

Introductory Module

LEARNER LEADERSHIP

Preparing Learners to Lead and Develop their Peers



basic education
Department:
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LEARNER EMPOWERMENT PROGRAMME



PREFACE

Learner leaders are intended to play a critical role as peer tutors in the Learner Empowerment Programme. Learners, as leaders of their peers, will provide training to other learners in order to prepare them to manage their own learning and progress in school, and their overall success in school and in life. In this respect, the learner leadership component of the programme is critical for the mass roll out of the programme in schools. When learners, as leaders, train other learners, it extends the reach and scope of the programme so that all learners in schools can quickly benefit. It also helps to build a culture of leadership, mutual respect and collective responsibility in schools.

The purpose of this module, therefore, is to provide training to learner leaders so that they could be effective in undertaking their responsibilities. The training seeks to highlight and reinforce important attributes of leadership in general and of learner leadership in particular. Throughout the module, learners are introduced to the importance of the responsibility of leadership. It encourages learners to reflect on their leadership capacity, and it forces them to confront and manage many of the challenges associated with learner leadership.

The module is practice-focused and activity-based. It seeks to tap into the experience of leadership. It seeks to restore pride in the leadership responsibility, and build in learners, as leaders, a sense of personal responsibility for the role they can play in transforming the lives of their peers and in restoring the culture of the school.

Eventually, we hope, all learners will aspire to become and be trained as learner leaders.

GODWIN KHOSA

CEO, National Education Collaboration Trust

Introductory Module

Learner Leadership

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Activity 1:

Choosing a Leader

Please read the story below:

SHIPWRECKED

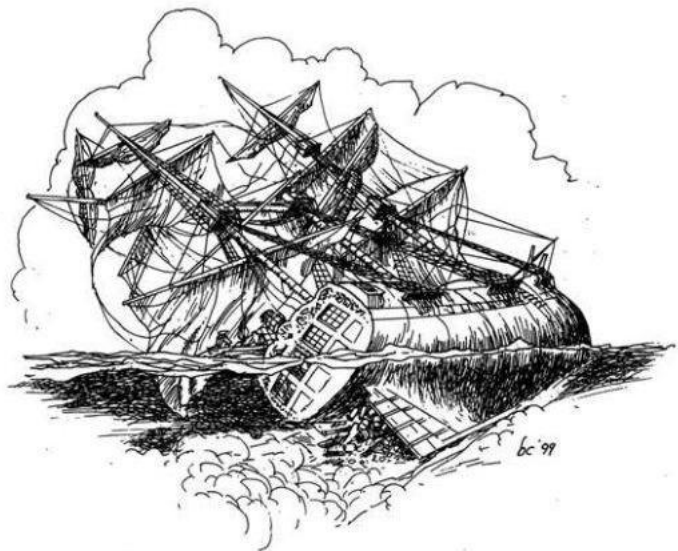
A total of 42 people boarded a boat to sail the Pacific Ocean. On the boat, there were 3 families, several couples and a few individuals travelling alone. The group was having a wonderful time – food, drink, music, games, and lots of fun. The sea was calm for the first two weeks of travel. All was fine. The seas suddenly became a bit rough; then rougher. The wind began to pick up, then it began raining, heavier and heavier. All on the boat were afraid. It stormed night and day. Many on the boat became sick.

On the third night of the storm, they could hardly sleep. Suddenly there was a big crash noise, screaming, panic and water. They had run aground. They had crashed into the rocks surrounding a small island.

They all managed to get onto the beach of the island. It seemed uninhabited. It was still raining. They were without shelter. There was no food or water. They were all stranded on the beach.

They huddled together to be safe. They were all concerned about what they could and should do. The night seemed to last forever.

Morning came, and the sun was up. There they were ... shipwrecked! They needed direction. They were lost and confused. They needed a leader. They needed someone to hold them together as a group.



They needed someone to pull them together so that they could all survive. There were six people who could possibly lead them. They were:

There were:

1. The captain of the boat
2. The banker who funded the trip
3. The park manager
4. The nurse who was there with her family
5. The rugby coach
6. The high school principal who was on the trip alone

If you were shipwrecked on the beach of this uninhabited island, **who would you choose to lead the group and to ensure the group's survival?**

Profiles of each of the potential leaders are provided in the table to follow.

Choosing a Leader

Leader Profiles

Potential Leaders	Leader Profiles	
The Captain	<ul style="list-style-type: none"> Experienced captain Was never shipwrecked before Had quarrels with his crew Was stern and proud Was strong physically Helped people to get out of the water and ensured they were safe Never mingled with the passengers Was respected by the passengers 	<ul style="list-style-type: none"> Generally knew where they were, but did not know the island Was irritable and annoyed at the conditions When asked what they should do he said he did not know He thought there were unknown dangers in the bushes, and they should stay on the beach He brought a compass from the ship Had experience building and sailing a raft
The Banker	<ul style="list-style-type: none"> Very outspoken and active on the trip Wanted everyone to know he funded the trip Was concerned that he had ruined his leather shoes Had little experience in the outdoors - he preferred his office. Had some experience building houses Was very wealthy and had a lot of wealthy friends 	<ul style="list-style-type: none"> Was friendly with the passengers and got along well with all the people on the trip A respected member of the community Very honest and helpful Was creative and had a lot of good ideas on survival which he had read Was irritated that the children were crying
The Park Manager	<ul style="list-style-type: none"> Worked in parks in South Africa for many years Was seen as strong and brave Encouraged us to get off the beach and go inland to find shelter Was not very friendly on the trip He was disliked by the passengers because he shouted at his wife during the trip Had experience building tents 	<ul style="list-style-type: none"> Was very impatient with the captain for not knowing what to do Knew how to survive in the wilderness – what to eat, how to find water etc. Was mostly concerned about protecting his wife Seemed honest and full of courage Impatient with those who were afraid

Potential Leaders	Leader Profiles	
The Nurse	<ul style="list-style-type: none"> Managed to bring a medical kit from the ship Very kind and caring Helped with all bruises and cuts Had a lot of sympathy for parents with children Tried to console and encourage the children Did not know about the wilderness Never even camped at a campsite before 	<ul style="list-style-type: none"> Afraid of wild animals and insects Was strong and engaging to all the passengers Spoke to us about the importance of finding shelter – it was too wet and cold Asked some men to give up their jackets to keep the children warm Was liked by everyone on the trip
The Rugby Coach	<ul style="list-style-type: none"> Very strong and organised Started giving suggestions about what they should do Very popular and respected by everyone Enjoys camping and visiting game parks Suggested that they should find water first Very helpful to parents with children and to those who were hurt 	<ul style="list-style-type: none"> Volunteered to give his jacket to one of the children Shouted at the captain for not knowing what to do Told everyone not to be afraid because all would be okay Asked the men to do all they could to protect the woman and children He asked the Park Ranger to lead
The High School Principal	<ul style="list-style-type: none"> Very educated and intelligent Very respected by all on the trip Did not seem tolerant of those who were uneducated Very proud and wanted all to know that he was a school principal Enjoyed camping and hiking Had read a lot about wilderness survival, but had no experience 	<ul style="list-style-type: none"> Knew how to build shelter from branches and leaves Did not get along well with people Very honest A very good speaker Wanted to save himself first when getting off the boat Everyone noticed that he was not helping others when they were struggling to leave the boat

Choosing a Leader

Which leader will you choose?

Potential Leaders	Who will you choose?	Why "Yes" or Why "No"
The Captain	Will you choose the Captain? <div>Yes</div> <div>No</div>	
The Banker	Will you choose the Banker? <div>Yes</div> <div>No</div>	
The Park Ranger	Will you choose the Park Ranger? <div>Yes</div> <div>No</div>	
The Nurse	Will you choose the Nurse? <div>Yes</div> <div>No</div>	
The Rugby Coach	Will you choose the Rugby Coach? <div>Yes</div> <div>No</div>	
The High School Principal	Will you choose the High School Principal? <div>Yes</div> <div>No</div>	

Choosing a Leader

Compare your choice of leader as a group.

Did you all choose the same leader?

Yes

No

Why? Why not?

