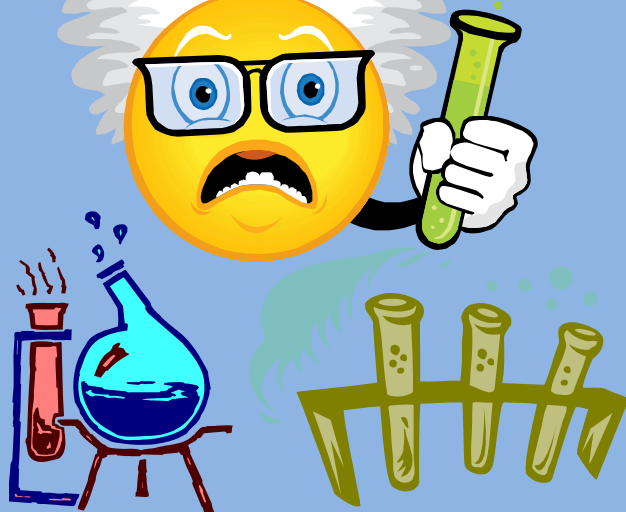
I pre-*fir* that you don't block the sun!

Is my *fur* a problem?

By
Audrey
Rule

By Audrey Rule

This *vial* is
vile!!!



I watch a person's body language to help me understand.

By
Audrey
Rule

Whoo dares to disturb my *night* hunting by crashing around?

I'm sorry, I was just out for a dark *knight* walk!

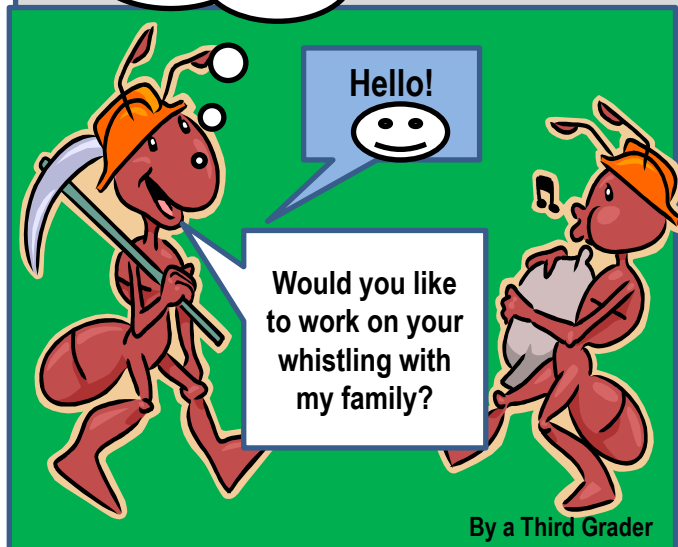


Try to understand what a person is feeling as you listen.

Synergize

When people work together, blend ideas, and everyone's voice is heard, one is experiencing Habit 6: *Synergize* (Covey, 1998). "And the foundation of getting there is this: learn to celebrate differences (Covey, 1998, p. 183). Bagshaw (1998) describes how conflicting perspectives can merge as people blend their ideas when conflict is properly managed. In turn, this leads to *Synergy*. "Properly managed, it [conflict] can be a creative force for business and the individual. If we regard differences of opinion as valuable sources of [cross-fertilization] they begin to enrich our experience" (p. 206).

My *aunt* can whistle better than that *ant*!



By a Third Grader

We can solve more problems when we work together.

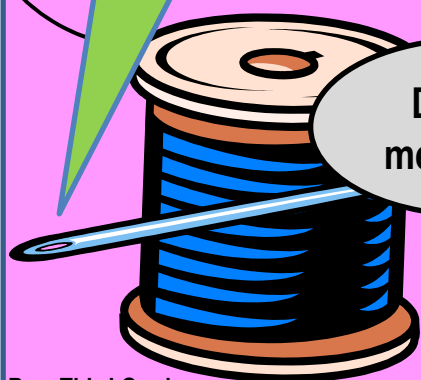
I like to make everyone in my group feel important

I have nothing to offer.

Can you pass me some *thread*?

Do you mean me?

Yes, I have *threads*!



By a Third Grader

By a Third Grader

You smell good!

How much for the *scent*?

I paid one *cent* for this *scent*



One learns more by working with others than alone.

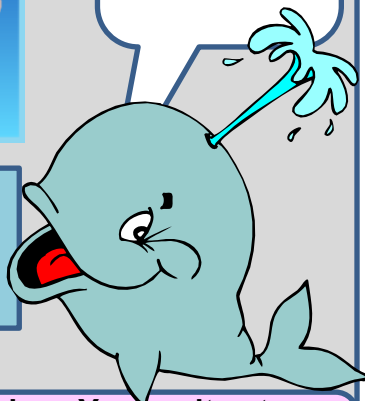
Leaders enjoy working with others in a group.

By a Third Grader

Boohoo!



I made a *whale* fountain!



It's not fair! I don't get to pet a *whale* – that's why I *wail*!



It's okay- You can't pet a whale but our group will get ice cream!

We can solve more problems when we work together.

By Audrey Rule

Hey! What is that thing?



It looks like some kind of deer cookie.

You mean it's a *dough doe*?

Leaders enjoy working with others in a group.

Hey, can you two *hares* help me with my *hair*?



Sure, *Hare*, how do you want your *hair*?



By a Third Grader

Everything goes smoother when people work together.

By Mason Kuhn

This *tank* of gas isn't enough to fill the *tank*. I need help from my team!





Come on team, I know that we can do this if we just *pour* our energy into it!



By Laura Hahlen

Gifted children can boost motivation and confidence in others by their power of persuasion and encouraging attitude.



By
Dixie
Forcht

Gifted students can demonstrate empathy and responsibility with adult support and encouragement.

When I see something that needs to be done, I try to get my friends to work on it with me.

Okay. I will call my friends. Hey, do you want to come help me fix my *washer*?



Yeah, we will come help you with tools and a *washer*.



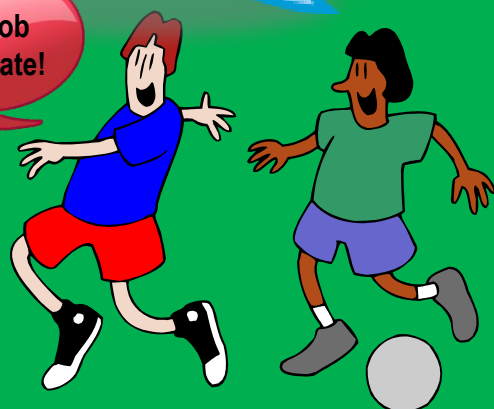
Help! I need help washing dishes.

By a Third Grader

By Jenifer
Yates

I love being part of a team. It has given me self-confidence and encouraged me to communicate with others.

