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LEAD LIKE A PIRATE:
FOSTERING LEADERSHIP DEVELOPMENT
IN KINDERGARTEN THROUGH THIRD GRADE GIRLS

by

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A capstone submitted in partial fulfillment of the requirements
for the degree of Masters of Arts in Teaching

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St. Paul, Minnesota

December 2017

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To my daughters, Elaine and Rylan, who provided the inspiration for every word written on the following pages; you two are already blossoming empathetic leaders. To my husband, Keith, who has been a constant source of support and encouragement both professionally and personally. Finally, to two supervisors, Les and Paul, who model true leadership on a daily basis and push me to continue my own leadership development. You all make me a better, stronger leader and woman and you have my unending gratitude.

“I hope you find true meaning, contentment and passion in your life.
I hope you navigate the difficult times and come out with greater strength and resolve.
I hope you find whatever balance you seek with your eyes wide open.
And I hope that you - yes, you - have the ambition
to lean in to your career and run the world.
Because the world needs you to change it.”

- Sheryl Sandberg

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CHAPTER ONE: INTRODUCTION

A Personal Leadership Journey

This chapter will outline my personal leadership journey, ultimately leading to the formation of the research question of how can a summer day camp foster leadership development in kindergarten through third grade girls. The chapter will begin by attempting to reconcile the ubiquitous term of “bossy” as it relates to “leadership” when describing young girls and continue by describing my background that formed the foundation for my interest in this topic, including my own attendance at a “self-confidence camp” when I was a child, to when I began to develop my own leadership skills (but was still unsure what leadership meant or why I even needed leadership skills), to mentoring and teaching college students and ultimately beginning to foster leadership development in my own young children.

Through attempting to foster my own children’s development, in leadership as well as other areas, I found a disheartening lack of focus on leadership development of young children. This glaring need ultimately led to this project, the creation of a leadership camp with a pirate theme designed for young girls. This chapter will uncover not only my personal goals in creating the camp, but also why the pirate theme was chosen. The chapter will conclude by providing an overview of the remaining chapters of this thesis.

Reconciling “Bossy” and “Leadership”

It is impossible to pinpoint the start of the phrase: “I’m not bossy, I have leadership skills,” but it is pervasive in society today. For so long, “bossy” traits, while revered in men, have had a negative connotation for women. A female leader, however, was something to be emulated by other women and looked up to. At some point along the line, women realized the same skills that led to them being called bossy were the same skills that led women to become leaders (in a myriad of sectors of life). The script was forever flipped.

Now, the phrase is applied to young girls. A young girl can be wearing a shirt with this catchy phrase while writing in her journal with the phrase written in flowery cursive on the cover as she sits under a print of the phrase hanging on the wall. We are constantly trying to remind young girls that being “bossy” is no longer a negative.

Woman can (and should) be leaders.

But what does that mean? To the young girls wearing the shirts or to the adults viewing them? Even more curious and troubling is the question of what we are doing about it. We need to stand by what we are saying: you’re not bossy, you have leadership skills. But how are we building those leadership skills? Further, how are we building them starting at an early age? How can a summer day camp foster leadership development in kindergarten through third grade girls? It is no longer enough to just put the shirts on our children. We need to take an active role in their leadership development, starting now.

A Leadership Journey

The summer before I began kindergarten my parents were concerned about my extreme shyness. I was the child who cried when a well-meaning store employee attempted to give a balloon to me. As a product of a stay-at-home parent with minimal interaction with other children, my parents were concerned I would be overwhelmed by the school environment. They were also worried I would not make friends since I had limited exposure to friend-making thus far in my life. As an attempt to encourage me to come out of my shell, they signed me up for a two-week self-esteem class taught by our city's Youth Service Bureau. I remember feeling scared every single day. I remember feeling even more shy and overwhelmed, and even more embarrassed when the class leaders tried to counteract my shyness by giving extra attention to me. I was never given a chance to feel comfortable in my own time or express myself in my own way and I ultimately ended up dreading the class. In hindsight, my outward display of shyness was a reaction to an inward feeling of a lack of confidence. Confidence to be my true self, despite what others may think. Confidence to speak my mind and my ideas, even if ultimately they may be wrong. Confidence that I have what it takes inside me.

Fast forward to high school. This time instead of my parents being nervous for me, I was nervous for myself. What if I didn't make friends? Some fears never change, I suppose, or perhaps the fears my parents had for me as a child were now simply manifesting in me all on their own. My brother, two years older than me, encouraged me to consider joining the debate team since that was where he made some of his best friends in high school. Swallowing all of my fears, I attended the first meeting and never looked

back. Similar to my brother, it was where I found lasting friendships and an activity that challenged me on many levels. I was told often by my coaches that I was developing “leadership skills.” While I knew it was important, I was unsure how exactly I was developing them and what they even were.

Now, as an education professional, I am constantly attempting to predict the futures for the students I work with. What will employers be seeking when these young students arrive on the job market? Leadership has become somewhat of a buzzword. Everyone says it, but not everyone has the same understanding of what it means. Everyone knows that students need it, but few can explain how to get it. In truth, leadership is a culmination of many traits (mostly learned) that, when put together, create a powerful leader. But those traits, and how they fit together, are unique to each individual.

I teach a leadership class to first year undergraduate students and it is a wildly popular class every year. Students equate leadership with positional leadership. Yet these students have not yet begun to examine the many other ways, the other facets of their personality, that also lend themselves to leadership. They have yet to explore the aspects of themselves that make even the shy, introverted students a powerful leader.

As a mom to two young girls, I am beginning to think in a way I can only imagine my parents were thinking when I was a young girl and they signed me up for that ill-fated (but well-intentioned) self-esteem class. How can I best equip my children with the traits that will help them succeed not just in school and their future careers (whatever those end up being), but succeed in their lives? As I consider the traits I want to be instilling in my

young children, the same thoughts continue to resonate in my mind: self-esteem, confidence, resilience, grit, curiosity, empathy, creativity. I was eager to find avenues for my children, even as preschool/lower-elementary students, to gain these skills and excited about the potential for my children to blossom in this way. I purchased the “I’m not bossy, I have leadership skills” and “strong like mama” shirts and began my search.

What I found was disheartening. While it is clear that leadership development is available beginning in middle school, there was a troubling lack of leadership development for students, particularly girls, in the lower elementary grades. In my mind, there was no reason to wait until adolescence to begin exposing girls to these concepts. Girls beginning their elementary school journeys needed self-confidence as much as a girl entering middle school. Girls exposed to grit and resilience at the beginning of their formal educations would reap the benefits of those skills for years to come. However, there was no formalized structure in place for young girls to begin practicing these skills and developing these new ways of viewing themselves, of viewing their setbacks, and of viewing others.

Creation of a Camp

There is no better way to put your own leadership skills into practice than when you find a problem begging for a solution. I surely could not be the only parent of young children, particularly of young girls, also seeking to lay a foundation for leadership development. In speaking with fellow parents about leadership development at my children’s preschool I was met with reactions of “where did you find that?!” and “that

would be amazing!” by every single parent I approached. I had to be the bearer of bad news that it didn’t exist (yet!), but it stoked the flames and provided the energy to service a very clear need.

My goal is to learn more about leadership skill development. What skills can be fostered at a young age to make future leadership instruction more fruitful? What benefits might be gained from introducing leadership skill development at a young age? Ultimately, I hope to create a camp that will lay a foundation for future leadership development, help teachers and school administrators see that there is a need for this type of education, and provide an outlet for society to do more than put shirts on our children. I hope to learn and share techniques to teach beginning leadership skills that will spark young minds, particularly ones that will appeal to young girls. Most of all, I hope to learn things that I can begin doing regularly with my own children to begin to hone skills that are so necessary for future success in all facets of life.

Why Pirates?

My older daughter was the inspiration behind nearly every facet of this thesis, including the theme. There has to be a hook to attract kids to the camp. For parents, merely saying the word “leadership” was seemingly enough of a hook, but the parents were not going to be the ones attending. What would get kids excited even before the first day? What would keep the kids showing up full of energy? I mentioned to my daughter, currently almost six years old, that I envisioned this camp to be somewhat sneaky. I wanted kids to learn and practice concepts without even realizing they’re learning critical

skills. Her eyes got wide at the idea of being sneaky and she responded “ooh, like a pirate!” Bingo. A theme was born. The fact we just finished *Peter Pan* as our read-aloud may have helped in her recognition of the concept of pirates, but that didn’t minimize the perfection of her suggestion.