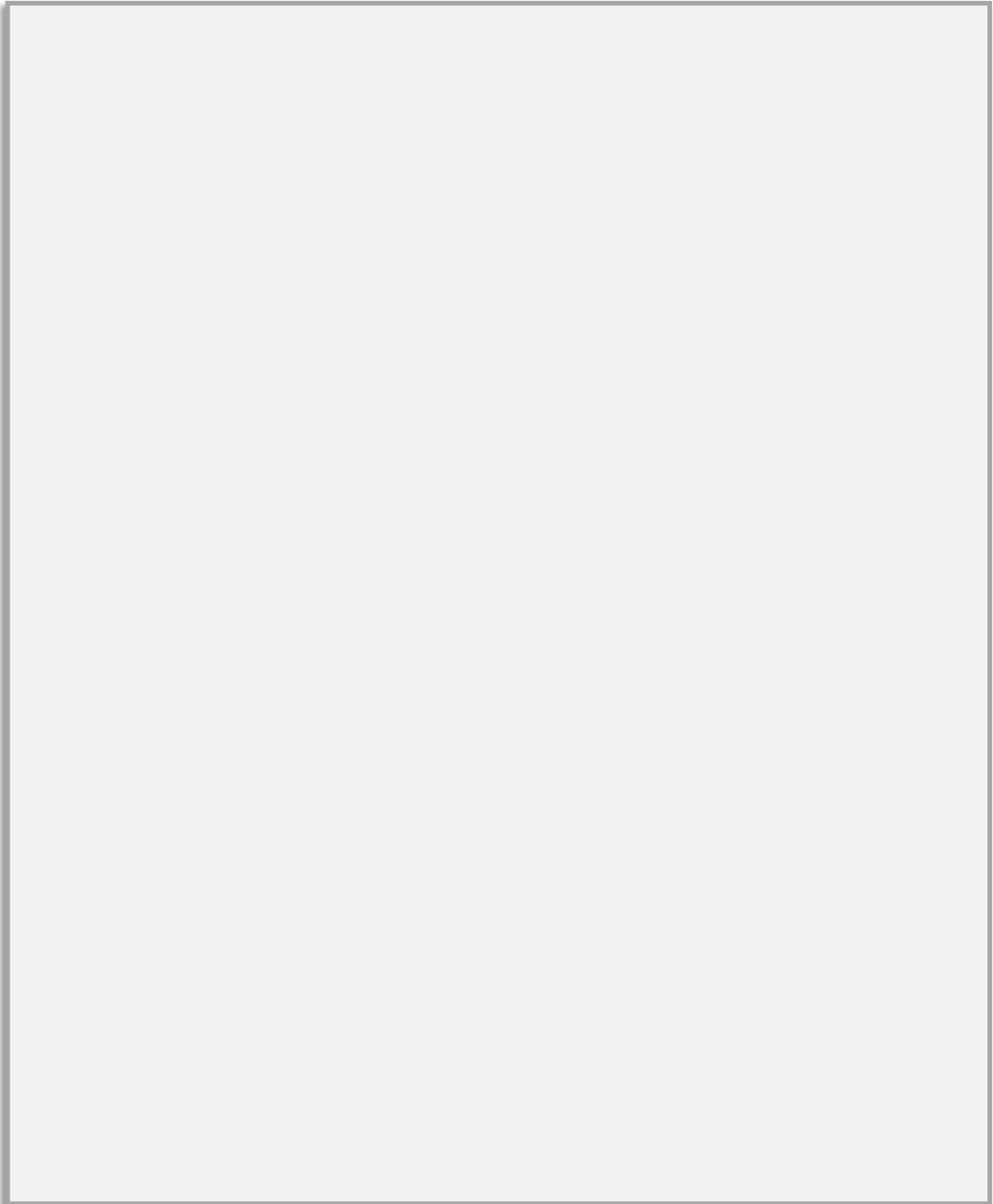
Discuss your leadership choice as a group.

What characteristics would you look for in the leader of your choice?

[illegible][illegible]

Choosing a Leader

On the basis of your group discussion, what did you learn about leadership?



Activity 2:

The Leadership Responsibility

What we want you to do

The responsibility to lead others is an important responsibility. It must be taken seriously.

As a learner leader, you are required to lead other learners so that they can be successful.

This leadership role is divided into 6 key areas of responsibility:

1. To **Model** – to demonstrate good character in the way you behave.
2. To **Guide** – to counsel other learners and give them advice to be successful.
3. To **Inform** – to provide other learners with critical information that they need to understand what is going on.
4. To **Assist** – to come to the aid of other learners in time of need, and to help them to overcome whatever problems they may face.
5. To **Develop** – to teach other learners and provide them with the skills they need to manage their learning and succeed at school.
6. To **Volunteer** – to encourage learners to do volunteer work in the school and the community.

Activity

on

Your Leadership Responsibility

In the table provided on the next page we want you to reflect on the statement that you will make **as a confident and courageous leader** for each of the roles which you must play as a learner.

For each role you must play, write and discuss the actions and behaviours you will display as a leader. What will you do as a leader in each of the roles you will play? E.g. if you want other learners to be like you, you will **show respect for others** at all times.

Write exactly what you think you will do, based on what you know of yourself, or of other learners you admire at the school.

Looking again at each role, share your answers with other learners in your group.

In the table which follows, write the common actions and behaviours in each role which you have identified as a group.

The Leadership Responsibility

Reflecting on who I can be and what I can do

What is expected in your role as a learner leader?	What you may say as a leader?	Actions and Behaviours
1. To model good behaviour and good character	<i>"A good learner should be a learner like me ..."</i>	What behaviours would you show:
2. To provide guidance and advice to learners so they can be successful	<i>"I know what to do to succeed because I have the experience here in school ..."</i>	What kind of guidance and advice will you give your peers for them to succeed?
3. To inform fellow learners about matters which should concern them	<i>"My colleagues in school should know what's going on. They should always be aware ..."</i>	What kind of information will you share with your peers?
4. To assist learners with the issues they may encounter at school	<i>"I can assist my fellow students with some of the issues they encounter. If I cannot help, I know where to get help ..."</i>	What are some of the issues learners face where you can assist?
5. To help fellow learners to develop the skills to manage their own learning	<i>"There are certain skills my fellow learners must have to succeed in school. I can teach them some of these skills ..."</i>	What skills do you think your fellow learners need to have?
6. To encourage learners to volunteer	<i>"I will engage learners to join me in making the school and the community better places to learn and live ..."</i>	What kind of volunteer work will you encourage other learners to do?

The Leadership Responsibility

Common actions and behaviours

<i>What is expected in your role as a learner leader?</i>	<i>Common actions and behaviours recommended</i>
1. To model good behaviour and good character	
2. To provide guidance and advice to learners so they can be successful	
3. To inform fellow learners about matters which should concern them	
4. To assist learners with the issues they may encounter at school	
5. To help fellow learners to develop the skills to manage their own learning	
6. To encourage learners to volunteer	

Activity 3:

Seeds of Success for Learners who Excel

Your role as a learner leader is to provide assistance and support to other learners so that they can be successful in school.

In order to do this, you, as a leader, must understand what **success in school** means.

The purpose of this activity is for you to reflect on what “success in school” means

Please reflect ...

What does school success mean to you?

What behaviours and beliefs do you expect of a learner who is successful at school?

How, as a leader, will you help other learners to be successful?

Activity

Fill in and discuss your responses to the ideas of success in the tables which follow ...

What does success in school mean to you?

Answer “Yes” or “No” to share our ideas about success at school

<i>Ideas about success at school</i>	<i>Is this your idea of success? Yes/No</i>	<i>Why or why not? Discuss with your group</i>
1. Getting high scores in tests	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Being in the top group in your grade	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Being popular with other learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Having a lot of money to spend at school	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Being good at sports in school	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Being the teacher's favourite student	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Representing the school in sports and other activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Helping to make the school a better place	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Ideas about success at school	Is this your idea of success? Yes/No	Why or why not? Discuss with your group
9. Being recognised for good behaviour at the school	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Being recognised at school assembly	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Being known as one of the ex-pupils who has done well	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Passing exams with distinctions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Having parents who are on the school's SGB	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Being a relative of one of the teachers or the principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Being known as a helpful person who helps others	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Being known as a person who shows respect	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Being able to stand up to bullies at the school	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<i>Ideas about success at school</i>	<i>Is this your idea of success? Yes/No</i>	<i>Why or why not? Discuss with your group</i>
18. Going to a well known university	<div>Yes</div> <div>No</div>	
19. Being chosen as a student leader	<div>Yes</div> <div>No</div>	
20. Being able to assist other learners with their school work	<div>Yes</div> <div>No</div>	

Seeds of Success

What do you expect of a learner who succeeds, who does well at school and who effectively manages schoolwork?