Great job teammate!



Extracurricular activities encourage communication, teamwork and leadership skills.

If you make a *float* with me, I'll offer you a *float*!

By a Third Grader



When I see something that needs to be done, I try to get my friends to work on it with me.

Follow The Leader

By Hannah Schueller

Come on Jim! I know you are feeling sad so let's go eat some carrots!



Thanks Roxanne! It is nice when you lead and think about me!

Group activities can help students build leadership as they have the opportunity to help others feels important and valued.

Working as a team or a group and having a system will allow you to go far.

1, 2, 3, pull...
1, 2, 3, pull...
1, 2, 3, pull...
1, 2, 3, pull...

We got this!
We can do it
almost have
them beat!

By Allissa Knudsen

11



Provide coaching opportunities for students who will motivate and encourage the team.

Come on team, we can do this!
I KNOW YOU CAN!



He believes in me!

By Katie Krill

Leadership involves making a commitment to take on new roles and responsibilities and learning to cooperate with different kinds of people.

By Jaïne Benson

Okay, you talked me into it. I am knee deep. What is it?



It's called water, Eau Claire was named after it. Isn't it smooth and lovely? It even has fish if you look carefully enough.

One learns more by working with others than alone.

Ooh! Your *hair* smells good! How did you get that *scent*?



I'm a *hare* who spent a *cent* to get a *scent* at the perfume store

Wow! I'll have to have the *sense* to go there too!



By Audrey Rule

By Audrey Rule



I *toad* you to stop! Overeating is bad, man!

I feel so sick! I ate *eight* flies in a row!

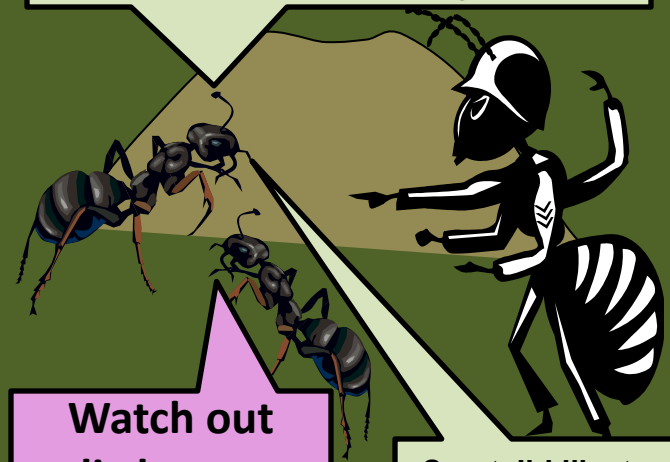


Yes, Now I *know*: No more flies today!

Leaders learn from others when they work together on projects.

Leaders enjoy working with others in a group.

This is fun to work with my family! Hey, *Aunt Ant*, How are you?



Watch out little ant, here comes the *GI-ANT*!

Great, I'd like to meet him!

By Audrey Rule

Sharpen the Saw

The final habit focuses on the skill of taking care of oneself. It is founded on the belief that to be effective in all that we do, we must take care of ourselves and nurture our bodies, minds, hearts, and souls. This means taking time to exercise, to relax, to sleep, to focus on whatever it is that makes us feel refreshed. This is an often neglected area that is actually very important (Covey, 2005). Leaders give themselves a break by taking regular vacations, meditating, avoiding digital media for a while, or engaging in nature walks or other experiences to rest and refresh themselves (Gregoire, 2015).

Take a Break from the ~~Rat~~ Rabbit Race

By Dana
Atwood-Blaine



Relax, rejuvenate, and take care of yourself.

Be sweet to yourself.

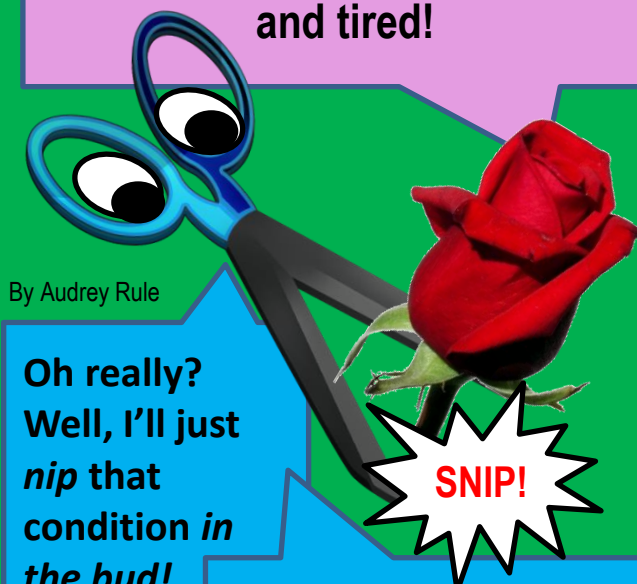
By Dana
Atwood-Blaine



This week really takes the *cake*, I *donut* know what I would do without this bonbon...probably be gone-gone.

Leaders need to take breaks away from their work to refresh themselves.

You are looking pretty worn-out and tired!



By Audrey Rule

I'll relax by making a flower arrangement.

Active Development of Leadership Skills

According to Fish (2011) one of the key elements of learning to be a leader is practice. There are students who think, know, discuss, and write about the concept of leadership. However, they must also have opportunities to “do” leadership. There is value in practicing, making mistakes, and growing from those experiences (Fish, 2011).



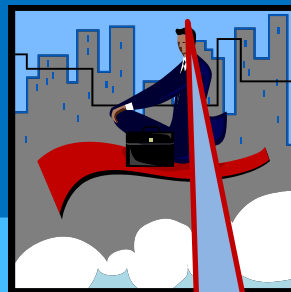
Leadership begins at home.

By Katie Krill



Leading No Matter Where

Whether in my lamp...



...or on my magic carpet, I practice my leadership skills!

By Pamela Walsh

Students need to hone their leadership skills in a variety of settings.

Here...look!
I'll show you the
answer.



Practicing
is so much more
helpful...



By Morgana Tjaden

Leadership is acquired most effectively
through practice.

By Ben Olsen



Allow for bad decisions to be made so as to
enhance future decision making skills.

Hey, I'm the new president
of this organization! Do
what I say!

By
Naethan
Hoaglund

I'm not
listening
to that
bossy
guy!



Leadership is much more than being elected or
appointed to a position; it is acquired most
effectively through practice.

By Natalie Berning



Student leaders are often put into roles, with
very little in-depth knowledge of the significance
of their role or the personal development that
can come with their experience.

Vicarious Experiences

Suzy, how do you think we should approach this issue?

Look her
directly in the
eyes, speak
clearly, . . .

By Jenifer Yates



Students can work on leadership skills through role play opportunities.