As I began researching, I came across the book *Learn like a PIRATE* by Paul Solarz (a follow-up to *Teach like a PIRATE* by Dave Burgess, also an excellent read). It confirmed, and built upon, my excitement for this as the theme for the camp. Solarz described pirates in the following way:

Pirates are daring, adventurous, and willing to set forth into uncharted territories with no guarantee of success. They reject the status quo and refuse to conform to any society that stifles creativity and independence. They are entrepreneurs who take risks and are willing to travel to the ends of the earth for that which they value. (p.2)

Everything that I was hoping to embody within this camp, and ultimately see all girls including my own grow to embrace, was evident in that short quote. I want to empower girls to discover what is important to them and why, to take risks and not be afraid of failure, and to refuse to conform by celebrating what makes them unique for it is that uniqueness that allows them to contribute to class (and life in general) in ways only they can. I want to cultivate creative and original thinkers. I want to develop confident, curious, independent and collaborative (have you ever seen a pirate alone on a ship?) young women. I wanted to begin shaping young pirate leaders.

Significance to Stakeholders

The intended impacts of this camp are potentially far-reaching. The biggest impact will hopefully be felt by the children attending, for they will actively be working to develop skills related to leadership. This camp isn't necessarily meant to prepare children for traditional positional leadership. Instead, it is the hope that these children will all leave the camp with increased self-confidence, understanding of the power of practice, and grit. Parents will see these impacts when children do homework at night or are joining a club to learn a new skill, for they will be less likely to quit and rather see challenges as opportunities to learn. Teachers will similarly see these benefits in the classroom, along with a greater appreciation for the uniqueness of their peers and how each person contributes to the classroom as well as improved ability to interact in teams.

These skills will serve children well as they conclude formal schooling and enter the workforce. Employers will see benefits of teamwork, independence and interdependence, the ability to see challenges from a variety of perspectives and the creativity to innovate. Ideally these skills will reach even further into the community as the girl has grown into a woman and begins contributing and giving back to the community in which she lives. Through her own growth and development, the seeds that were planted during the camp will continue to be nurtured and grow through her many experiences throughout her life. However, before those seeds can grow, they must be planted.

Summary and Looking Ahead

While the definition of leadership is elusive, as will be discussed in greater detail in the next chapter, it is clear that simply putting on a shirt that touts a child is not bossy and rather is demonstrating leadership skills is not enough. Interestingly, intentional leadership development does not begin for young girls until they are well beyond the age where this learning should begin. In reflecting on my own leadership journey, from the self-confidence camp as a child to currently preparing future leaders (both male and female) in my current profession as well as molding future leaders in my children there was a developmental need that I felt compelled to explore how to fulfill. In creating a camp, I primarily hope to plant the seeds that will make future leadership education more fruitful as well as explore the benefits to introducing leadership skill development at a young age. The theme of the camp, pirates, embodied much of what I hope to create and foster: the ability and confidence to take risks, being unafraid of failure, celebrating uniqueness and encouraging creative thinkers. While the biggest benefits of the camp will hopefully be seen in the children themselves, benefits will also be seen by parents, teachers, future employers and communities as the seeds that are planted continue to grow and flourish as the girls grow and mature.

As we consider the question of how can a summer day camp foster leadership development in kindergarten through third grade girls, we first need to delve into leadership as a concept. The next chapter will outline the evolution of leadership in a historical context, explore the research related to the benefits of leadership development, demonstrate the need for women to be supported as leaders and confirm the need to lay

the foundation for leadership development in lower elementary children, particularly girls.

Chapter three will provide the specifics of the leadership camp. The camp will be built around the concepts explored in chapter two and provide several activities that will develop the skills that we now know are important to leadership development. Finally, chapter four will provide a direction for future research in regard to leadership development of young children as well as describe how the writing of this thesis has impacted several aspects of my personal and professional life.

CHAPTER TWO: LITERATURE REVIEW

A Review of Leadership and its Impacts

In examining how can a summer day camp foster leadership development in kindergarten through third grade girls, the concept of leadership must be explored and a set of assumptions created to be used for this paper. This chapter will first review the history and the evolution of prominent theories related to leadership development to form a common language and basis for discussing leadership concepts. Upon landing at the current understanding of leadership, a set of grounding assumptions will be established. It is crucial to create grounding assumptions as the definition of leadership is still largely up to individual interpretation. The assumptions will provide the foundation to create the project.

With a common understanding and language established, traits related to leadership will be explored. While there are several traits related to leadership, this chapter will focus on those related to the aforementioned grounding assumptions as well as those that most strongly correlate with the goals of the project. The traits that will be unpacked include self-esteem and confidence, grit and growth mindset, communication, vulnerability, self-reflection and creativity. This paper and corresponding project also rely heavily on the concepts found in Emotional Intelligence, so this chapter will provide not only an understanding of what Emotional Intelligence is but also its importance to leadership.

After exploring the need for leadership development in children, this chapter will explore why it is crucial to focus on females, including an examination of the current state of women in leadership as well as why the conversation of women in leadership must begin with young girls. The chapter will conclude with how the review of literature has provided the rationale for creation of the project.

Evolution of Theories of Leadership

While it is commonly understood that leadership is the act of leading others, there is a less universal understanding of what qualities make a leader due to the nebulous nature of leadership. Prior to analyzing traits that equate to leadership development it is important to review a history of how the idea of leadership has evolved.

Leadership first began to be formally recognized in the 1840s when writer and teacher Thomas Carlyle coined the Great Man Theory. The title of the theory summarizes the essence of how Carlyle, and indeed the majority of the nation, felt about leadership: leaders are born, not made, and leaders are men. Further, there is no sense of everyday leadership. The Great Man Theory puts forth the idea that leaders rise when confronted with the appropriate situation. Leaders are heroes. It is precisely this piece of the theory that ultimately led to its downfall in 1860 by Herbert Spencer. Spencer posited that heroes are merely a product of their times and the actions of the leader were a result of social conditions, not innate leadership.

The idea of leaders being born, not made, led to the Great Man Theory lacking in identifiable leadership traits. Enter the Trait Theory of the 1930s and 1940s. The most

significant difference between Great Man Theory and Trait Theory was that the latter acknowledged that leaders can be either born or made. Mental, physical and social characteristics were analyzed to gain an understanding of which individual characteristics, or combinations, were common among leaders. Traits were identified that seemed to lend themselves to excelling in leadership roles: intelligence, sense of responsibility and creativity. American psychologist Gordon Allport “identified almost 18,000 English personality-relevant terms” (Matthews, Deary & Whiteman, 2003, p. 3). Where this theory struggled was in which leaders were chosen for the studies to create the list of traits. Most leaders were low level managers and the connection of the participants to leadership was tenuous and without context. Further, there was no explanation provided as to the relationship between the characteristics and their ultimate impact on leadership.

Studying of individual traits did, however, give way to Behavioral Theories of the 1940s and 1950s where behaviors of leaders were analyzed. Researchers were becoming more adept at their use of psychometrics and were able to reliably measure cause and effect relationships of specific human behaviors. Nearly 100 years after leadership began to be formally studied, the idea of leaders being born was entirely rejected.

While some components of early leadership theories still exist today, the focus is now on determining which are the most salient traits impacting leadership. Instead of a belief that only men born with a predisposition to leadership can be leaders, it is now believed that with the proper conditioning leaders can be made. Leadership, however, remains a concept that is difficult to define and seems to change depending on who is

providing a definition and the context in which that definition is provided. It is therefore important to establish a set of grounding assumptions about leadership that will be used throughout this paper and development of the accompanying project.

Grounding Assumptions

This paper, and ultimately the resulting project, will be grounded in my assumptions about leadership and what makes a leader. Five assumptions will be described in detail:

- leadership can be learned and developed
- anyone can be a leader
- leadership does not require a title
- leadership requires significant inner work and deliberate practice
- leaders must focus as much on themselves as they do others.

The research behind each grounding assumption will be explored, providing a context for why it was selected.

The first assumption stems directly from the aforementioned psychometric research: leadership can be learned and developed. No longer should we be thinking that people cannot grow and develop leadership capacity. In a study on twins, researchers found that as much as 70 percent of leadership is learned (Arvey, Rotundo, Johnson, Zhang & McGue, 2006). This research suggests that while there may be some predispositions that will lend someone to more eagerly engage with leadership, such as extraversion, the role of the environment is undeniable in cultivating a future leader.

Closely tied to the first assumption is the idea that anyone can be a leader. If it is largely a learned trait, then anyone can learn what it takes to be a leader. This is further emphasized by the idea that there is no single way to lead and leadership manifests itself in different ways in everyone. However, common traits of leaders can be found in varying degrees in every leader and also can be learned. This assumption can be taken one step further in considering leadership, then, requires considerable attention and deliberate practice. In any skill that is being learned, deliberate practice is necessary: time, repetition, coaching/feedback and working at the edge of your current abilities (Ericsson, Krampe & Tesch-Romer, 1993).

Following the first two assumptions is the idea that leadership does not require a title. No longer are we tied to Thomas Carlyle's "Great Man" theory, and the idea of solely positional leadership has been largely disproved. A leader is not followed simply because of the position they hold. In fact, in many cases they are likely to be put into that position because they are already seen as a leader in their organization. The world is filled with people who have made a difference even without a title giving them "authority" to do so.