What behaviours would you expect?

For each of the behaviours and beliefs listed in the table, place a tick (✓) for “yes” or “No” to say whether you agree.

Behaviours, Expectations and Beliefs that are important	Do you agree?	
	YES	NO
1. Hardly ever late for school	<input type="checkbox"/>	<input type="checkbox"/>
2. Always rushing to finish assignments	<input type="checkbox"/>	<input type="checkbox"/>
3. Show respect for teachers	<input type="checkbox"/>	<input type="checkbox"/>
4. Usually listens to teachers	<input type="checkbox"/>	<input type="checkbox"/>
5. Asks questions when they don't understand	<input type="checkbox"/>	<input type="checkbox"/>
6. Talk to their friends during class time	<input type="checkbox"/>	<input type="checkbox"/>
7. Disobey their teacher	<input type="checkbox"/>	<input type="checkbox"/>
8. Love to read	<input type="checkbox"/>	<input type="checkbox"/>
9. Like writing and do it in spare time	<input type="checkbox"/>	<input type="checkbox"/>
10. Do their homework every day	<input type="checkbox"/>	<input type="checkbox"/>
11. Belong to study group that does homework together	<input type="checkbox"/>	<input type="checkbox"/>
12. Attends school every day unless sick	<input type="checkbox"/>	<input type="checkbox"/>
13. Are prepared to work hard to fulfil dreams	<input type="checkbox"/>	<input type="checkbox"/>
14. When they find things difficult, they give up	<input type="checkbox"/>	<input type="checkbox"/>
15. They believe that education is important	<input type="checkbox"/>	<input type="checkbox"/>
16. They show respect for fellow students	<input type="checkbox"/>	<input type="checkbox"/>
17. Always try to do the best they can at school	<input type="checkbox"/>	<input type="checkbox"/>

Behaviours, Expectations and Beliefs that are important	Do you agree?	
	YES	NO
18. Do not like rules and often break them	<input type="checkbox"/>	<input type="checkbox"/>
19. Get angry when they are disciplined	<input type="checkbox"/>	<input type="checkbox"/>
20. Understand why rules are important	<input type="checkbox"/>	<input type="checkbox"/>
21. Talk to teachers about their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>
22. Talk to parents about their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>
23. Talk to adults as little as possible	<input type="checkbox"/>	<input type="checkbox"/>
24. Do not play sport or engage in play of activities	<input type="checkbox"/>	<input type="checkbox"/>
25. They change their mind a lot and find it difficult to make decisions	<input type="checkbox"/>	<input type="checkbox"/>
26. They are not dressed neatly and tidily	<input type="checkbox"/>	<input type="checkbox"/>
27. Their books and materials are always organized	<input type="checkbox"/>	<input type="checkbox"/>
28. Books are neatly covered and labelled	<input type="checkbox"/>	<input type="checkbox"/>
29. They have a timetable for studying	<input type="checkbox"/>	<input type="checkbox"/>
30. Get along well with others	<input type="checkbox"/>	<input type="checkbox"/>
31. Assist other learners with their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>
32. Seek assistance when in difficulties at school	<input type="checkbox"/>	<input type="checkbox"/>
33. Eat a healthy diet	<input type="checkbox"/>	<input type="checkbox"/>
34. Do not take alcohol or drugs	<input type="checkbox"/>	<input type="checkbox"/>
35. Stands up for others when they are not being treated well by their peers	<input type="checkbox"/>	<input type="checkbox"/>

Seeds of Success

Are you able to assist other learners to succeed at school?

Yes

No

List below, 5 things you will do to assist other learners to succeed at school.

1.

2.

3.

4.

5.

Activity 4:

Readiness to Lead

If I lead, will they follow?

Although you are willing to be a leader of your peers, you will only be able to lead if you are recognised and are accepted as a leader.

Will you be accepted as a leader?

Will your fellow learners be willing to follow you and accept your guidance?

Well, who will you accept as your leader?

Exercise 1:

Please complete the next table. Look at the behaviours that are displayed and note whether you will follow a leader who displays each type of behaviour.

Discuss your choices with your colleagues.

Why will you “follow” or “not follow” a leader who displays particular behaviours?

Readiness to Lead

Which Leader will you follow?

The behaviours you observe	Will you follow?		Why or why not? <i>Discuss with your peers</i>
	Yes	No	
1. Listens when people speak.	Yes	No	
2. Backs down and runs away in an argument.	Yes	No	
3. Does not help people when they are in trouble.	Yes	No	
4. Very ambitious. Wants to be a doctor.	Yes	No	
5. Very honest, even if he/she will get into trouble.	Yes	No	
6. Talks all the time.	Yes	No	
7. Will encourage me all the time.	Yes	No	
8. Does not keep promises.	Yes	No	
9. Does not know much about our school.	Yes	No	
10. Stands up for others.	Yes	No	
11. Knows how to get the support I need.	Yes	No	
12. Does not want to get into any trouble for others.	Yes	No	
13. Makes me feel confident.	Yes	No	
14. Concerned about being popular with others.	Yes	No	
15. Shows respect for all, even for those who are not popular.	Yes	No	
16. Does not respect the teachers.	Yes	No	
17. Gets to school late sometimes.	Yes	No	
18. Takes time to explain things.	Yes	No	

The behaviours you observe	Will you follow?		Why or why not? <i>Discuss with your peers</i>
	Yes	No	
19. Ignores homework assignments.	Yes	No	
20. Not very confident.	Yes	No	
21. Everybody admires him/her and wants to be like him/her.	Yes	No	
22. Shows me what I can be; encourages me to succeed.	Yes	No	
23. Always patient.	Yes	No	
24. Sets an example to us as learners.	Yes	No	
25. Has a lot of knowledge that can help me.	Yes	No	
26. Makes other people get into trouble.	Yes	No	
27. Popular with the girls/boys and has no time for others.	Yes	No	
28. Understands us and the issues we face.	Yes	No	
29. Only wants to be with the bright learners.	Yes	No	
30. Intelligent, but difficult to get along with.	Yes	No	
31. Can always depend on him/her for support.	Yes	No	
32. Always fair and sees both sides.	Yes	No	
33. Knows how to get things done.	Yes	No	
34. So very organized about everything.	Yes	No	
35. People do not trust him/her.	Yes	No	
36. Changes his/her mind so much.	Yes	No	
37. Will stand up to anyone for what is right.	Yes	No	
38. Very bright, but very shy.	Yes	No	

The behaviours you observe	Will you follow?		Why or why not? <i>Discuss with your peers</i>
	Yes	No	
39. Will not put people in danger.	Yes	No	
40. Willing to let you know when you are wrong.	Yes	No	
41. Will side with anyone who shares his views.	Yes	No	
42. Not willing to listen to the views of others.	Yes	No	
43. Wants to lead, but does not want to follow.	Yes	No	
44. He/she practices what he/she preachers – he/she walks his/her talk.	Yes	No	
45. Knows where to get things done at school and in the community.	Yes	No	
46. Knows how the school works.	Yes	No	
47. Cannot work in a team.	Yes	No	
48. Gets upset if someone disagrees.	Yes	No	
49. Is so good with social media.	Yes	No	
50. Can speak very well, and people love listening.	Yes	No	

Accepting my Leadership ... The things I would do

Exercise 1:

The second table in this activity makes note of 7 reasons why other learners will follow you as their leader. What will you do to display the behaviours they expect of you? Write some of the things you will do, and discuss with your colleagues.

Readiness to Lead

Making it easy for people to accept and follow my leadership

<i>People will follow me if:</i>	<i>These are some of the things I would to as a leader</i>
<i>1. They trust me</i>	
<i>2. I behave as the leader they expect ...</i>	
<i>3. I can assist them to succeed in school ...</i>	
<i>4. They feel safe and secure with me ...</i>	
<i>5. They see that I have the knowledge that can help them ...</i>	
<i>6. I am willing to stand up for what is right ...</i>	
<i>7. I can show and convince them of a better future for them ...</i>	

Readiness to Lead

Reflecting on who you are now, will people follow you as a leader?

Yes

No

Are you willing and prepared to lead?

Yes

No

We will teach you how you could become a learner leader.

Activity 5:

Building Trust

Leaders are most effective when they are trusted by those whom they lead.

As a learner leader you must win the trust of those whom you seek to lead.