Leadership skills need to be developed actively.

**I'm just going
to float...**

Oh, great! I'm starting to deflate.

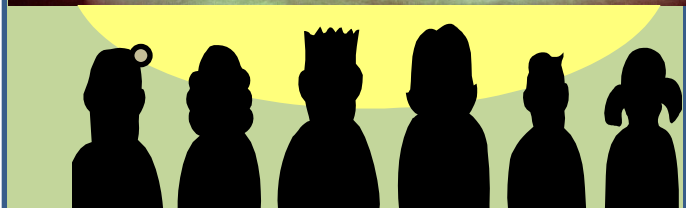
**Don't deflate –
be a leader
who's great!
Float in the
pool, but not
through life.**

By Latisha Smith



I haven't
seen a
performance
like this in
for-huevo!

By Vanessa
Engel



Humanities classes and extracurricular activities where students speak to large and small audiences can aid leadership skills.

Playing “Real World”

By Jessica
Scadden

**I'll be the
banker!**

Can I be a lawyer?

**I'd make a
good police
officer.**



56

Utilize simulations that require students to make rules and establish a system to maintain rules.

By Audrey Rule

I'm sure you will do well and learn from any mistakes. I have learned so much in my 50 years as head chef!

This is my first chance to try out all of the kitchen leadership ideas I've learned.



Practice with learning from mistakes is a key element of being an effective leader.

Leaders seek continual intellectual growth.

I never learned that in school!



By Michelle Barker

I have been reading a book about how things work. Last night I read about items that start with Z.

By Laura Hahlen

Help me build a strong foundation so that I will always be independent and strong!



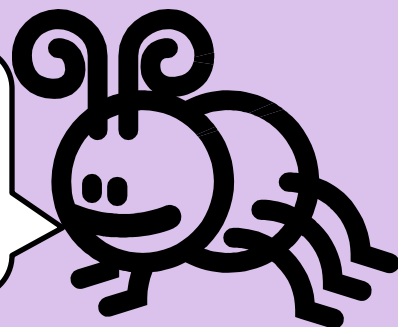
Encourage and teach students to work on positive self esteem and personal development.

By Sukainah Alsubia

Mmm...I'm a powerful *ant*! I can do this. I just have to be strong...



Oh my! *Aunt*, How can you carry all that food?



Leaders are Creative Problem Solvers

Today's world has a critical need for leaders. These individuals must exhibit an awareness of self, be willing to collaborate with others, and most of all, be eager problem solvers (Gergen, Rego, & Wright, 2014). Students attending the Riverside School in Ahmedabad, India, are taught leadership skills for the 21st - century, including problem solving (Gergen et al., 2014). "Teachers encourage them to identify and investigate problems, to probe assumptions, to seek reason, and to be reflective" (Gergen et al., 2014, p.56). Furthermore, "solving challenges takes skill as well as will - skill in innovation as well as leadership (Gergen et al., 2014, p. 58).

By Jeff Mangold



Dude, that lady's method is so archaic.

No kidding!. She's never going to get those poop stains out using that technique.



I know. If she'd reverse order and apply the Houndspoop method, she'd be done already!

Creating leaders involves planning, thinking critically, solving problems, and making decisions.

By Angie Webb

I am going to invent a machine to change my diaper so I won't have to call my mom and listen to baby talk.



Mom! Come help me with my diaper!



I've got a surprise for you!

Leaders are creative problem solvers. They find a way around obstacles.

By Phyllis Gray



Fish Fry

5K Race

Pool Party

Bake Sale



Brainstorming leads to great ideas.

Leaders must be problem-solvers.

Sometimes my *horn* gets in the way when I play my *horn*...



... But I have learned how to hold it so it works.

By Mason Kuhn

We see there are many kids without coats at our school and we want to do something about it, but it's such a big problem!

Even if you help only one person, you make a difference! Why don't we think of some ways you could solve this problem?

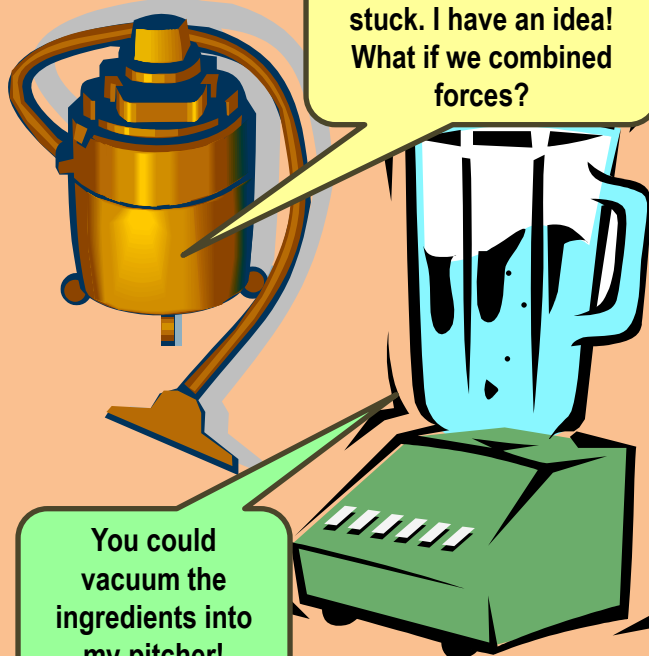


By Katelyn Melcher

Leadership skills are necessary for success in today's world, and they should be taught from a young age. No one is "too young" to start.

PROBLEM-SOLVING

Looks like your lid is stuck. I have an idea! What if we combined forces?



You could vacuum the ingredients into my pitcher!

By Kimberly Morische

Problem-solving is an important part of leadership.

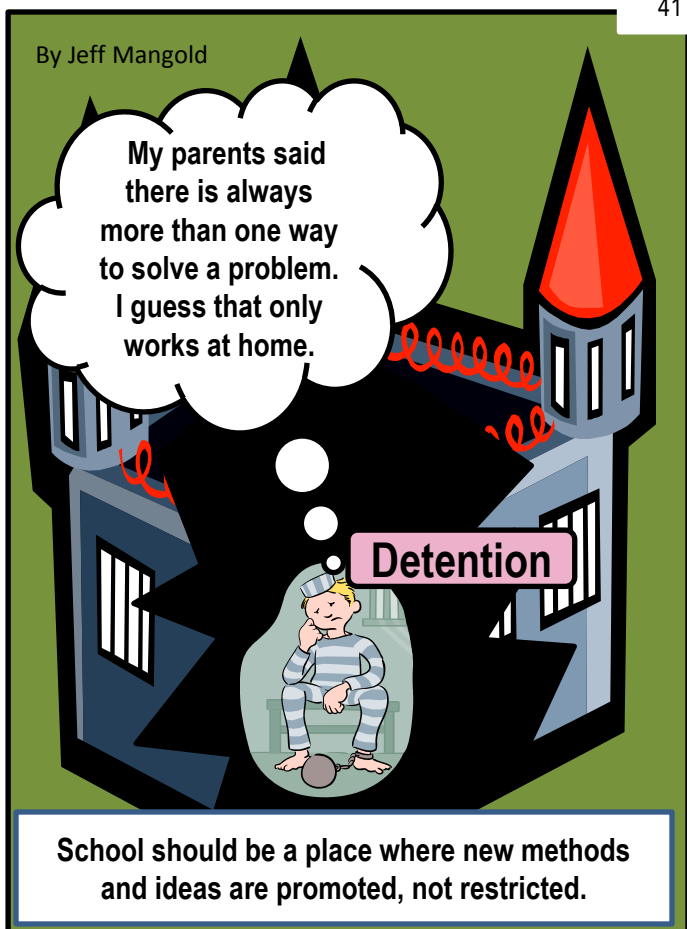
I can both wear and play horn!