The fourth assumption about leadership, that it requires significant inner work, stems from the idea that leadership requires deliberate practice. A leader does not ever stop developing and growing. Leadership requires constant reflection and demands significant energy on the part of the leader. Reflection will lead to clarity on the leader's own strengths, weaknesses, values and ultimately their leadership style. It is this

reflection that positions the leader to make positive differences and take themselves, and their teams, to even greater heights.

The fifth, and final, assumption is that leadership heavily relies on concepts of Emotional Intelligence and leaders must focus on themselves just as much as they do others. The term “Emotional Intelligence” was coined and defined by Salovey and Mayer (1990) as “the ability to monitor one’s own and other’s feelings and emotions to use the information to guide one’s thinking and actions” (p. 189). Emotional Intelligence helps us to intentionally focus not only on ourselves but also on those around us. It includes concepts of self-awareness, self-regulation and intrinsic motivation. Although generally recognized as an important concept related to self-understanding, it was not until the early 2000s that it came to be recognized as important to leadership. Shankman, Allen & Haber-Curran define consciousness of self as including such capacities as: emotional self-control, authenticity, healthy self-esteem, flexibility, optimism and achievement (2015). The same authors define consciousness of others as including such capacities as: displaying empathy, inspiring others, developing relationships, building teams and managing conflict.

Each of the grounding assumptions are unique but work in concert with each other to provide a foundation upon which the accompanying project will be created. It is largely due to the concept of emotionally intelligent leadership that this paper and project will focus on the ideas of self-esteem, optimism, empathy and relationship/team building in addition to concepts of grit, communication, creativity and confidence.

Traits Related to Leadership

Anecdotally, there are many traits that rise to the top when one is asked what it takes to be a leader, or what traits leaders have in common. While it is true that everyone leads in their one way and it is still largely unknown what traits are essential when it comes to leadership, there are several traits that not only have a correlation with leadership but also a correlation for overall success. For those reasons, this paper and corresponding project will focus on self-esteem, confidence, grit, growth mindset, communication, vulnerability and creativity.

Self-Esteem, Confidence & Leadership

Similar to the general idea of leadership, the concept of self-esteem is fairly abstract. Most people would agree self-esteem is in some part how you feel about yourself and knowing who you are. Self-confidence, belief in yourself and your abilities, is a key ingredient of self-esteem and, like many things, needs to remain in balance to not edge toward arrogance. Self-esteem also relies heavily on resilience, the ability to bounce back and recover quickly after a setback.

In 1989, Stephen Covey wrote the seminal work *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. Covey describes everyone as having an emotional bank account. When something goes well, a deposit is made. When something happens that causes pain, a withdrawal. “Healthy self-esteem,” then, occurs when the emotional bank account is above a minimum balance. Covey made it clear that the minimum balance level was different for everyone, and may even differ from season

to season within the same person. One point is clear, however. We need to have more deposits than we have withdrawals.

Intimately tied to overall self-esteem is belief in yourself and your abilities. Self-confidence, the belief in personal worth and likelihood of succeeding, is a combination of self-esteem and self-efficacy. Bandura (1993) defined self-efficacy as “people’s beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives” (p. 118). More than anything else, self-efficacy affects a person’s thought process, motivation, feelings about others and decision making. Consequently, for people to believe in themselves and have confidence in their abilities, they must have self-efficacy.

Four factors can influence self-efficacy: successful past leadership experiences, observation of others demonstrating successful leadership, affirmation and encouragement from others in one’s leadership abilities, and positive moods and emotions (Bandura, 1993). Self-efficacy, like leadership in general, can be developed over time through experience, observation and learning. The crucial piece of the observation and learning must be through observing successful leadership. Too often the focus is on why something failed and too little focus is put on why something is succeeding. It is crucial, if learning and replication is to occur, that successful leadership be studied more often than failures.

Acquiring and sustaining healthy self-esteem is a lifelong process. In no way is self-esteem innate or a talent one is born with. It is both a mind-set and a skill set that shows up daily, potentially hourly, in every interaction one faces. Healthy self-esteem

requires a unique combination of determination, resilience, passion and focus that allows a person to maintain discipline and optimism to persevere and pursue their goals even when faced with rejection, discomfort or a seeming lack of progress. In short, healthy self-esteem requires grit.

Grit, Growth Mindset & Leadership

Grit and growth mindset have both been shown to have an impact on self-esteem. University of Pennsylvania psychologist Angela Duckworth and her team have determined the common denominator among child spelling bee finalists, successful cadets at West Point and salespeople who can not only persevere but improve is grit (Duckworth & Peterson, 2007). Not only is the essence of grit elusive, but as yet researchers have not reached a definitive conclusion regarding how to best cultivate it. It is unknown if grit is a stand-alone trait that can be cultivated or if it is a byproduct of other traits like confidence, courage and curiosity. What is known, however, is that courage is a key component of grit and something worth focusing on when considering how to cultivate grit in young children.

Courage is directly proportional to your level of grit. Those with high levels of grit are not afraid to fail. Rather, they “embrace it as part of the process. They understand that there are valuable lessons in defeat and that the vulnerability of perseverance is requisite for high achievement” (Perils, 2013). Fear of failure can be paralyzing for many individuals, leading to perfectionism and an aversion to risk. Duckworth describes grit and resilience as a muscle that needs to be exercised and built. Failure is an inevitable part of life, so it is crucial to learn how to recover from it and to learn from it. While

Duckworth often refers to the two traits in her research, it is important to note the distinction between them. Resilience is the optimism to continue after setbacks, whereas grit is the motivational drive to remain focused on a difficult task over a period of time.

Intimately tied to one's ability to persevere is the concept of having a growth mindset. A growth mindset, according to Stanford University psychologist Carol Dweck, is the ability to see challenge as a learning opportunity versus an obstacle. The ability to increase comfort with struggle and see it as a normal part of learning is crucial. However, to do so requires a mindset that success comes from effort and not innate intelligence. In other words, a growth mindset. It is nearly impossible to persevere through obstacles if you believe your abilities or intelligence are fixed, for that means trying hard will ultimately mean nothing in terms of the outcome. A growth mindset, then, is crucial for leadership in that leaders understand they can always improve and acquire new skills, and that failure does not define them as a person.

Communication, Vulnerability & Leadership

One skill in which many people, especially leaders, often struggle is in communication skills. Both written and oral communication are crucial skills to develop that few are born with. As such, a growth mindset and grit are both necessary in tackling this important leadership skill. While communication forms a connection between two people, that connection needs trust to thrive. Trust comes directly from demonstrating vulnerability to those around you.

Whether spoken or written, it can be argued that communication is one of the most important traits of successful leaders. Leaders need to be able to communicate their

thoughts, including their goals and methods, in order to have others join them on the journey. However, communication is not simply a way to provide information. Strong communication demands vulnerability as a way to build connection with others, which is precisely what makes these skills crucial for leadership development.

“Whether spoken or written, and spanning both words and actions, the message must always convey both your vision and the organization’s purpose and values...The message is not just what you say; how you say it is equally important. Communication is where leadership lives and breathes” (Burnison, 2012). Communication necessitates observing and listening to others prior to speaking and it “informs, persuades, guides, and assures as well as inspires” (Burnison, 2012).

Effective communication requires a vulnerability rarely seen as a desired leadership trait. Trust, engagement, accountability, adaptability, innovation and creativity are all hallmarks of effective communication and are all born from vulnerability. Author Brené Brown defines vulnerability as the ability to show up when there is no indication of outcome (Brown, 2012). Vulnerability is the ability to let our true selves, including our failings, show to others. It is the first thing we look for in others, but the last thing leaders are willing to show.

We seek vulnerability because it forms the basis of connection, of trust, between people. A good leader must be able to work in spaces of uncertainty, risk and emotional exposure and have the confidence to take on something without concern for success. A skill that necessitates vulnerability, uncertainty, risk and emotional exposure is creativity.

Innovation is born from creativity and necessitates the leader to bring novel ideas to the table despite an unknown outcome.

Creativity & Leadership

A space where people perhaps feel the most vulnerable and the most at risk of failure is concerning creativity. As such, it is an area that people need the most courage and support to feel comfortable. Despite that fact, it is seen as one of the more crucial leadership traits. Traditionally, creativity has been ascribed to artistic professions such as musicians or painters. However, gradually it became acknowledged that the mindset that allows great painters or musicians to shine is the same mindset that allows for leaders to think outside the box. Creative thinking leads to innovation and breakthrough ideas.

Author Fredrik Haren has studied creativity and found that 98% of people feel creativity is important in their job, yet only 45% of people feel they are creative and worse, only 2% of people feel their company is doing enough to develop their creativity. The genesis of Haren's thoughts on creativity lie in equating creativity with seeing unique uses for known products or combinations of products. In this way, creativity directly relates to leadership. Creative leaders will create unique solutions to known problems.