To win their trust, you have to display behaviours which show that you can be trusted, and that you are worthy of their trust.

Exercise 1: Leaders I trust ...

Think of a leader that you trust and admire.

In the table which follows, note and discuss the extent to which this leader has displayed the “trusting behaviours” listed in the left hand column, and illustrated in some of the comments which have been made by students about their leaders.

Building Trust

Trusting behaviours of leaders

People trust you when:	Statements and stories of students about their leaders	How have the leaders you trust and admire shown this behaviour?
1. You are consistent ...	<i>"He is always on time Never late and always prepared and ready... I like him for that"</i>	
2. You keep your word ...	<i>" ... if Ndumi says she will do it, don't worry ... it will be done"</i>	
3. You are seen to do the right thing ...	<i>"I know that many would never agree to that It was just plain wrong and unfair ... we can always trust her to do the right thing"</i>	
4. They know what to expect from you ...	<i>"When he gets into that meeting he will do what he has always done ... he will stand up for us and say how much we suffer without our own books ..."</i>	
5. You always tell the truth ...	<i>"He is amazing ... he knew he would get detention, but he still told the truth ..."</i>	
6. You are open and transparent about what you do and believe ...	<i>"Just what she said she would do, is just what she did ... she did not hide her opinion although some of us did not like it ..."</i>	

People trust you when:	Statements and stories of students about their leaders	How have the leaders you trust and admire shown this behaviour?
7. You are honest about what you know and don't know ...	<i>"I expected him to know how to do it, but he said to me 'really, I do not know this one, you should ask someone else'. At least he was honest and did not tell me wrong things ..."</i>	
8. You are willing to say what you can't do, and hold firm to your beliefs and principles ...	<i>"You know, I offered him some beer, and he refused. He said that he is not allowed to drink alcohol ... beer is not really alcohol, is it? He is a 'straight up' guy. I admire that"</i>	
9. You "walk your talk" ...	<i>"She is so boring, she always tell us not to gossip because it gets people into trouble. We have to give it to her though, she never gossips or speaks ill of people ... too perfect for me ..."</i>	
10. You do not cheat to get what you want ...	<i>"She needed one more mark to get 80% and win her medal, but she refused to have her paper reviewed to earn the extra mark. She said she did not deserve the extra mark based on her performance ..."</i>	
11. You stand up for what is right, and what is fair ...	<i>"We all know that the teacher was wrong. John was not responsible for the laughter that broke out in class. But we were all afraid to speak up. Peter stood up to our surprise and said, 'Madam, it was not John, really, John is innocent' ... The class was silent. We all expected him to be in trouble"</i>	

People trust you when:	Statements and stories of students about their leaders	How have the leaders you trust and admire shown this behaviour?
12. When you make the right decision regardless of the consequences ...	<i>"Nathi, as our prefect, had to choose who would represent the class at the meeting to plan the camp. We all wanted John because he was the most popular, he always makes us laugh. Nathi did not choose John. He chose Mbali. Mbali was a good organiser, and he always assists the teacher to plan events for the class".</i>	

Exercise 2: Trustworthiness rating ...

In the second table which follows, rate yourself as a trustworthy leader, and note what you will do to improve your trustworthiness.

Building Trust

Are you trustworthy as a leader?

Trusting behaviours	Rate yourself Low=1 High=5	What will you do to improve your trustworthiness?
1. You are consistent – people know what to expect from you.	1 2 3 4 5	
2. You keeping your word.	1 2 3 4 5	
3. You always try to do the right thing.	1 2 3 4 5	
4. People know you as someone they could depend on.	1 2 3 4 5	
5. You are always truthful.	1 2 3 4 5	
6. You are always open and transparent, not hiding important things from others.	1 2 3 4 5	
7. You are always honest.	1 2 3 4 5	
8. You hold firm to your values, beliefs and principles and you are not easily encouraged to do the wrong thing.	1 2 3 4 5	
9. You walk the talk, you do the things and display the behaviours that you expect others to do.	1 2 3 4 5	
10. You will not cheat to succeed or to look good before others	1 2 3 4 5	
11. You have the courage to stand up for what is right.	1 2 3 4 5	
12. You always make the right decision regardless of consequences.	1 2 3 4 5	

Trusting behaviours	Rate yourself Low=1 High=5	What will you do to improve your trustworthiness?
13. You are always willing to tell your friends when they are wrong.	1 2 3 4 5	
14. You are on time always, and never late.	1 2 3 4 5	
15. You always obey the rules.	1 2 3 4 5	

Building Trust

Are you a learner leader who can win the trust of other learners?

Yes

No

Name three things you will do to build a trusting relationship with other learners

The things you will do to encourage other learners to trust you:

1.

2.

3.

Activity 6:

Making other Learners feel Safe and Secure

Other learners are more likely to follow you and accept your leadership if they feel safe and secure in your presence, and protected under your leadership.

All learners want to feel safe and secure, and all learners want to feel protected by the people who lead them.

As a learner leader, you have to reflect on your skills and ability to make people feel safe, secure and protected under your leadership.

Exercise: How do you lead?

In the table to follow, there are many short stories about leadership situations which require a particular leadership response. There is a 'rule' to be observed for each situation. The 'rule' is the principle you will apply in creating an environment of safety and security for those you lead. For each story, or leadership situation, assess yourself and your capacity to apply the "rule" or principle in the situations which you may face.

For each story, please note how you can improve your skills and capacity to respond to similar situations when they arise.

Discuss the stories with your group.

Share how you have assessed yourself, and why.

Discuss and take note of 3 ideas regarding how you can apply or improve your skills in each area.

Making other Learners feel Safe and Secure

School-based stories of safety and security

Leadership situations	Rule	Assess yourself Improve your skills Low=1 High=5 (Please circle your answer)
1. John sat casually without interruption and listened to Peter speak about the things he did not like about the school fair. Peter is usually shy; but because John listened he spoke so much and shared so much. Peter felt safe to speak and to share his feelings.	Listen	How well do you listen? 1 2 3 4 5 How could you improve your listening skills? 1. 2. 3.
2. Mbali had a fight with his classmate Bathandwa. Mbali was explaining to his class prefect what happened. Before Mbali could finish his story the prefect interrupted him and said, "You are wrong ...". Mbali shouted back at him, "Do not judge me, please do not judge me!"	Do not judge	How good are you in avoiding being judgemental? 1 2 3 4 5 How will you improve your skills of being less judgemental, or less quick to judge? 1. 2. 3.
3. Mary told her class leader about her father's violent behaviour when he drinks alcohol. She explained how fearful she is, and how it prevents her from completing her assignments. The next day, another classmate extended her sympathy to Mary. Mary was embarrassed and ashamed that other people knew about her situation.	Maintain confidentiality	How good are you at maintaining the confidentiality of others? 1 2 3 4 5 What will you do as a leader to maintain the confidentiality of others? 1. 2. 3.

Leadership situations	Rule	Assess yourself Improve your skills Low=1 High=5 (Please circle your answer)
<p>4. Zipho looked across the field and saw Thandi pointing her finger in Zaza's face. As Zipho walked over she could hear Thandi's abusive words to Zaza. Zipho intervened. She stood between them and told Thandi that her behaviour was inappropriate. She hugged Zaza and led her away from the crowd that had gathered.</p>	<p>Protect those who are weak</p>	<p>As a leader, how willing are you to intervene to protect those who are weak?</p> <p>1 2 3 4 5</p> <p>What are the things you will do to intervene without worsening the situation?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>5. John joins our group but he is always silent. He does not participate and share any ideas. One day, our group leader asked John what he thought about what I was saying. I was being very critical of one of our teachers. John had nothing to say and never attended the group again.</p>	<p>Facilitate positive group engagements</p>	<p>As a leader, how good are you at encouraging others to participate in group discussion?</p> <p>1 2 3 4 5</p> <p>What would you have done to encourage John to participate positively in group discussions?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>6. My class prefect saw me crying in a corner of the field outside the school. My heart was sore because my mother did not have enough for us for breakfast, and she was crying and apologising to us. I felt for her. My class prefect asked me what was wrong, but I did not want to tell her. She encouraged me to go and speak to Mrs Phillips, our counsellor. I hesitated, but she encouraged me. I went. I am glad that I did.</p>	<p>Provide support to protect the welfare of others</p>	<p>How willing are you to come to the support of others who may be in need?</p> <p>1 2 3 4 5</p> <p>What are other ways in which you could have assisted the learner who was crying?</p> <p>1.</p> <p>2.</p> <p>3.</p>