By M. Rod

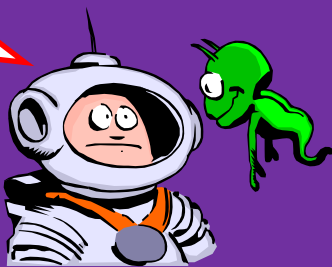
Schools Need to Promote Creativity and Problem Solving

Leaders in business and government, as well as policymakers, have advocated that student creativity be a part of school curriculum (Beghetto & Kaufman, 2013). Fortunately, classroom teachers and schools are in position to promote creativity within the classroom and the school environment as a whole. "Teachers who understand that creativity combines both originality and task appropriateness are in a better position to integrate student creativity into everyday curriculum in ways that complement, rather than compete with, academic learning" (Beghetto & Kaufman, 2013). Furthermore, problem solving skills can be developed through classroom experiences involving challenging tasks. Several strategies to enhance creativity have been proposed by Fletcher (2011). Two of these strategies include helping students experience flow in their work, and instead of assigning one extensive project, allow students the opportunity to explore multiple ideas and avenues (Fletcher, 2011).

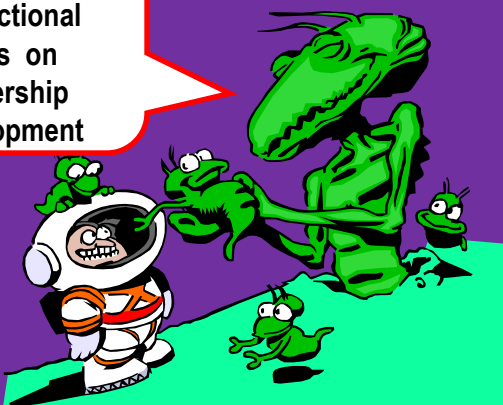


Leaders are developed, not born with the skills.

Take me to your leader. Let's see how you run things up here.



Oh yes, we provide explicit instructional units on leadership development



By
Susan
Bunch

Leadership skills must be developed.

Do gifted teachers think leaders are just carved that way?



It's scary how gifted programs often ignore leadership training.



By Lynette Schriever

Leadership development should be included in all academic areas, including fine arts.



By Jason Knittel

What about creating a Human Rights banner about poverty and displaying in the lunch room?

Instead of a banner, can we give a presentation on how we can help, Mr. Knittel



Giving students the freedom to take a leadership role in developing their own curriculum.

Science Class



I am the largest planet.

By Cheri O'Hagan

I am made of gases.



Science projects provide enhancement in planning, critical thinking, and problem solving processes to further develop leadership skills..

I bet I can get the toast out if I use this fork.

Let's think this through to see if it is worth the risk!

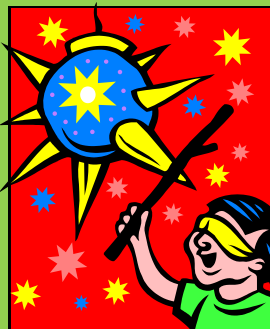


Allow students to fail in "safe" situations. This will give them the opportunity to problem solve and understand that not all things come easy. However, possible electric shock is NOT a safe situation.

Leaders Should Make Good Decisions

"At no other point in our history have the choices we've made had the potential to create such a deep and lasting imprint upon so many others, or cause so much harm. In such a world, developing good leaders has never mattered more" (Fish, 2011, p. 82). Three guidelines have been suggested to teach leadership to students which will in turn, assist them in making good decisions. These include allowing students to take risks and make mistakes, providing opportunities to develop empathy for others, and increasing emotional intelligence as it relates to group management (Fish, 2011).

Leaders are flexible and not entrenched in their decisions.



Why did we fill up on candy earlier?



I thought it was pretty awesome at the time, but now I'm not so sure.

By Matt Willett

By Kimberly Sittig

Nobody asks me what I want to wear. I guess I'll just sit here naked...and look at them all with my judgment eyes.

Mama said I could choose whether we have mashed peas or carrots tonight!

Amateurs...Been dictating what we wear and eat for months now.

Opportunities for decision-making at an early age will help to foster the critical reasoning skills necessary to be an effective leader.

By Kimberly Sittig



Shouldn't we tell our darling boy to tuck his tail in when he's riding on something with wheels?



It'll only take running it over once for him to figure it out...

Inappropriate decisions by youth, though difficult for parents to accept, may enhance future decision-making when self-evaluated.

Service Learning Promotes Leadership

Service learning is an excellent way to build leaders in educational settings. Boyle-Baise and Zevin (2014) explain that service learning aligned with classroom curriculum, "...motivates academic engagement...builds civic knowledge, fosters self-esteem, improves social responsibility, practices collaboration, and activates advocacy" (p. 191). Each of these skills embodies the leadership characteristics highlighted through Covey's (1998) steps of the Leader and Me. Service learning is about connecting classroom curriculum, student involvement, community collaboration, and reflection to bring education alive in an authentic manner (Boyle-Baise & Zevin, 2014). Whether students practice *Beginning with the end in mind* by creating an action plan for the service learning project or *Synergize* with community members to fulfill a need in the community, students are learning the skills to be leaders while curriculum is approached in a hands-on, authentic manner (Boyle-Baise & Zevin, 2014; Covey, 1998).

Community projects help build planning, critical thinking, creative problem solving, and decision making skills, all characteristics of a good leader.



Community service is a great way to build leadership skills.



Throw it away.
Throw it away.
Throw it away!



Or.... Recycle it. Recycle it.
And live a better way!



By Jeff Mangold

Community service promotes leadership by actively showing concern for others.

Anyone can stumble into material wealth...



By Dana
Atwood-Blaine

The greatest treasure is sharing the gift of your talents with others.