Creativity combines traits of resilience, pushing through obstacles to ultimately find an answer, and traits of adaptability of flexibility, being able to see things from multiple perspectives. Ultimately, creative leaders will innovate and will encourage innovation in those around them. As creativity is cultivated it will feel less risky and emotionally vulnerable to step outside the box.

While creativity, communication, vulnerability, grit, confidence and self-esteem are present in work with children, it is rare that they are intentionally cultivated. Further, these skills are not built upon as the children age and they are not equated to leadership development. For children, leadership skills are still the hard skills: time management, programming ability, degrees or certificates. Hard skills are easy to quantify and it is clear to know when they have been attained. Skills such as those mentioned in this section, often described as soft skills, are often nebulous and should be worked on through a lifetime. While some may argue the hard skills are more important than the soft skills, it is precisely the soft skills that set the foundation for the hard skills to thrive and separate the good leaders from the great leaders. Educators cannot wait until a child's teenage years (or later) to begin exposing students to leadership development. We need to build this foundation in young children.

The Need for Leadership Development in Young Children

It is intuitive that a person's first experience with leadership will not be when they obtain a middle-management position. Rather, leaders likely have had several experiences well before reaching that level and those experiences are important for further development. Kuhn & Weinberger (2005) posited that engaging in leadership roles as an adolescent improves one's chances of getting into college and has a positive impact on future earnings. If we know that engaging in leadership development as an adolescent can have far-reaching impacts, why are we not doing more to set the stage for that leadership development? Why are we not starting with some basic building blocks as early as

possible so concepts and skills can be reinforced in adolescence? It stands to reason that leadership skills would only be stronger if they had begun to be honed and practiced as a young elementary student. At a minimum, there is no evidence there will be any negative impact by beginning that skill development early.

In examining the research on leadership development and youth, the largest body of work relates to college students. College students are asked to practice leadership skills in workgroups, or examine what type of leader they are when in a workgroup (Komives, 2011). A significant decrease in the amount of published work exists when considering leadership development of adolescents. A large amount of this work focuses on leadership development as it relates to gifted students (see Schneider et al., 1999) or as it relates to adolescents playing on sports teams developing initiative (Larson, 2000), drive (Bass & Bass, 2008; Kirkpatrick & Locke, 1991), or initiative and emotional regulation (Larson, Hansen & Moneta, 2006). Scholars often cite physical education and sports as providing proactive leadership development (see Gould & Voelker, 2012; Martinek & Hellison, 2009).

One possible explanation for the lack of research as leadership development relates to young children is the simple fact there does not yet exist a theoretical framework upon which to base a study. All studies related to adolescents and young children primarily use adult leadership theories and attempt to extrapolate them to apply to younger generations with mixed success. The limited work on this topic primarily examines the relationship between characteristics developed in childhood and their impact on leadership metrics in adulthood (Amit, Popper, Gal, Levy & Lisak, 2009;

Keller, 2003; Popper, 2011). While important bodies of work, they fail to recognize the dynamic development of leadership over a lifetime as well as the self-reinforcing nature of leadership development.

Avolio and Vogelgesang (2011) compare leadership development to learning a second language; while possible to do both in adulthood, it is much easier and could be argued to be more natural to do so at a young age. In fact, Bornstein (1989) argues that individuals are most sensitive to change earlier in life when undergoing constant and rapid change on multiple planes. Intense neural development may lend itself to a critical period to learn a new skill.

Further, the first time that one begins learning about what leadership means, creating their personal definition of leadership and examining how leadership traits are reflected in their own life should not be in adolescence. What constitutes leadership, what it means to be a leader, and how leadership is expressed evolves with age. For example, middle school children rate personality, dominance, popularity and physical appearance as important to leadership (Lease et al., 2002). In adolescence, that concept changes to skills of listening, integrity and knowledge as important to leadership (Morris, 1991). Due to this, it is important to understand the four main developmental stages: early childhood ranging from infancy to kindergarten, middle and late childhood including elementary school years, early and late adolescence including the teenage years and early adulthood including college or early employment year (Santrock, 2010).

The foundations of several skills begin in early childhood. Students in kindergarten begin learning about patterns, letter sounds, number recognition and

counting. Students in first grade are emerging readers and are handling basic mathematical concepts such as addition and subtraction. If leadership is seen as a skill to be developed, early elementary is the place it should begin when habits can begin to be formed and beginning concepts can be introduced to be built on in later years. Young girls in particular can benefit from having focused leadership development in areas of self-confidence, grit, growth mindset and valuing their creativity, among the other traits discussed in this section. In the following section, it will be discussed why an early focus on girls has the potential to lead to lasting impacts in leadership development for women.

The Need to Focus on Females

Women are not new to leadership positions. A quick glance at history will show prominent women who have made significant impacts. However, the proportion of women to men in leadership is abysmal. Further, the conversation about the lack of women in top leadership positions (state representatives, corner-suite executives) has been happening for decades. The conversation has not changed and the results have only minorly improved. This section will explore the current state of women in leadership, including statistics on women holding high level of positions and bias, both conscious and unconscious, against women. To change the narrative and begin to lead to significant change the conversation needs to begin with young girls and be reinforced as the children age.

Current State of Women in Leadership

When beginning a conversation about women in leadership, it is important to examine the current status of women in leadership positions. Across 14 sectors, including academia, K-12 education, entrepreneurship, banking, law, business, arts and entertainment, nonprofit work, politics and government, medicine, religion, technology and military, women represent less than 20 percent of leadership positions (Lennon, 2013). In 2017, women make up 50.6% of the United States population, earn nearly 60% of all undergraduate and master's degrees. Women comprise nearly 47% of total workers in the United States but significantly lag behind men when examining leadership positions. According to the Pew Research Center, in the United States women make up only approximately 20% of the Senate and House of Representatives. State government does not fare much better with less than a quarter of all representatives being women. When it comes to governors, only 8% nationwide are women. The data does not improve when switching from government to business. Women are only 5.4% of Fortune 500 CEOs and 20.2% of Fortune 500 board members (Brown, 2017). So where have we gone wrong?

While positional leadership, looking only at titles traditionally equated with leading others, is not the only measure of leadership with merit, it is indicative of the lack of nurturing of these attributes in women. However, we cannot expect changes to the percentages of women in leadership positions overnight. Nor can we expect changes if we do not examine leadership development through a woman's entire life. Anecdotally, nearly every female leader will tell you she has been called aggressive or bossy at some

point in her life. When men are asked the same question, few will say these descriptors have been applied to them. Women and men in pursuit of, and in, leadership positions are treated in dramatically different ways which merits an examination of underlying factors that may lead to those differences.

Social science research has confirmed time and again what seems to be a fact we already instinctively know. Stereotypes are present in society today and they are self-reinforcing. Meaning, men and women are expected by society to behave in certain ways and society provides positive reinforcement to those who fall in line. Men are expected to be confident, to have and readily state their opinions, and to be assertive even bordering on aggressive. In dramatic contrast, women are expected to be nurturing, kind, friendly, compassionate and empathetic. A man making decisions is seen as decisive, whereas a woman doing the exact same thing under the same circumstances may be seen as brash. These deep-rooted stereotypes trigger gender bias when interacting with men and women.

In the book *Blink*, author and journalist Malcolm Gladwell unpacks how humans rely on unconscious beliefs and assessments in combination with past experiences to make snap decisions. In other words, we think without thinking (Gladwell, 2007). Gender stereotypes are one of these mental shortcuts that we use to filter the constant onslaught of information about the world around us. A mental shortcut often to the disadvantage of women. Gender bias leads us to systematically discount women's performance, leading to women receiving less credit for their achievements than men (Heilman & Okimoto, 2007). This idea was emphasised further in the research of Steinpreis, Anders & Ritzke

(1999) when they discovered replacing a woman's name with a man's name on a resume, her "worthiness of hire" increased by 60%.

Heilman and Okimoto (2007) further found that successful women are generally less well liked than successful men. If a woman is friendly and helpful, she is typically well liked but is less apt to be seen as competent by her peers. It is not often enough that we ask ourselves (and others) if we would be reacting the same way if someone of the opposite gender was behaving in the same way. We expect men to be rewarded for their accomplishments and to advocate on their own behalf, but when a woman does it we react unfavorably. Women are expected to be collaborative, so when they advocate for themselves it goes against the gender stereotype we operate from (Sandberg, 2013, p. 45).