Leadership situations	Rule	Assess yourself Improve your skills Low=1 High=5 (Please circle your answer)
7. I had all these thoughts that I was keeping to myself. I was so afraid to speak. I did not want to be judged by others. I did not want to look silly. One day the head boy came to me privately and hugged me and asked what I thought about the cancellation of the school play. I was so shocked that he would even ask me. I told him what I thought, and he said that I had the best ideas that he had heard.	Encourage learners to speak up and express themselves	How good are you at encouraging others to talk? <div>1 2 3 4 5</div> What ways could you use to encourage others to talk? 1. 2. 3.
8. The prefect of the school saw known drug dealers in the community loitering outside the school gate. He quickly assembled the class prefects and counsellors and informed them to go to their classes and inform the learners so that they can be aware and on guard.	Share information about threats	Are you alert enough as a leader to detect dangerous or harmful situations so that you can warn others? <div>1 2 3 4 5</div> What are some of the things you can do to inspire confidence in others? 1. 2. 3.
9. I find that the more confidence I have in myself, the more I can stand up for myself. When I feel down and useless, people take advantage of me. My class leader makes me feel confident. He compliments me about things when no-one else does. This morning he said, "Keep your head up champ". I perked up immediately.	Inspire self-confidence	How well do you inspire confidence in others? <div>1 2 3 4 5</div> What are some of the things you can do to inspire confidence in others? 1. 2. 3.

Leadership situations	Rule	Assess yourself Improve your skills Low=1 High=5 (Please circle your answer)
10. Some boys from a senior grade walked up to me and were about to bully me. I was so afraid. I had nowhere to run. Out of the blue, and from nowhere, Siphso, our head boy, stepped in. I don't know where he came from, and how he knew what was happening. He told the boys to " <i>stop this nonsense</i> " and asked me if I was okay.	Be observant and intervene as necessary	<p>How alert and observant are you to know when to step in to protect others?</p> <p style="text-align: center;">1 2 3 4 5</p> <p>How could you increase your alertness in school to protect other learners?</p> <p>1.</p> <p>2.</p> <p>3.</p>

Overall, are you a learner leader who can ensure the safety and security of those learners for whom you have leadership responsibility?

Yes

No

What will you do to improve the safety and security of those learners for whom you are responsible?

1.

2.

3.

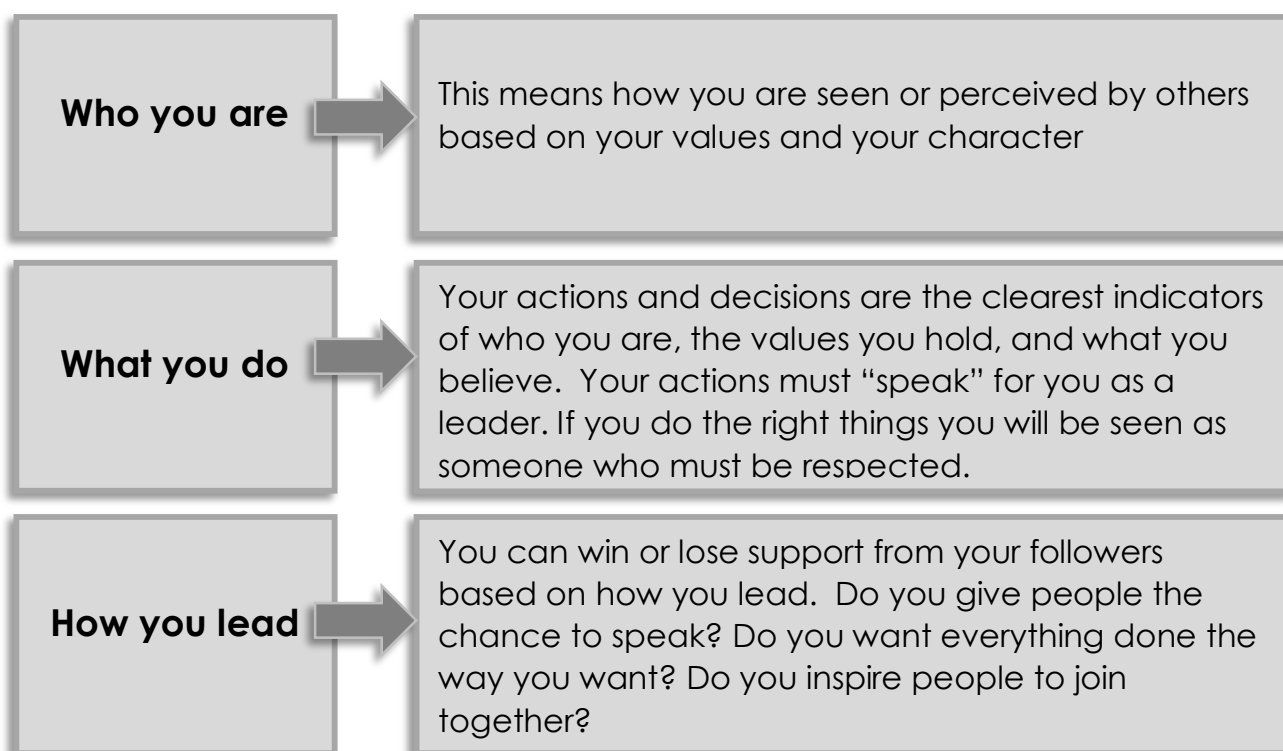
Activity 7:

Earning Respect and Admiration

Learner leaders must earn the respect and admiration of those they lead. Other learners would follow you as their leader, listen to you, and submit to your guidance only if they respect and admire you.

You want the people you lead to respect and admire you. You want to be a good leader.

Respect and admiration comes from:



Exercise 1: How I want to be perceived

In the first table, examine the list which states how people may perceive their leaders.

Give each item a score from 1 to 10 based on whether you would like to be perceived that way or not. Score of 1 means you **would never like to be perceived that way**; score 10 means that you **really want to be perceived that way**.

When you have completed this, go to the last column of the table, make a list of the 10 most important ways you wish to be perceived by other learners.

Discuss your answers with colleagues.

Answer the questions which follow.

Earning Respect and Admiration

Exercise 1:

How do I want to be perceived by others?

Ways people perceive their leaders Ways people see their leaders	Feelings and values expressed in leaders belief and behaviour	Rating 1 to 10	How I want to be perceived How I want people to see me (Rank 10 for the most important to you)
1. Popular	"Everybody likes me ..."		
2. Honest	"I will not cheat, I will not lie, I will not steal ..."		
3. Courageous and willing to stand up for what is right	"Let's stand up for what is right. It may not pay off now, but we will feel better ..."		
4. Intelligent	"If you are bright you have got it made ..."		
5. Kind	"I want to help. Everybody must be okay ..."		
6. Always helpful	"The strong must help the weak ... I support people where I can ..."		
7. Good speaker	"When he speaks he is so convincing ... I want him to speak for me ..."		
8. Rich	"Money matters ... if I have money I do not have to worry..."		
9. Good at sports	"If I am the best, then I should always lead ..."		
10. Good listener	"It comforts me when he listens ... I must hear the full story before I act ..."		