Don't be all wrapped up in yourself when you can help someone else out of a bind.



By Dana
Atwood-Blaine

Service Learning

By Ashley Robinson

This is an excellent clue, I couldn't do it without you!



Help a professional and learn how to be one while working the case!

By: Matt
Schmidt

When I was your age...

Geez...not again...



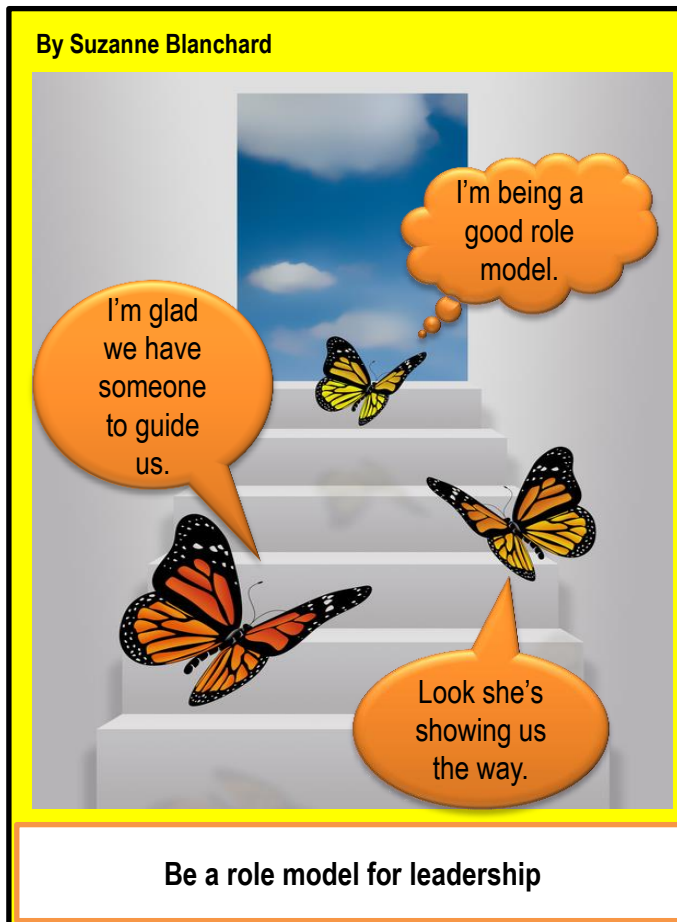
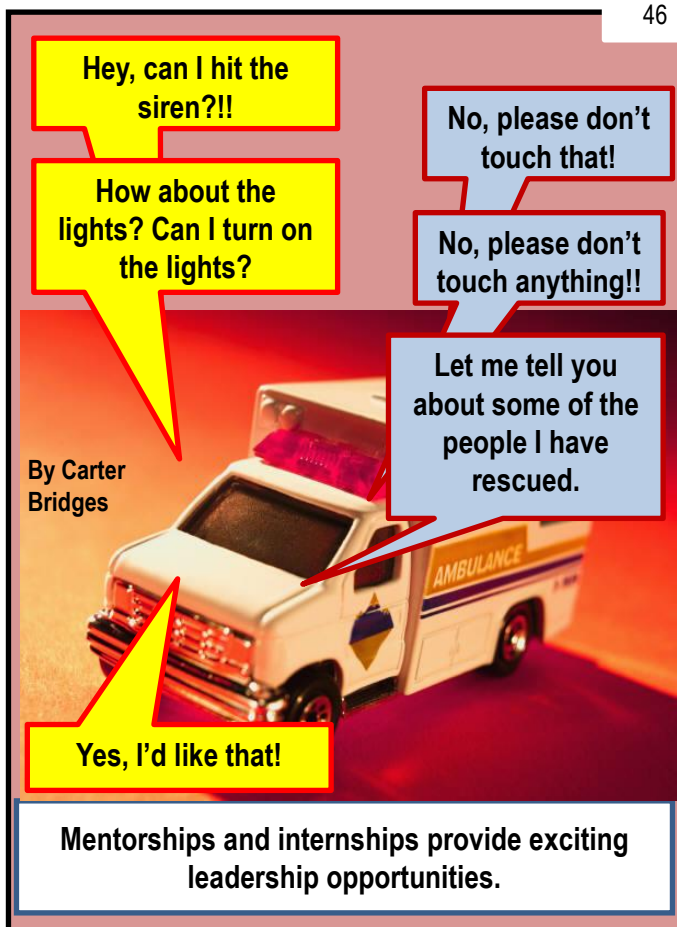
Students can learn leadership skills from leaders of the present through service learning.

Mentorships and internships

Mentorship: A leader works with others to nurture their abilities, build confidence, foster and the creation of vision in others.

Internship: Leaders find opportunities to work alongside the less skilled, encouraging and supporting the growth of leadership skills in others.

Mentorships and internships provide future professionals with the chance to develop important skills and apply new knowledge to their professional area (Brush, Hall, Pinelli, T., & Perry, 2014).



Leadership Curriculum should include biographies of past leaders and examples of their leadership styles.



You know, I thought you had a very flexible leadership style!

Thank you! The way you solved that global crisis 50 years ago--very creative problem solving

By Adam Naughton

Students can learn leadership skills and gain inspiration from talented people of the past..



It's good to see people still using my ideas.

"I have a dream!"

By Naethan Hoaglund

Internships and mentorships are a great way for youth to work with community leaders who are willing to identify, develop, and nurture future leaders.

How did you like shadowing me today and learning about what it takes to be a state patrol officer?



I loved every minute of it! I want to be just like you, but I have a way to go!



By
Laura
Scott



By Kathy Oswald

When I grow up...



I want to be just like Michele Obama!

I want to be like Maria Tallchief – why just marry a leader, when you could be one yourself?

Teaching kids about minority and female leaders, as well as leaders of the arts will inspire!

When Leaders Mentor Others

I am not sure what to do next



I'll explain it to you, one step at a time.



By Jennifer Kuskovski and Allison Arevalo

Mentoring programs allow students to explore careers and work with positive role models.

Lending a Helping Hand

Start on the top and work your way down. I have found it is the most efficient method.

That makes sense!



By Jessica Scadden

Utilize mentorships where gifted and talented students tutor peers or younger students.

This is how I determined my plan of action.



I can clearly see what influenced your choices. What will we do next?