Gender bias can be found when considering several metrics related to women in leadership positions. Related to communication, men talk more compared to women and make more suggestions in meetings while women are interrupted more, given less credit for their ideas and overall have less influence in the discussion (Tannen, 1995). In meetings men will also tend to sit in the front and center seats, whereas women will sit in the back and at the sides of the room, giving the perception of an implied lack of status (Herring, 2009). Women tend to be evaluated more harshly in performance evaluation, particularly when the review criteria are not clearly stated and there is a greater need to rely on inference (Moss-Racusin et al, 2012; Heilman, 2012; Uhlmann & Cohen, 2005). Men are also more likely to attribute success to his innate qualities and skills, versus women will point to external factors such as hard work, luck, or assistance from a team (Beyer, 2002). In fact, women also get less credit for their role on a team than their male

counterparts (Sandberg, p.30). Finally, it has been well-documented that women, on average, are paid less than their male counterparts even adjusting for number of hours worked.

It is also well-documented that women underestimate their skills and, consequently, take fewer risks than men in the workplace (Lawless & Fox, 2012; Croson & Gneezy, 2009). This results in women asking for fewer opportunities and, in particular, fewer higher profile projects (Ross-Smith & Chesterman, 2009). Psychologists have called this phenomenon Imposter Syndrome.

Women more than men are likely to suffer effects from Imposter Syndrome, wherein a person feels like a fraud, undeserving of their success, despite all evidence of their competence (Clance & Imes, 1978; Gibson-Beverly & Schwartz, 2008). Proof of success is often dismissed as timing, luck or fooling others into thinking they are more intelligent than they truly are, which provides the genesis of the name of the syndrome. While anyone of any gender or background can have feelings of being an imposter, the phenomenon tends to be more common in women who are not used to taking credit for their achievements. Well-known comedienne Tina Fey has admitted to screaming in her head “I’m a fraud! They’re onto me!” (2010), Supreme Court justice Sonia Sotomayor is constantly looking over her shoulder and wondering if she measures up (Lewis, 2009) and Meryl Streep famously said that she doesn’t “know how to act, anyway.” It has even been found that men apply for jobs when they only meet 60% of the stated criteria, whereas women will wait until they feel they meet 100% of the criteria before taking a risk and applying for the position (Desvaux, Devillard-Hoellinger & Meaney, 2008).

Several studies have found stark differences between men and women when it comes to skills directly tied to leadership ability. For example, Dugan and Komives (2007) conducted a large national study on college seniors and their confidence to engage in leadership behaviors as compared to prior to college. An unintended and yet very interesting outcome of the study was that men had stronger self-efficacy than women, which indicates this is one area (of many) where more emphasis needs to be placed for women.

However, that emphasis cannot wait until adulthood. We can no longer be satisfied with the incremental increase in the percentage of women in leadership that has been happening for decades. Despite varied amounts of intentional support for female leaders, women continue to underestimate their skills, do not take risks, suffer from Imposter Syndrome and continue to be called aggressive and bossy when they display similar characteristics as male leaders. It can be argued that the only way to effect change in the number of women in leadership positions is to begin preparing those women much earlier.

Why the Conversation Must Begin with Young Girls

While gender and leadership has been widely studied as it relates to women, very little focus has been on the topic of girls and leadership; how girls understand leadership and see the impact of their present lives on their potential futures. Anecdotally, though, it is clear in conversations with girls that they have well-formed ideas of what it means and takes to be a leader. In fact, the Girl Scout Research Institute (2008) found 92% of girls believe they can learn the skills required to lead and yet only 21% believe they already

possess them. In 2008, Hoyt and Kennedy evaluated a six-week leadership program for girls and the results of their research are astonishing. The program's goal was to help the girls be more aware of barriers women face regarding leadership positions and observe examples of women who have successfully overcome those challenges. Prior to participation in the program, the researchers found that the girls defined leadership in a more traditional way that hearkened back to the Great Man theory: aggressive and outspoken. Due to that view of leadership, many girls did not see themselves as leaders because they did not see those qualities in themselves. However, after the program the girls increasingly identified themselves as leaders and felt empowered to pursue leadership positions in the future (Hoyt & Kennedy, 2008).

Research suggests strong benefits to all-girl environments and the impact they can ultimately have on self-esteem and performance, both social and academic. Shapka & Keating (2003) found girls feel safe to speak, take appropriate risks, face challenges and fully be themselves while in all-girl spaces. These environments, though, are rare. While we know girls thrive in gender-segregated environments, it is often not practical to separate children by gender. Nor should we, for part of the goal is for girls to have practice being leaders around boys, and that these children will ultimately grow into women leaders and men who support the leadership development of their female peers. However, for initial exposure to leadership and for the purposes of this project the focus will solely be on young girls.

An additional reason to focus specifically on young girls, versus waiting until adolescence, is to lay a foundation that an adolescent girl can draw upon during the

unprecedented amounts of change and pressures, both physically and psychologically, she will undergo during the teenage years. It has been argued that youth leadership development has the potential to interrupt several of the potential negative outcomes of that growth period. Leadership-focused programs have been shown to increase self-esteem, alleviate body image concerns (a chief concern of young girls), promote positive health behaviors and boost physical activity (Barr-Anderson et al., 2012; Sjostrom & Steiner-Adair, 2005; Taylor, 2014). There is no reason these benefits cannot begin to be cultivated earlier than adolescence.

There is also evidence that the concerns faced by adolescent girls begin much earlier than anticipated. A recent report by the child advocacy group Common Sense Media (2015) found more than half of girls as young as 6 think their ideal weight is thinner than their current size and by age 7 one in four kids has engaged in some type of dieting behavior. Adults in a child's life seem to become aware of body image and confidence issues when a child hits puberty, but kids as young as five are clearly already expressing a desire to be different than they are or a feeling that they are somehow not good enough. We know that leadership development programs can interrupt negative ways of thinking. If we extrapolate that idea to young elementary students, the impetus for creating a leadership curriculum is clear.

While much leadership development can be gained through participation in sports, most schools do not allow children to participate in organized sports through the school until 3rd or 4th grade. This leaves several years where leadership skills could begin to be cultivated, hence this project's focus on lower elementary girls where there is

currently a lack of formal leadership development, either overt or secondary to a larger aim such as in the case of sports where the larger goal is for the children to learn how to work on a team and play competitively.

There is clearly much work to be done, and much to be gained, by introducing leadership development to young girls. By focusing on young girls we can set them up to more adequately meet the challenges of adolescence. We also know those challenges begin much earlier than anticipated, and leadership development can interrupt negative ways of thinking that begin in young girls and often continue into adulthood. The earlier a child hears a message, the easier it will be to learn it and have it be part of the fabric of their being. It also provides more opportunities to reinforce those messages as the child ages, versus waiting until adolescence when the negative thoughts have already become entrenched in their being.

Summary and Looking Ahead

In considering the evolution of leadership theories, many researchers and theorists have paved the way to move our understanding of leadership from the Great Man Theory, where it was believed leaders are men and have innate ability to rise to meet challenges, to the current understanding of discovering traits that relate to leadership. There is now no doubt that leaders are not born but instead made. Leadership can be cultivated, and the earlier it begins the better.

With the understanding that leaders are born, five grounding assumptions were established that laid the foundation for the remainder of the thesis as well as creation of

the project. Those grounding assumptions include: leadership is learned and developed, anyone can be a leader, leadership does not require a title, leadership requires significant deliberate practice, and leaders must know themselves as well as they know others.

While there is still no one universally accepted definition of leadership we have come to learn some of the skills that equate to leadership in adults. While each of the skills show up in differently in each leader, the skills of self-esteem, confidence, grit, growth mindset, communication, vulnerability and creativity are all present. These skills should all be cultivated not only in adult leaders but also children.

Once a basic understanding of the key skills related to leadership was established, that information can be seen through examining the need for leadership developing in children. The need to focus on young children was examined along with the need to focus on females. While women hold the majority of undergraduate and master's degrees and make up over half of the population of the United States, women in leadership positions are still rare.

The lack of women in leadership is not a new concern, which leads one to conclude that the current methods of supporting women leaders and developing future leaders is not working. We need to counteract gender bias, we need to help girls and women develop confidence in their skills and we need to help women take an active seat at the table. Just because the way women lead is different from men does not make it any less worthy or impactful. This will become important in considering the need for leadership development in young children and helping young children know themselves and develop confidence in themselves first.

We need to shine a light on the question of how can a summer day camp foster leadership development in kindergarten through third grade girls. The next chapter will provide a detailed overview of the project designed to begin to build a leadership foundation for young girls. The specific goals of each component of the project will be discussed, as well as how each component fits together to create a cohesive experience.

CHAPTER THREE: PROJECT DESCRIPTION

Overview of a Leadership Camp for Girls

Two things were striking in reviewing the literature related to leadership development, specifically for women and girls, as it relates to the question of how can a summer day camp foster leadership development in kindergarten through third grade girls. First, it was striking how far we still have to go in terms of women in leadership. It is clear that more emphasis needs to be placed on creating spaces for women to come to the table in leadership positions but also in supporting women on the journey to develop their own leadership skills. This was particularly surprising given how the ongoing conversation of women in leadership seen very little progress. We need much more than the incremental progress of the past several decades if we are going to right the course set by past generations.