Ways people perceive their leaders Ways people see their leaders	Feelings and values expressed in leaders belief and behaviour	Rating 1 to 10	How I want to be perceived How I want people to see me (Rank 10 for the most important to you)
11. Well-dressed and neat	<i>"I love to look good. How I look tells who I am ..."</i>		
12. Willing to teach	<i>"I have a responsibility to help others to know what I know if it could help them to succeed ..."</i>		
13. Could solve problems through discussion	<i>"If we can talk about it, we can reach a solution ... Let's talk, not fight ..."</i>		
14. Physically strong	<i>"I am the strongest in the school ... no-one can touch me ..."</i>		
15. Shows the way to success	<i>"He helps me to see what I can be and how far I can reach ..."</i>		
16. Dependable	<i>"He will be there ... on time ... every time ... trust me. He keeps his promises ..."</i>		
17. Truthful	<i>"I will take the punishment ... will not tell a lie ..."</i>		
18. Make people feel welcome	<i>"I want people to feel comfortable with me ... I want to talk to them and really know them ..."</i>		
19. Sees everyone as important	<i>"No-one is better than anyone else here ... we are here together to help each other ..."</i>		
20. Encourages people to succeed	<i>"She inspires me. I want to be the best I can be. Every time I see her speak and every time she talks with me ..."</i>		

Ways people perceive their leaders Ways people see their leaders	Feelings and values expressed in leaders belief and behaviour	Rating 1 to 10	How I want to be perceived How I want people to see me (Rank 10 for the most important to you)
21. Shows respect for others	<i>"Everyone deserves respect ... the older adult, the smallest child ... respecting others shows your appreciation for their presence in your life ..."</i>		
22. Always on time	<i>"I manage my time. Time is important. We cannot get back the time we have lost ... I cherish every minute ... being on time shows respect and concern for others"</i>		
23. Represents our interest	<i>"I want to know what everyone thinks and what we all want. My decision as a leader must represent what we all want, to the extent possible, and what we have agreed ..."</i>		
24. Brings people together	<i>"He brought us together as one class with a common interest and a common goal. We always win because we are together, we care and we are motivated ..."</i>		
25. Gives good advice	<i>"I listen to her because she knows ... I trust her advice. She has never led me on the wrong path ..."</i>		
26. Motivating and inspiring	<i>"I am inspired by him. He makes me feel strong and bright, brave and important. I feel that I can conquer the world and be whatever I want to be ..."</i>		

Ways people perceive their leaders Ways people see their leaders	Feelings and values expressed in leaders belief and behaviour	Rating 1 to 10	How I want to be perceived How I want people to see me (Rank 10 for the most important to you)
27. Approachable – not boastful and arrogant	<i>"They all feel that they can come to me with their problems or even to talk... they greet and support me; they want me to know of their successes ..."</i>		
28. Determined	<i>"I will not quit until I succeed ... I will give it all my attention ..."</i>		
29. Can be firm when necessary	<i>"This is a serious time; we have important things to do ... we cannot play ..."</i>		
30. Organised	<i>"We must know where we are going and what we are doing. We will leave nothing to chance. Let's plan for every step of the way ..."</i>		
31. Friendly	<i>"I talk and laugh with everyone. People are wonderful. I feel good being with people"</i>		
32. Brave	<i>"They say that I face danger without fear; but sometimes I am fearful. I just know that I should stand up strong when I have to"</i>		

Earning Respect and Admiration

How do I want to be perceived by others?

Are you currently seen by others the way you want to be seen?

Yes

No

Are there similarities in the way you and your colleagues want to be seen by others?

Yes

No

Use the next table to note whether choices are similar or different

<div><div>What are the areas of similarity?</div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>	<div><div>What are the areas in which you are different?</div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>
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Earning Respect and Admiration

Exercise 2:

The things I do and the choices I make as a leader

The things you do and the choices you make as a leader are important.

In the table which follows, please read the story in the left hand column of the table.

In the second column, select one of the possible choices of the decision you will make or the action you will take.

Write the number of your choice in the first row of the last column of the table.

When you have completed your own list of choices, discuss your choices with your fellow learner leaders. Write the number of their choices in the other boxes labelled "choices of others".

Earning Respect and Admiration

The things I do and the choices I make as a leader

Situation to arise	What will you do? Possible choices	What would you do? The choice I would make	
1. <u>School Bully</u> <i>Junior is not very strong, and not very popular. The more popular boys make fun of him during break and after school. He is afraid to complain to the teachers, because it might get worse. John, a leader in the school, observes junior being pushed around during break.</i>	<ol style="list-style-type: none"> 1. Beat up the boys on behalf of Junior 2. Stop the bullying and speak to the boys about what they were doing 3. Encourage Junior to report the boys to the teachers 4. Speak to the principal to talk to the boys about bullying 5. Speak to Junior about being strong and standing up for himself. 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
2. A Helping Hand <i>A parent came to visit the principal. On her way out of the school building she slipped and fell. She appeared to hurt her leg, and could not stand. The boys in front of the school saw her, but did not help. They were afraid.</i>	<ol style="list-style-type: none"> 1. Rush immediately to assist the parent 2. Speak to the boys to rush and assist 3. Speak to the boys after you have assisted about the importance of helping 4. Rush to the principal's office to get assistance 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
3. Temptations <i>Some girls in school circulate private picture of other girls through social media. Other girls laugh and make fun of their classmates. You are in a group of girls when embarrassing pictures were being shown of one of the girls in a lower grade.</i>	<ol style="list-style-type: none"> 1. Join with friends and laugh at the picture 2. Walk away and not condone such behaviour 3. Ask the girls in the group to stop immediately and let them know that it is not appropriate behaviour 4. Ask the principal to intervene and speak to the student body about this behaviour 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	

Situation to arise	What will you do? Possible choices	What would you do? The choice I would make	
4. Respect for others <i>Abongile was rude to his teacher in front of all the other students. The teacher asked him to come to the front of the class and be he refused. Other students were laughing and cheering at his behaviour. He was standing up to a teacher who always bullied students. You were observing this behaviour as a leader.</i>	<ol style="list-style-type: none"> 1. Join the other students in the class because the teacher is a bully 2. Stand up in the class and let your classmates know that his behaviour is inappropriate 3. Go over to Abongile and ask him to obey the teacher 4. Apologise to the teacher for the behaviour of the learners 5. Have a private meeting with Abongile and speak to him about improving his behaviour 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
5. Stand up and speak A parent came to your class to speak about safety when walking to school. The parent shared very good information about being safe and avoiding trouble when walking to school. At the end of the speech, the teacher asked that a learner should volunteer and thank the parent. Nobody stood up. They were all scared to stand up and speak.	<ol style="list-style-type: none"> 1. Keep quiet and hope that no one calls upon you 2. Volunteer and stand up to thank the parent 3. Ask another classmate who is a good speaker to stand up and speak 4. Ask the teacher to say thanks on behalf of the learners 5. Silently hope that nobody stands up to say thanks and the teacher will do it herself 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
6. Volunteer The school needs some volunteers to work at the school fair. No one volunteers, because all the learners want to attend and have fun at the fair. The teachers asks repeatedly, but still no one volunteers. Everyone looks down at their desk when the teacher asks.	<ol style="list-style-type: none"> 1. Volunteer to work at the school fair 2. Ask the teacher to speak to the class and encourage your fellow students to volunteer 3. Encourage fellow students not to volunteer 4. Suggest that all volunteer to work and share responsibilities 5. Suggest to the teacher that parents should volunteer to work 	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	

<i>Situation to arise</i>	<i>What will you do? Possible choices</i>	<i>What would you do? The choice I would make</i>	
7. A long meeting The teacher is having a meeting during class break to speak about a project to clean up the school yard. The teacher is meeting with representatives from 3 classes. Some of the students want to assist; but others feel that it is not their responsibility to help clean the school grounds. Discussion goes on without any conclusion, and the break ends. Discussions are still going on, but learners have to go back to their class. No one want to speak up.	1. Stay silent because this is an important topic to be discussed 2. Walk out of the meeting and go to your class 3. Remind the teacher that class has begun and that the students should be released 4. Encourage all the learners to get up and go to their classes, without the teacher's approval 5. Suggest an alternative time for continuing the meeting	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
8. Teamwork A storm with high winds and heavy rain caused a lot of damage at the school. The school yard was littered with branches and trash that was blown around the yard. The debris posed a danger to other learners, and made the school grounds look untidy. Everyone, including the teachers, was just sitting around waiting for the principal to declare the school day a holiday.	1. Wait around with others so that you can go home 2. Ask teachers to mobilise learners to clean the school yard 3. Mobilise learners to work in teams to clean up the school yard 4. Mobilise learners to clean up the pathways – the areas where learners face danger if they walked there 5. Suggest to the principal to call parents and community members to assist in clearing up the school yard.	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
9. Abusive teacher The teacher, in anger, picked up Mbali's books from the desk and tossed them across the room. Mbali, in fear, started to shiver. He did not know what to do. Other students were also afraid. Some of them laughed a little, but most of the students were very quiet.	1. Laugh at Mbali also 2. Get up and help Mbali gather his books 3. Stand up and let the other learners know that they should not laugh at Mbali 4. Stand up and let the teacher know, respectfully, that what he did was wrong 5. Report the teacher to the principal	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	