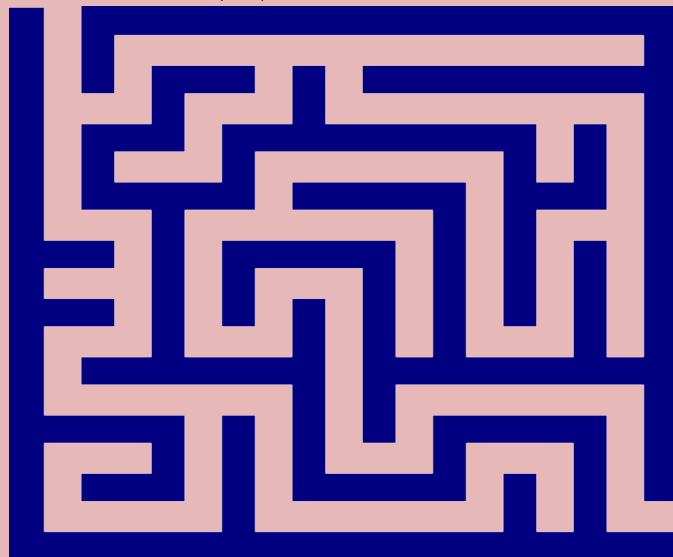
By Jenifer Yates

Mentoring Programs are a great way for students to gain leadership skills by working alongside a role model.

I tried and tried and tried to finish the maze, but I couldn't find my way back!

By Joanna Freking-Smith

Here, let's do it together, and I can show you how I did it.



Giving students the opportunity to tutor their peers encourages leadership in gifted students.

I don't know if I can do this alone.

You can do it,
just try your
best.

By Shelby
Patterson



Allow students to mentor and guide
younger students in different activities
and projects with specific goals to be met.

Adults need to delegate leadership to youth,
be a mentor, not a dictator.

Lets *suck up* all
the leadership
roles!!

Shouldn't we
save some for
the kids?



By Jesse Cox

My name is Monica and
I'm a junior. I'm here to
help you guys with your
science. What chapter are
you on?

By Sarah Peters

OMG! I'm so
excited to get
help from such a
cool high
schooler!



Mentorships help teach talented and gifted
students how to communicate in an
acceptable and challenging manner.



Wow, ever since
Bill became captain
of the cross
country team, he
really has shown
us he is dedicated.
He motivates me
run even when we
don't have
practice!



Yeah! Me too.
Let's go for a
run!

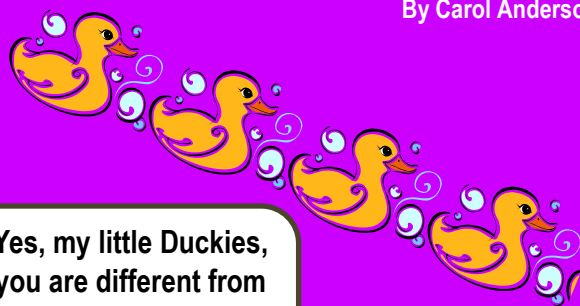
By Joanna Freking-Smith

Getting students involved in extracurricular activities can
nurture a student's (or dinosaur's) leadership skills.

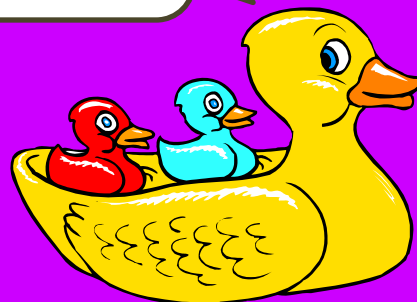
Parents and Communities Can Help

Parents have an extremely important role in the lives of young learners. Children will tend to grow *up* or *down* to the expectations of their parents (Weiner, 2010). Children who have parents that have high expectations of them and provide them with adequate support typically have successful outcomes in school and in social situations (Nokali, Bachman, & Votruba-Drzal, 2010). Parents must be good role models because their actions can have a major influence in developing leadership skills in their children. Children will live by their parents' principles. They will likely inherit the voice of their parents' perception of right and wrong and they will likely pass these lessons on to their own children (Englund, Luckner, Whaley, & Egeland, 2004).

By Carol Anderson



Yes, my little Duckies, you are different from the others, but you will make fine leaders.



Parents need to encourage their children to be in leadership roles and give them chances to lead.

By Jason Knittel

Okay, son, today I teach you the importance of never finishing last! Run fast! I know you can!

Dad, why is that Lion licking his lips over there?



Parents provide children support and encouragement.

By Kathy Oswald

Remind me again why we let the children plan the vacation...



Because you wanted us to SHAKE things up, Dad!

You always say you're a salty old sailor!



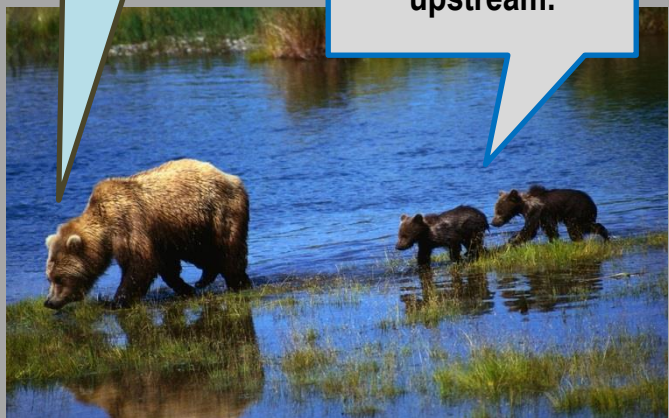
Allowing kids to plan family activities foster good leadership skills.

The Bear Necessities

By Kristin Melcher

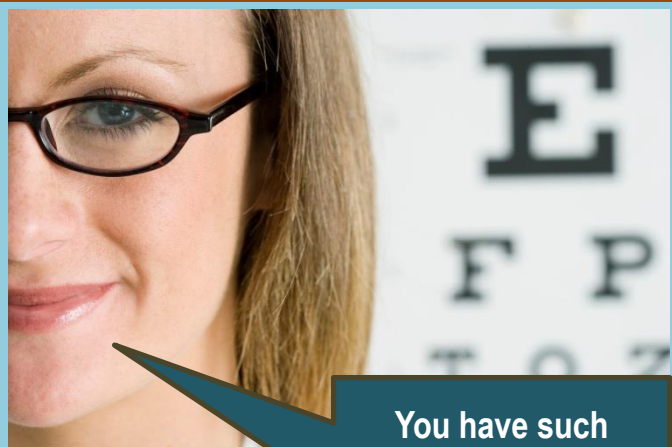
Where do you think we should spend the night, kids?

I think the fishing will be better upstream.

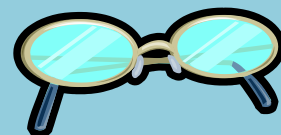
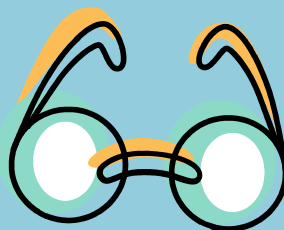


Encourage parents to help provide leadership opportunities such as assisting in planning family travel.