The second striking thing in reviewing the literature was the dearth of research and literature as leadership development relates to children. It is quite clear leadership development in adolescents and adults is strongly supported. However, there is nothing that backs the conversation up even further to elementary-aged children, and particularly nothing as it relates to young girls. It became clear that the answer to how to foster leadership development for young girls needed to be the creation of a camp to begin building that foundation for young girls.

While ultimately the goal of leadership development as a best practice should be to infuse it throughout an elementary school curriculum, it is this author's opinion that the most successful way to support leadership development would be to overlay leadership topics and activities onto an already successful elementary school curriculum. Any school, regardless of curricular focus ranging from environment to STEM/STEAM to language immersion, can successfully overlay conversations about leadership on top of their curriculum. This project will aim to provide small ways for that to begin to occur, but will start much smaller focusing on two weeks of focused curriculum.

With the intended audience of young girls already firmly established based on the research provided in chapter two, this chapter will describe the logistics and components of the project. Components of the camp are grounded in the research provided in chapter two and include:

- Confidence Boosters
- Solo and Group "THINQ" activities
- the Power of Yet project
- Art and Creativity
- Mindfulness and Yoga
- the My Pirate project
- Free Play
- Read Alouds
- Closing Circle

The chapter will conclude with expected outcomes of the camp as well as a discussion of the importance of the leader of the camp.

Camp Logistics

The concepts of intentionality and deliberate practice, as discussed in chapter two, drove many of the decisions related to the length of an experience. While it is true that a single conversation or interaction can have a ripple effect, if the dial is going to be moved in a significant way in regard to leadership skill development it is clear a longer experience must be created. There are few opportunities in the life of an student to provide an immersive experience that lasts a significant amount of time. The vision for this experience is to take place during the summer in the style of a day-camp.

Day camps provide unique experiences to children where they can make new friends outside of who they normally interact with during the school year, learn a new skill, and be exposed to positive role models that they normally would not interact with. Through a day camp format children will be provided both structure and support as well as freedom and autonomy. All are crucial in the development of new skills as children need the support as they are exposed to something new but require freedom to explore the new concept and try it on, in a manner of speaking, to see how it fits for them personally. The personal approach is one that cannot be rushed nor can it be accomplished in a large group setting.

This leadership camp is formed around the idea of exposure to a concept in several ways to subtly reinforce the message and the learning. Each child is unique and

learns in unique ways, therefore offering several opportunities to hear a message or practice a skill is crucial to a student's success. Further, the more times we are exposed to something the more likely we are to remember and believe it. In advertising, this phenomenon is called effective frequency and is used to describe the number of times a consumer must be exposed to an advertising message before the marketer gets the desired response including simply remembering the message. Frequency leads to familiarity which leads to trust.

While there is no hard and fast rule about how many exposures will lead to that familiarity, primarily because all exposures are not created equal, there is consensus that the more exposure there is to something, the more likely it is that it will become part of the fabric of the consumer. Henkel and Mattson (2011) discovered that statements read multiple times were perceived as more valid than statements read only once. Consumers remember a repeated statement and are more likely to believe it due to its familiarity. If we equate students to consumers and assume they will be more likely to remember and believe sentiments that are articulated multiple times then the impetus for a multi-day camp in which messages will be articulated and skills developed several times and in several ways is clear.

While an immersive camp experience lasting several hours over the course of several days is ideal (see Appendix A for a sample schedule), it is acknowledged that it is not always possible. With the belief that any exposure is better than none, a sample schedule lasting one week for 1.5 hours each day has also been created (see Appendix A for a sample schedule). In this format students would be exposed to essential pieces of the

full camp with the goal of generating interest to participate in a more complete and immersive experience at a later date. A ninety-minute program format is more similar to an enrichment class than a traditional day camp, but provides introduction to the leadership concepts and a format that has potential to be used in a classroom setting during the academic year. For the purpose of the remainder of this chapter, the full day-camp experience will be the primary focus as it aligns most closely with the intended goals of the program.

Camp Goals

In considering the overall goals of a leadership camp for young girls, several themes rose to the top. The idea of planting seeds of leadership was prominent in determining which concepts would receive the most focus. All girls should:

- begin to develop the capacity to, and comfort with, taking risks while beginning to develop confidence in themselves and their skills.
- see failure not as a negative but as an opportunity to learn and allow those failures to form a foundation for developing grit later in life.
- begin to hone their creativity and see creativity as an important part of leadership.
- put more emphasis on the process than on the product.
- see a benefit of trying even when the right answer is not known or the outcome is not perfect.
- begin exploring their values and what is important to them.

- discover their ability to uniquely contribute to a team or to a classroom environment, celebrate their uniqueness and begin to develop the confidence to outwardly show their true selves.

Woven throughout the leadership camp is the idea of not overtly telling children the skills we want them to learn, but rather to allow them the freedom to discover and learn them on their own. We can tell children it is important to practice, but until they see the results of deliberate practice during their Power of Yet project they are unlikely to truly understand and internalize what they are being told.

The ultimate goal of the leadership camp is not for the young girls to leave as fully-formed leaders. Rather, the goal is to begin to plant seeds for skill development that, if the skills continue to be nurtured, will ultimately lead the young girls to be empowered young women and leaders in whatever capacity is right for them. It is also a goal to provide the young girls with skills to face inevitable difficulty they will encounter in the future.

Components of the Camp

The camp components will ideally take place in the same order each day. This is to both reinforce the learning as well as create routines that the children can rely upon. Routines will give comfort to the girls participating in the camp, and that comfort will allow greater ability to step outside of their comfort zone and try something new. If each

day was unpredictable, young children put their focus and energy on navigating the day and not on developing new skills.

The daily components of the camp include: confidence boosters, solo and group “think” activities, challenge practice, yoga, free play, art, and a piece of the “My Pirate Leader” culminating project. Each component relates to a skill previously discussed in Chapter two as relating to leadership development and each component has been designed to appeal to lower elementary aged girls.

Confidence Boosters

The goal of the confidence boosters is to allow the girls to see themselves differently, examine what makes them unique, and begin to explore their values. Confidence Boosters will be used in two ways during the camp. The first way is during morning circle. The facilitator will demonstrate a beginner-level yoga “power pose.” The idea behind both the level as well as the type of pose is to allow the children to be able to see near-immediate success in attempting the pose as well as feel confident while doing the pose. Power poses include the “Goddess” pose, “Warrior” poses and the “Upward Salute” pose, among others. The children will feel emotionally strong as they attempt the poses. Yoga poses, and the benefits of yoga, will be discussed in greater detail later in this chapter.

The facilitator will also demonstrate the benefits of reflection and positive affirmations during morning circle. Reflection prompts will include asking questions such as: when do you feel best about yourself, what is something that makes you smile, what makes you feel proud. Children will all be given 30 seconds to one minute to think and

then the children will be encouraged to share. Allow sharing to continue until everyone has spoken or children stop volunteering to speak. Reflection, while specifically designated during morning circle time, could happen at any point throughout the day. A conversation one-on-one with a child could begin with one of the reflection prompts. One-on-one conversations could allow a more reticent child to shine, or a child to talk about feelings, emotions or ideas that make them feel more vulnerable.

It is always crucial to thank the child for sharing their thoughts and feelings with you. It takes courage and vulnerability to share, either one-on-one or in a group, regardless of how comfortable the group is with each other. Acknowledge the bravery it took for the child to share. Equally as important as thanking the child is the idea of not forcing any child to share during circle time. All children will be encouraged to share, but by no means should everyone be required to share. It should be the facilitator's goal to create an environment where everyone is eager to share and feel supported in doing so, but each child is unique and it will certainly take longer for some children to feel comfortable sharing than others.

Whereas reflection prompts encourage the children to think about their thoughts, feelings and emotions, daily affirmations will allow the children to begin building confidence by saying things they may or may not (yet) believe about themselves. Daily affirmations include phrases like: I am flexible and I am ok with change, I am focused and persistent and will not quit, I am courageous and act despite fear or nervousness. While some proponents of affirmations use them to aid in attaining goals, this camp will use them merely for the benefits of positive self-talk. In this way the same affirmation

will not be repeated daily until the goal is achieved. Rather, different affirmations will be introduced for the children to use in the future as they see fit.

Affirmations are meant to encourage living with positivity, awareness of daily thoughts and words, and helping to keep life events in perspective. It is the shifting of thoughts to positive and away from negative experiences or thoughts. Researchers at Carnegie Mellon University recently provided the first evidence that self-affirmation can protect against damaging effects of stress on problem-solving performance. People under high stress can generate improved problem-solving ability simply by taking a moment to think about something important to them (Creswell et al, 2013).