<i>Situation to arise</i>	<i>What will you do? Possible choices</i>	<i>What would you do? The choice I would make</i>	
10. The School Walk The school is having its annual 5k walk for students later in the week. As a leader at the school, I am asked to provide leadership to my class on the walk. I am not sure what this means, and I am not sure what to do.	1. Let the principal know that I cannot lead the group on the walk 2. Ask one of my teachers what I am supposed to do 3. Get information about the walk so that I know what is required 4. Gather those I have to lead before the walk and explain to them how they must prepare and what they must do 5. Find a way of motivating those I lead on the day of the walk	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
11. Phone at School Ndumisa brought a cellphone to school so that she can call her parents in an emergency. Bringing cellphones to school is against the rules of the school. Other students also want to bring their cellphones. They plan to hide the phones from the teachers. You are a leader at our school and you are aware of their plans.	1. Report Ndumisa and others to the principal 2. Go along with them and bring your cellphone to school also 3. Speak to Ndumisa privately to let her know that it is against the rules of the school and she should not bring her phone to school 4. Group students together privately and let them know that they should not bring their phones to school	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	
12. Nosipho came to School Nosipho came to school with bruises on her body. Only a few students knew that she was abused by her father. Her arm was swollen and she could not write. She was afraid of returning home that day. She was looking for somewhere to sleep that night. The following day she planned to run away from home.	1. Speak to Nosipho and encourage her to go back home and not run away 2. Encourage Nosipho to speak to the teacher and seek assistance 3. Encourage her to go to the police and lay a charge against her father 4. Work with other learners to provide Nosipho with somewhere to stay for the night 5. Form a delegation of students to visit Nosipho's home and speak to her parents	Your choice	
		Choices of others	
		Choices of others	
		Choices of others	

Earning Respect and Admiration

The things I do and the choices I make as a leader

<i>Situation to arise</i>	<i>Are the choices of your group similar?</i>		<i>Discuss differences</i>
1. School bully	Yes	No	
2. A helping hand	Yes	No	
3. Temptations	Yes	No	
4. Respect for others	Yes	No	
5. Stand up and speak	Yes	No	
6. Volunteer	Yes	No	
7. A long meeting	Yes	No	
8. Teamwork	Yes	No	
9. Abusive teacher	Yes	No	
10.The school walk	Yes	No	
11.Phone at school	Yes	No	
12.Nosipho came to school	Yes	No	

Earning Respect and Admiration

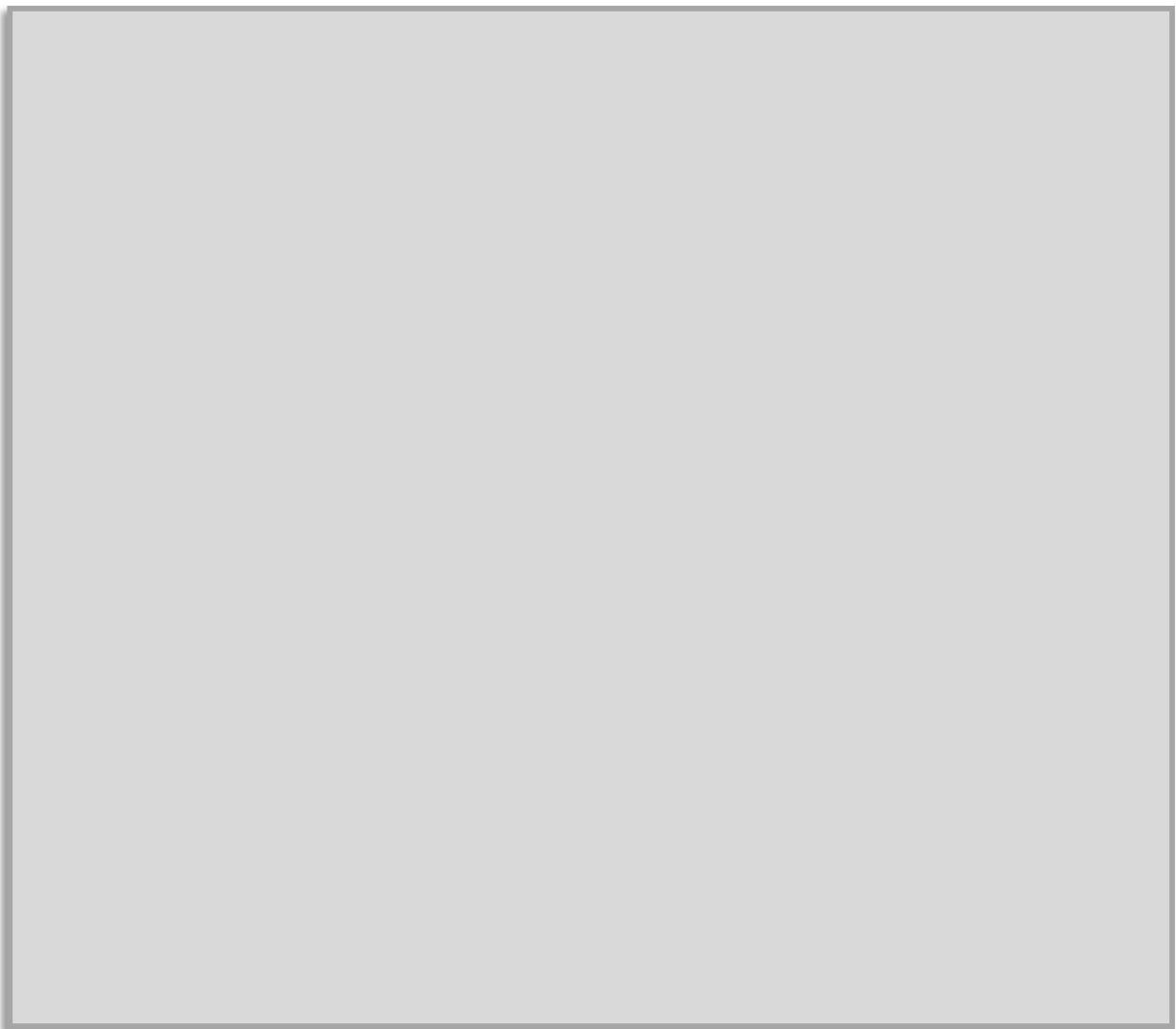
The things I do and the choices I make as a leader

Were choices generally similar?

Yes

No

Why were choices different?

A large, empty gray rectangular box with a thin black border, intended for a user to write their response to the question "Why were choices different?".

Activity 8

Leading with Courage

Standing up for what is right is not easy.

It takes courage to stand up.

Many learners speak of the fears which sometimes prevent them from standing up for what is right ... especially when they are opposed, or when they have little support.

As a learner leader at your school we want you to stand up for what is right.

But, here we want you to face your fears and prepare yourself to respond well in the most difficult situations.

Exercise 1: Facing your fears

In the table which follows, read a few of the reasons given by some learner leaders for not standing up for what is right on some critical occasions.

Do you sometimes feel this way? Circle yes or no.

If you feel this way what can you do to avoid being overcome by this feeling?

You have to overcome this feeling to display courage and do what is right in challenging circumstances.

Discuss in your group what you will do to avoid being defeated by feelings which prevent you from doing what is right.

Leading with Courage

Facing your fears

<i>Reasons given for not standing up</i>	<i>Do you sometimes have this feeling? (Please circle your response)</i>		<i>What could you do to avoid being overtaken by fear?</i>
1. I am not sure that I am right.	Yes	No	
2. I will lose my friends.	Yes	No	
3. I will be punished for taking a stand.	Yes	No	
4. Parents will be upset and displeased.	Yes	No	
5. Teachers may be upset and will never forget what I did.	Yes	No	
6. I will be prevented from taking my exams.	Yes	No	
7. I will not be selected to represent the school.	Yes	No	
8. I will get little support from others.	Yes	No	
9. People will see me in a negative way – a sellout ...	Yes	No	

Reasons given for not standing up	Do you sometimes have this feeling? (Please circle your response)		What could you do to avoid being overtaken by fear?
10. The person is too powerful and important in the school and in the community.	Yes	No	
11. I am correct but it will cause so much conflict and confusion.	Yes	No	
12. So many other people feel differently.	Yes	No	
13. Everybody is thinking about themselves. No one is thinking about what is right. They will not support me.	Yes	No	
14. I do not want to be responsible for anything bad that will happen.	Yes	No	
15. I do not want to be blamed.	Yes	No	
16. It will not benefit me.	Yes	No	
17. I will get myself into trouble and then all will forget about me.	Yes	No	
18. I will not be invited to parties and celebrations of other learners	Yes	No	

Leading with Courage

Statements of courage by leaders who chose to do what is right

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

— **Nelson Mandela**

"Do not judge me by my successes, judge me by how many times I fell down and got back up again."