Parents and teachers need to promote a healthy self esteem.



You have such great eye sight I know you have a bright future ahead of you!



By Nicole Jurgensen

Self-Directed Learning



By: Vanessa Engel

Giving students the option to plan, organize, and evaluate family activities fosters leadership.

The most important wish

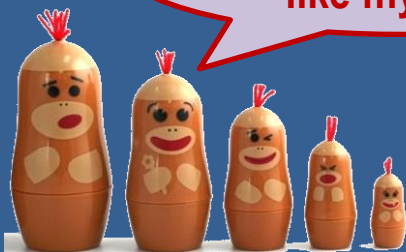
I wish my parents would give me more responsibility so I can become a great leader!

By Abigail Allen



Leadership skills development begins at home with small responsibilities given to children.

I want to be just like my dad!



By Audrey Rule

I always try to be a good role model for my kids and explain the principles behind my actions.



Parents can help their children become leaders through their example.

The church youth meeting is at 5:00pm today. Are you going?



By Jesse Cox



But volleyball has practice until 6:30! I'm **alarmed** that **can't make it.**

If community organizations want to promote youth leadership and participation they need to coordinate the availability of both adults and youth.

I am so glad you invited me to your Chinese Club!!

By Jaine Benson



Next week we go to Sons of Norway. They have lefse!!!

You will go far in life.



By supporting young leaders, the community experiences direct benefits through stronger connections to other young people.

Young ladies, you can be anything you want to be in this world! You could be president!

By Susie Thurmond

I want to be an art teacher when I grow up!



Leaders flourish when given support from family, friends, teachers, and community.

Leaders Need to be able to Express Themselves Well

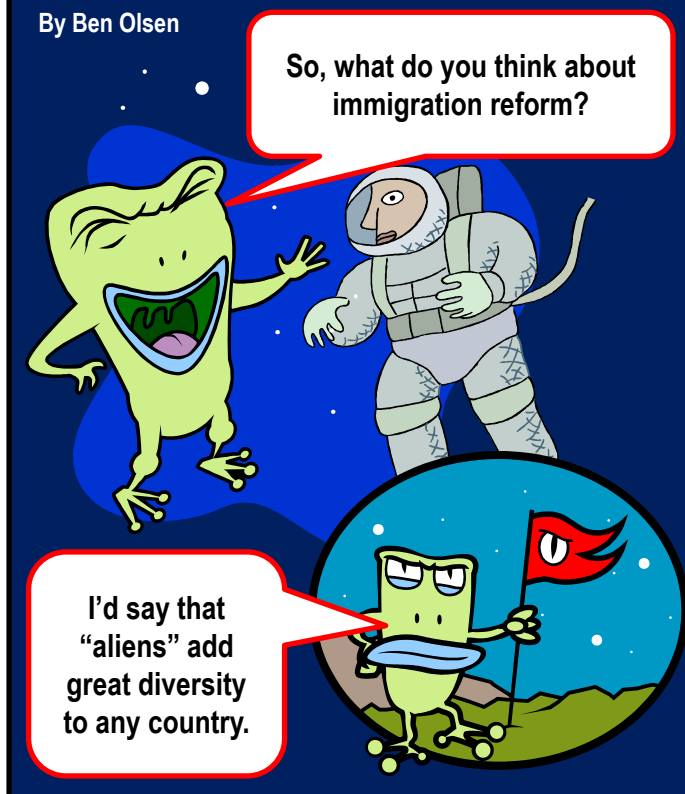
Many schools use Covey's Seven Habits to help students become leaders. The first three habits that are required to be mastered are considered self mastery and the second three habits are considered important for "public victory". Seeking to understand, then to be understood is the fifth habit that emphasize on the importance of communication skills. For optimal communication, leaders need to be able to express themselves well (Covey, 1996). Students should practice listening to each other during a discussion by pausing and summarizing what was heard before responding.

By Carol Anderson



Encourage discussion and debate about current events.

By Ben Olsen



Gifted students need opportunities to prepare and present speeches about relevant topics and feel that their voices are being heard.

Oh great pumpkin, why are you always glowing on and on about Halloween?



I'm just trying to carve out a place for myself in this field.

By Susan Bunch

Debate and Discussion

I used to like the beach...not anymore.

I'm surprised you would *flip flop* on the subject. Why do you feel that way?



By Allison Arevalo

Students need to learn how to give opinions while respecting the ideas of others.

Come on over to my way of thinking.

Students should get to choose where they sit in the cafeteria.

We should be able to earn additional recess time with good behavior.

By Jennifer Bange



Written and oral communication projects allow gifted students to learn how to present ideas clearly and persuasively.

I'm going to research Martin Luther King Jr. for my project. He was a great leader in the Civil Rights Movement. I want to be as caring, brave, and articulate as he was.

By
Joanna
Freking-
Smith



Having students learn about leaders in all subjects nurtures leadership skills.

Friendship

Anne, Thanks for a fun time!

You are welcome!



By: Jason Englert

A leader enjoys and expresses positive feelings of being with others.

The Vision of a Leader

Leaders are able to create a path for others to follow. They need to be able to share their vision of the road ahead with others in clear words which create sharply focused images. Being able to articulate an effective vision is crucial for transformational change (Saunders, 2012).

Vision is a key quality strong leaders possess.

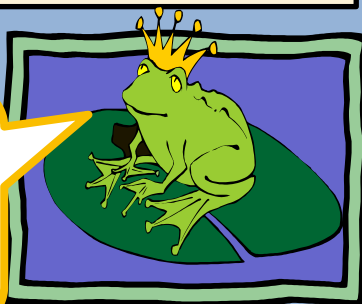
By Natalie Berning



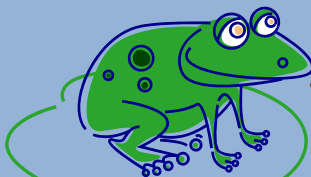
Charismatic leaders have an incredible ability to inspire others and move them into action.

By Kimberly Morische

You can become Prince Charming in three steps: find a crown, find a girl, and look *toadally* confident.



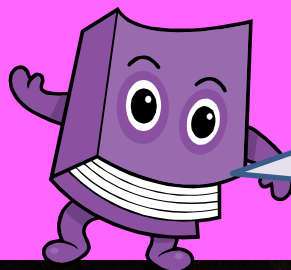
Really? I've been waiting all of my adult life for this!



Wow!! That's Inspirational! I'll do it!