In addition to morning circle confidence boosters, the children will also participate in art-focused confidence boosters (see Appendix B). These activities will allow the girls to see the benefits of art and creativity, discussed in further detail later in this chapter. The emphasis for these confidence boosters will be on the process rather than on the final outcome. The important part of these activities will be to facilitate reflection. Art-focused confidence boosters include Body X-Rays, Self-Esteem Portraits, Namebows include primarily art activities like Self Esteem Tiles, Body X-Ray pictures and the Garden of Greatness.

Solo and Group “THINQ”

Morning Circle self-affirmations take place immediately before the “THINQ” (said like “think”) activities for precisely the reasons stated above from the Carnegie Mellon researchers. Stress in problem-solving activities can be counteracted by self-affirmation taking place immediately prior. Working on the most difficult component

of the camp in the morning when the children are the freshest will also increase their odds of success, as will working on the activities before the children get tired by the end of the day.

THINQ (Trying Hard I Never Quit) activities include logic puzzles, tangrams and picture puzzles (see Appendix C). Logic puzzles will aid in teaching critical thinking and reasoning skills. Tangram pictures will facilitate problem-solving and logical thinking skills, along with perceptual reasoning skills. The picture puzzles will focus on critical thinking as well as attention to detail. Two of the most important components of the THINQ activities will be in allowing the children to work together on three of them and the fact that a few of the the activities will be unsolvable, at least within the given parameters of time and current knowledge levels of the students. In these instances, the girls will be “failing” in a controlled environment and the focus will be on the learning, on the persistence and on development of grit and resilience. The focus here will be on what they accomplished, the thought processes they used to achieve what they did and what they learned (about the activity and potentially also about themselves).

It is important to note that there are only nine THINQ activities for a ten day camp. A crucial component of the THINQ part of camp comes on the final day. The children will return to one THINQ activity and have the opportunity to do it again, either alone or with a partner or small group (regardless if the initial activity was solo or group). This will demonstrate their learning in real-time as well as have less frustration on an activity during which they initially struggled. The children will also see the benefits of working together on an activity, even one where they did not initially struggle. While the

children will be encouraged to select an activity they initially struggled with or did not complete, they may ultimately choose any of the THINQ activities for a re-do. In this case, rather than having the child aim to solve the previously unsolvable activity, they may be encouraged to complete it with greater speed or more efficiently than they were able to previously.

Power of Yet Project

After doing several focused minutes on critical, often difficult, thinking it is important to let the children move around. On the first day of camp the children will be prompted to create a list of things they can do. The facilitator discusses the breadth of activities that those in the camp are able to do and how each of these adds to an individual's uniqueness and ability to contribute in a way no one else can. Following this short discussion, the facilitator guides the children in creating a list of things they cannot do and look forward to being able to learn how to do. Examples on this list might include driving a car or running a marathon, or might be as simple as learning how to jump rope, read with more fluency or play a musical instrument.

Upon completion of the list, the facilitator will change the title of the second list to a "not yet" list instead of a "cannot do" list by adding "YET" in all capital letters after "cannot do." The focus of the discussion will then pivot to how our innate abilities only make up a fraction of things we are able to do. Rather, it is mostly due to deliberate practice that we are able to set and attain goals and learn new skills.

Each child will select one thing from the "not yet" list to work on over the course of camp for "Power of Yet" challenge practice. The goal of this piece of the camp is to

see the benefits of daily deliberate practice, the feeling of being outside of their comfort zone in a supportive environment and facilitate an environment with controlled failure. The child will write their goal at the top of a piece of paper (see Appendix G) and then track their progress toward that goal. At the end of camp, each child will take stock of their progress and create a new goal to work toward.

A variation of this part of the camp could be to pair up children and have them teach each other something they are able to do but the other is not. Yet another variation could be to have the entire group choose one skill or activity that they would all like to learn and then spend practice time together. Children could, and should, still write individual goals, but everyone works together and motivates each other in practice. The limitations of these variations of the Power of Yet activity lie in each child not having the agency to choose their own project, rather having the majority of the class have influence. The ideal method is to have each child select a project and practice individually (but at the same time as everyone else), but it largely rests on comfort of the facilitator.

Art and Creativity

Art is infused heavily throughout the leadership camp, primarily because it is an activity young children are drawn to, can be used in a variety of situations and helps children practice new skills in a format they are comfortable with. Structured art activities take place in several of the Confidence Booster activities. The children are given a particular project to complete along with specific directions for how to complete it. While there is always room for the children to deviate from the planned activity to express their uniqueness, the final projects for all students will look largely similar.

Art is infused in a slightly less structured way in the My Pirate activity. Students will brainstorm together ideas of what the piece of their pirate they are to work on that day might look like (for example, ideas for what a pirate's hat may look like). The children will draw from images of pirates they will have seen in the storybooks available during the camp (see Appendix I). The brainstorm ideas and the storybooks will not be available for the children to reference during the activity, they will merely be used as a way to jump-start their imaginations. The facilitator may also choose to restrict the art supplies available in the Art Studio for the children to work with, or may leave the entire Art Studio open to allow for maximum creativity.

Art is the least structured when the children are provided Art Studio time. It is during this time that all art materials and mediums will be accessible to the children. A list of materials to have on hand for art projects (both structured projects as well as unstructured projects) is provided in Appendix F. It is during this time that children will be encouraged to let go and simply enjoy the process of creation. They do not have to have an end goal in mind, and it can even take them several days to complete their project. The only goal will be to let children be in the moment and express themselves in whatever way they choose.

Creating art allows children to make choices and solve problems. Each step in the creation of an art piece requires the child to make a decision: what color, what shape, what medium. Should a line be squiggly or straight? Should they let colors blend together or attempt to keep them separate? What will happen when they color with crayon and then paint with watercolor? The role of the facilitator is to ensure the children are

exposed to a wide range of materials, encourage the children to experiment with them, and not hinder the process. Simply asking a child in the midst of creating to explain what they are making can sometimes be distracting enough to change the course of the project. Unlike adults who know what the end product should look like and the steps needed, children often do not go into an art project with an intended goal in mind. Instead of asking what they are making while they are in the process, ask them to tell you what they made or how they would use it after it is complete (and be ok if their answer remains that they are unsure). Remember, the point is the process and not the end result.

Art Studio time, where all children are in or around the art space, will also allow the children to practice their social skills in sharing the art supplies and interacting with the other children while creating their art. They are responsible for cleaning up the Art Studio when they are finished, including putting materials away. Art facilitates hand-eye coordination and fine motor control and often children are able to create with art materials things they cannot verbalize. Valuing a child's creativity and their unique process helps them to feel valued as a person, which is an important foundation to build self-confidence and resilience.

Mindfulness and Yoga

Mindfulness can often be a difficult word for children to understand. Put simply, it is awareness. Using language to help children be aware of what it feels like when they take a breath in and then let it out, to be aware of how their body feels when they tense and relax their muscles, to be aware of their balance and movements as they attempt the yoga poses. Mindfulness is about anything happening around you right now, including

your feelings, thoughts and sensations. Teaching a foundation for mindfulness will help a child more readily notice what is happening inside and outside of their body, to understand their emotions and where they come from, and to be more accepting of the emotions of others, and to have an increased focus and attentiveness to themselves and the world around them. Many of these skills are also found in Emotional Intelligence work. Further, research has shown mindfulness to have a significant impact on resilience, an important component of grit (Bajaj & Pande, 2016). Mindfulness can come in many activities utilized in the camp, including art (specifically coloring, but also art more broadly), breathing and yoga.

Yoga has been practiced for thousands of years with a primary purpose of uniting the body, mind and spirit. Each yoga pose has a specific health benefit, promoting strength training through slow stretching. According to the American Academy of Pediatrics and the National Association of the Education for Young Children, educators should be supporting activities that develop the whole child (2007). Yoga promotes creativity, self-respect, mindfulness and confidence through practicing challenging poses and connecting the poses to mindful breathing. Mindful breathing provides the opportunity for the child to take control of their feelings. Mindful breathing also teaches the important skill of self-calming. To breathe in this way, breath must go in through the nose and out through the mouth in long, slow breaths.

This camp will utilize yoga in two ways, one as a way to energize and a second as a way to calm (see Appendix D). During morning circle, the facilitator will introduce a yoga “power pose” to the children to practice. This can be done in combination with the

morning affirmation phrase or separately. The second yoga pose will be presented as a way to relax after outside free play while the facilitator is reading aloud. The pose will be introduced at the beginning of read aloud time and the children will be encouraged to do the pose to help them relax while listening to the story. Again, both the “power pose” and the calming pose should be done while reminding students to practice mindful breathing.

My Pirate

The genesis of the camp is around the idea of pirates. As discussed in chapter 1, pirates are daring, adventurous, persist even with no guarantee of success, thrive in their individuality, recognize the power of teamwork, take risks and refuse to conform. They are confident, curious and independent. The “My Pirate” activity embodies many of those characteristics, as well.