— **Nelson Mandela**

"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

— **Nelson Mandela**

If you want peace, you don't talk to your friends. You talk to your enemies -

Desmond Tutu

"We should be respectful but we must also have the courage to stop harmful practices that impoverish girls, women and their communities – **Graca Machel**

What do these statements show?

Using courageous leaders as your model, what will you do when faced with a challenge to do what is right?

Activity 9

Vision of Success

Wanting the best for yourself and others

Leaders want the best for others.

Leaders keep their focus on what the best could be, and they strive to attain the best in all that they do.

As a learner leader you will want the best for:



Vision of Success

Exercise: Being the best

Do you want your **school**, other **learners**, your **teachers** and **yourself** to be the best?

Yes

No

As a group, discuss what you want for your **school**, other **learners**, your **teachers** and **yourself, as learner leader**, to be the best.

Write your ideas in the table which follows.

Discuss your ideas. Share your ideas with other groups.

Make a pledge on your vision for leadership. Write your pledge in the space provided.

Vision of Success

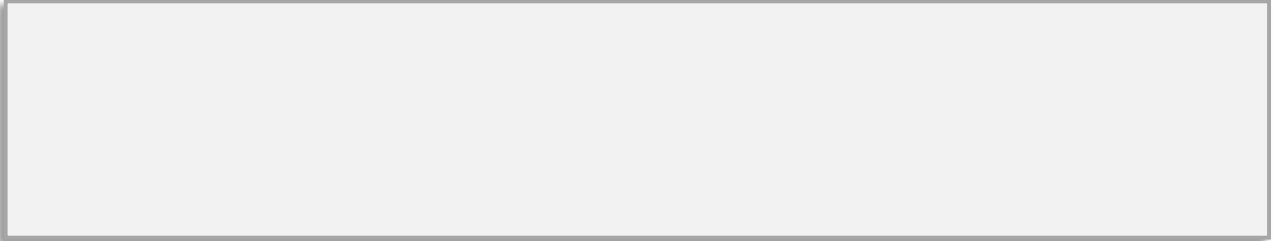
Being the best

<i>Being the best</i>	<i>A vision of what you want as learner leaders</i>
What do you want for your SCHOOL to be the best school?	
What do you want for other LEARNERS for them to be the best?	
What do you want for your TEACHERS for them to be the best?	
What do you want for YOU AS LEARNER LEADER to be your best?	

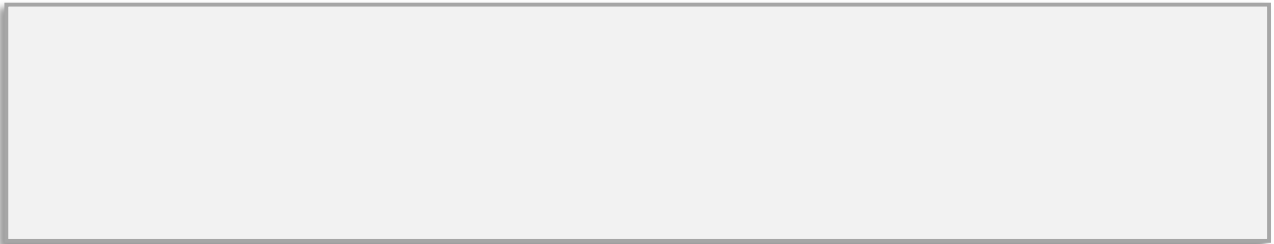
Vision for Leadership

P L E D G E

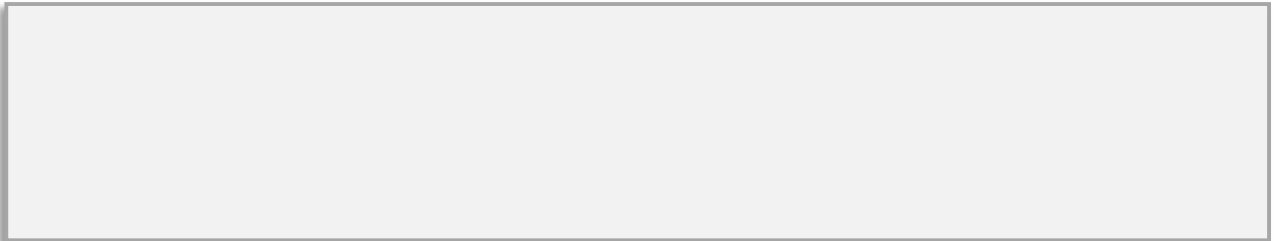
I want my SCHOOL to be:



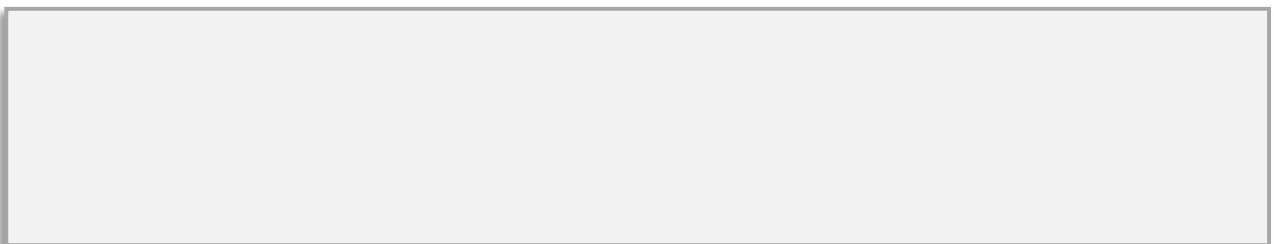
I want my TEACHERS to be:



I want all LEARNERS to be:



I want myself as a LEADER to be?



Activity 10

Sharing Knowledge

One of the important roles you must serve as a learner leader is sharing information which will assist learners to manage their learning and become successful.

Some of the information we want you to share is presented in the left hand column of the table.

As a **learner leader**, do you believe that this information is important knowledge that learners should have to become successful?

Please rate the level of importance of each item.

What topics are most important?

What topics are least important?

Discuss with your colleagues.

Do you believe that you now have the knowledge to present this information to other learners?

Please answer “yes” or “no” for each item.

Sharing Knowledge

The Knowledge learners need to succeed

Some critical information needed by learners to manage their success	Your assessment of importance as a learner leader					Can you assist learners with information on this? (Circle your response)	
	Low 1	2	3	4	High 5		
1. The importance of education	1	2	3	4	5	Yes	No
2. Study skills	1	2	3	4	5	Yes	No
3. Communicating with parents about school	1	2	3	4	5	Yes	No
4. Values and code of conduct for learners	1	2	3	4	5	Yes	No
5. How to get resources for learning	1	2	3	4	5	Yes	No
6. Inter-personal relations	1	2	3	4	5	Yes	No
7. Tracking my own curriculum coverage	1	2	3	4	5	Yes	No
8. Preparing for exams	1	2	3	4	5	Yes	No
9. Subject choice and careers	1	2	3	4	5	Yes	No
10. Communicating with teachers	1	2	3	4	5	Yes	No
11. Care of learning resources	1	2	3	4	5	Yes	No
12. Managing my homework	1	2	3	4	5	Yes	No

Some critical information needed by learners to manage their success	Your assessment of importance as a learner leader					Can you assist learners with information on this? (Circle your response)	
	Low 1	2	3	4	High 5		
13. Time management	1	2	3	4	5	Yes	No
14. Planning my study schedule	1	2	3	4	5	Yes	No
15. The joy of reading	1	2	3	4	5	Yes	No
16. Importance of regularity and punctuality at school	1	2	3	4	5	Yes	No
17. Understanding how the school works	1	2	3	4	5	Yes	No
18. Managing money	1	2	3	4	5	Yes	No
19. Importance of games and recreation	1	2	3	4	5	Yes	No
20. Making the school safe and secure	1	2	3	4	5	Yes	No
21. Managing my rights and my responsibilities as a learner	1	2	3	4	5	Yes	No
22. Importance of reading and writing at home	1	2	3	4	5	Yes	No
23. Avoiding substance abuse	1	2	3	4	5	Yes	No
24. Using resources in the community	1	2	3	4	5	Yes	No
25. Seeking assistance for the problems affecting my learning	1	2	3	4	5	Yes	No

Sharing Knowledge

Is there any other information that you believe learners should have?

Yes

No

List below other information you believe learners should have.