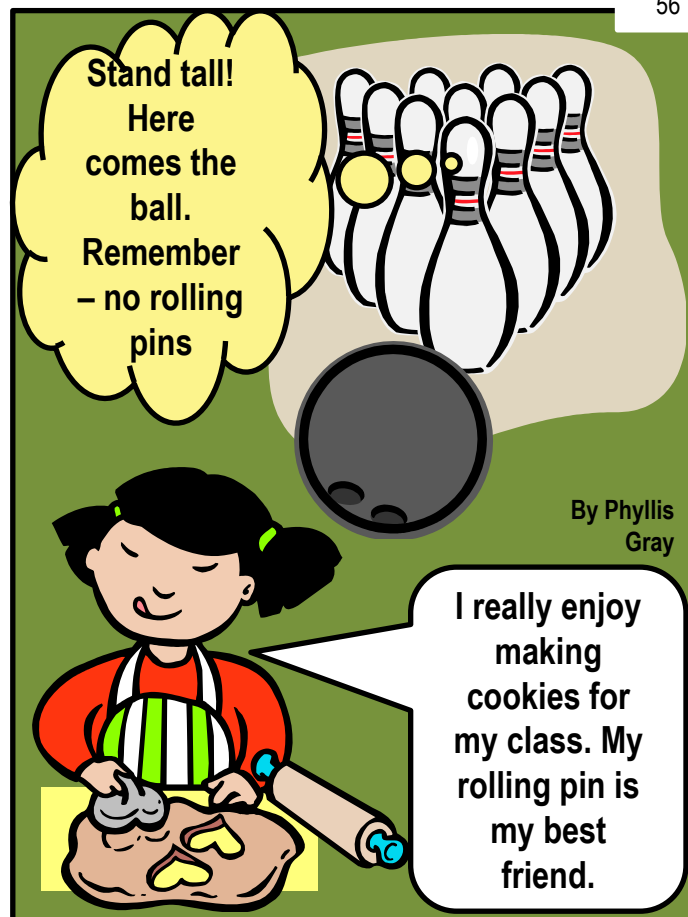
A leader possesses vision to see things as they might be.



Literature leads to enlightenment by introducing new ideas.



By Dixie Forcht



Leaders Care about Others

Leaders help and share knowledge with others. They listen and naturally draw people to their side by their truthful and concerned manner. They are kind, empathetic, and truly care about other people. Leaders take time from their busy activities to listen attentively and fully to others (Gregoire, 2015).

By Mara Meguire

Aloe me to introduce myself.

I would like your opinion of our "Going Green" project.

Effective leaders are easy to get along with and friendly.

Teachers can encourage gifted students to set trends against bullying.

Look at him glow. He thinks he is so much better than we are.

I think he just needs a friend. Let's talk to him.

I am so much better than them. They don't know Jack.

By Laura Hahlen

By Kirstin Jacobson

"Leaders know how to cooperate, avoid fighting, and get along with others, Little Grasshopper."

Must be those owl pellets that make him so wise

"One cannot be first in everything"-
Aesop

I try to be kind to other people.

By Audrey Rule



Character is very important. True leaders are rich in their heart, not just in their wallet.

Ask not what you can do for yourself.



But what you can do for those in need!

By Jeff Mangold

Thanks for having me over!

We had *tea*, so let's play golf with a *tee*!



By Third Grader

I try to be kind to other people.

When I grow up I want to be a *hare* who does *hain*!



By Phyllis Gray

Persistence in the Face of Challenges

One of the concerns that has surfaced for children in today's society is the fact that they will need to solve problems and respond to situations that can't be found in textbooks (Gergen et al., 2014). "Their future is marked by volatility, uncertainty, complexity, and ambiguity....children will thrive if they develop the competence and the confidence to navigate complex environments as resourceful problem solvers who are results-oriented and resilient" (Gergen et al., 2014, p.53). Therefore, it is important to persist in finding a viable solution to the problems encountered along the way.



Persistence



A *chest* x-ray on my *chest* of drawers

A drinks *chest* on my *chest*...

If I'm persistent, I'll generate a treasure *chest* of meanings for that word!



By Audrey Rule

By Kimberly Morische



FLEXIBILITY

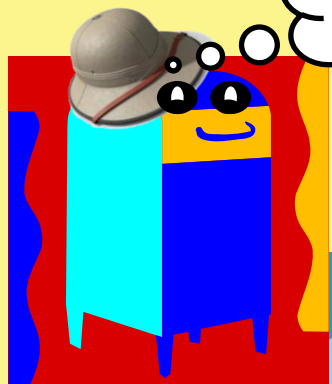
Great leaders are flexible and persistent through change.



By Dixie Forcht

Responsibility is like laundry:
never-ending.

By M. Rod



It doesn't matter how its mailed!

You take it, they said it should be *male*



Confidence is a Leadership Trait

"It has been suggested that a major underpinning of leader legitimacy is the confidence and trust" (Jones, James & Bruni, 1975, p.146). Once a leader has confidence it's easier for others to trust him or her. It's important to have confidence on what we are thinking, and act upon it. Having self confidence will benefit oneself and the group work (Summerfield, 2014). According to Gregoire (2015), effective leaders *dare to fail*, in other words, they have the confidence to try in the face of uncertainty and to learn from their mistakes.

Gifted students tend to be more optimistic about their futures.

It's a big world out there, kiddo...

Don't worry, Dad, I have a great start, I'm going to be great!

By Trela Rottinghaus

I feel **vile**!

How about a **vial** of vitamins to help you feel less **vile**?

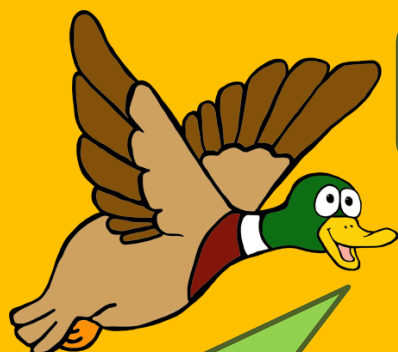
By Jolene Teske

She doesn't need a **vial**!
She just needs the confidence to be herself!

Excuses and rationalizations in the face of failure protect a student's self-concept.

I was SOOOO close! If only I had the right tool, I would have nailed that project. Oh, well...

By Adam Naughton



I'm just a *sitting duck*.

How can you fly?

You have to decide that you can and work hard!



By Kailyn Bettle

Leadership is not an innate ability, but a conscious decision that takes work to achieve.



Before I can be a good rabbit on the outside, I must be good to myself on the inside.

I'd better *hop* to it!

By Paige Hageman

Before leaders can lead other people, they have to practice self-discipline and be good leaders for themselves.

Chart your own course.

By Dana Atwood-Blaine

My destiny lies just beyond the horizon.



Confidence is a Leadership Trait



We can be counted on!

We are cooperative!

We work to be well liked by our peers!

By Mary Sult

We enjoy others!

We express ourselves clearly!

We love to participate!

We are adaptable to change!

We are confident in our abilities!

Our high school leadership team is "Octo" – this world in defining and living leadership