Several books about pirates, particularly books with a female protagonist, will be available to the children throughout the duration of the camp (see Appendix I). During “Choice Time,” children will have the option of independently reading the books or simply looking at the pictures and imagining the story, depending on their interest and reading level. Ideas of the varied ways the pirates can look will begin to be instilled in the children. The point of the variety of books will be to demonstrate that there is no singular way that a pirate looks. There may be a traditional look based on famous stories like *Peter Pan*, but pirates can look and act how they want. During the “My Pirate” activity, the books will not be available for children to work from. They must use their imaginations when creating their own pirate.

After introducing the piece of the pirate that will be created that day (e.g. hat, boots, coat), the facilitator will lead the children in a brainstorm. Initially asking what that object looks like in general (“what do hats look like?”) and letting the children practice their communication skills by describing an object that they previously may have not had to describe. The facilitator then prompts the children to describe what that object looks like for a pirate. The facilitator must make it clear that any of the ideas mentioned, or even those not mentioned by still in the children’s imaginations, are perfect answers. It is up to each child how each piece of their pirate looks. It is important to note that the “sword” of the pirate will instead be an eraser. This is for the reinforcement that mistakes are ok as well as the elimination of a weapon from the final product.

As ideas are suggested, the facilitator should ask rhetorical questions for the children to consider as they create the piece of their pirate:

- What does a pirate hat look like? Does it have jewels? A feather? Lots of feathers? It is a scarf or a hat? A headband? What does your pirate’s hair look like?
- What do pirate shoes look like? Are they boots with buckles? Are there buttons or laces? A tall heel? A ballet slipper? A tennis shoe?
- What does your pirate’s face look like? Does she have an eye patch? Glasses? Rosy cheeks? Braces?
- What does a pirate coat look like? Is it long or short? Does it have holes or patches? Is it decorated in any way? What material is it made out of?

- Does your pirate have a hook or something else on her hand? What is the shape? What is it made out of?
- How big is your pirate's heart? Is it one color or multiple colors? Is it decorated in any way?
- What words or shapes are on your pirate flag? How big is it? Is it weathered?
- What does a treasure chest look like? Is it open or closed? What is inside - jewels, gold or something else? Are things placed neatly inside or spilling over the edges?
- What do pirate (eraser) swords look like? Does it even look like a sword at all, or just like an eraser? Or both?
- What animal is sitting on your pirate's shoulder? Is it dressed like a pirate, too, or does it look like a regular animal?

Children will then be given time in the Art Studio to create their piece of the pirate. The facilitator may choose to restrict supplies (for example, allowing the children to paint or not to paint) or leave all supplies in the Studio open. As the children are working, the facilitator will observe progress, encourage each child, help as necessary and continually repeat the mantra associated with that piece of the pirate (listed in Appendix E).

Each day, the children will work on another piece of their pirate that, when fully assembled, will be a reflection of their uniqueness as well as several positive affirmations. While the children will be able to bring home their projects, either

throughout the camp or on the last day, the intent of the “My Pirate” activity is to have the child hang their pirate in a prominent place so they see it each day and are reminded of the camp and the skills they were practicing.

Free Play

In stark contrast to the rest of the heavily scheduled camp days, daily free play is an important part of the camp. True free play is time away from all electronics (including tablets and video games), allowing the children to initiate spontaneous play solely guided by their imaginations. Free and unstructured play, according to the American Academy of Pediatrics, is critical to healthy development in children (Ginsburg, 2007). When play is not structured it allows the child to be creative, work and move at their own pace, and discover new things about themselves and the world around them. When an adult sets up an activity, or even an invitation to play, the children are often playing by the adult’s structure, preconceived notions about the activity and rules. This is often at the sacrifice of allowing the children to develop leadership, creativity and skills interacting in groups.

Specifically related to leadership skill development, free play offers the opportunity for children to develop decision-making skills in making choices while playing independently or while in a group. The importance of creativity, already discussed at length in chapter 2, helps children hone the ability to come up with, and test, unique ideas. Finally, free play allows children the ability to develop conflict resolution skills as they play with their peers in an unstructured environment, versus turning to the teacher or facilitator to mediate.

Daily Read Aloud Time

The importance of reading aloud to children of all ages cannot be understated. In fact, it is so important that two read aloud times are built into the daily camp schedule. Reading aloud continues a child's language development and expands their vocabularies. Jim Trelease, author of *The Read-Aloud Handbook*, posits that a child reads at a different level than a child listens. Further, a child's reading level doesn't catch up to his listening level until eighth grade (Trelease & Trelease, 1989). Children can enjoy books far beyond what they can read by themselves. At a minimum, reading aloud helps children practice listening, a skill crucial in the leadership concept of communication, and models a love of reading that will influence emerging readers.

Several children's picture books have topics that naturally lend themselves to a leadership camp (see Appendix H). Through listening to the read aloud books, the children will see examples "in action" of the skills they are trying to learn. Concepts of persistence, resilience and grit can be found in books such as *The Most Magnificent Thing* or *Rosie Revere, Engineer* or *Katy and the Big Snow*. Communication skills are highlighted in books like *Stellaluna* or *Stand in My Shoes*. Problem solving is shown in *Spaghetti in a Hot Dog Bun* or *Ada Twist, Scientist*. Finding and appreciating your uniqueness is beautifully demonstrated in books like *Elmer* or *My Name is Not Isabella* or *The Story of Ferdinand* or *A Bad Case of Stripes*. The importance of creativity and imagination is shown in *Beautiful Oops!* or *The Dot* or *Willow*.

For the purposes of this camp, picture books are preferred, both due to the likely ages of the children in the camp but also due to the goal of infusing as many literary role

models and leadership concepts as possible in a short span of time. However, should the facilitator elect to read a chapter book (or a combination of picture books and a chapter book) instead, based on the ages of the children in the camp or the interests of the children, there are many fantastic options. An obvious choice would be pirate-focused *Peter Pan* by J.M. Barrie or the classic *Charlotte's Web* by E.B. White. However, *Matilda* (by Roald Dahl) or even the more challenging *A Wrinkle in Time* (by Madeline l'Engle with strong Meg Murray as a lead character) or *Harry Potter* (by J.K. Rowling with Hermione Granger as one of the strongest female leads ever written for children) would be excellent choices.

Closing Circle

How the day is concluded is just as important as how the day is begun. The children should be brought into a circle and the facilitator then has several options for what the last fifteen minutes of the day are focused on. In the first days of camp, when the children are getting used to each other and perhaps are not yet comfortable going outside their comfort zones, the facilitator can lead a discussion of what the children remember from the day's read aloud books. The facilitator could give each child a sticky note and ask them to write or draw one thing that "stuck" with them from the day's activities. The facilitator could talk about something that they were impressed by (for example, how well they all shared during Art Studio time).

As the children get increasingly comfortable with each other, the facilitator could lead the children in an activity to boost self-esteem by hearing what others think or like about them. Two options for this include the Complement Chain and the Complement

Storm. For the compliment chain, one child starts and gives a compliment to another child (not necessarily right next to them in the circle). Child B returns a compliment and then compliments a third child. The chain continues with each child returning a compliment and then giving a compliment to a new child, until the final complement is given to the child that began the chain. For the Complement Storm, each child is focused on for 30 seconds and the rest of the circle has a chance to say words or phrases that come to mind for that child. The facilitator needs to keep time and move on when the 30 seconds are up.

Regardless of the main activity of the Closing Circle, the facilitator must finish by providing a sneak peek into the following day's activities. In this way the children will be excited to return and concepts can potentially be linked between days. The students will begin to see the camp as cohesive, rather than a series of disparate activities loosely tied together with a theme. The facilitator will end by telling the children they were happy to spend the day with them and excited to continue the next day.

Importance of the Facilitator

Everything begins with who is facilitating the camp and as such, several considerations should be given to those in charge of laying the foundation of leadership skills for young girls. The children will look up to the facilitator as a role model and begin to emulate the behaviors they see. It is important for the facilitator to actively practice the skills they are teaching the children. For example, it is important for the facilitator to practice mindfulness prior to teaching mindful breathing and yoga to the

students. This is not to say the facilitator needs to be proficient in yoga, but at a minimum should understand the benefits of mindfulness in order to explain it to the students and help them in learning how to be more mindful in their own lives.

As adults, we have a tendency to complement children, particularly girls, on their appearance. It is crucial that young girls begin to understand their self-worth and their identity is not tied in to how she looks or what she wears. Instead of complementing her clothing choices, complement the effort she is putting into a task, her kindness, how well she shared or how much care she is taking to be precise. Talk to the children about what you admire about them and what you can tell they enjoy doing. Emphasize the positive traits she has and is gaining that make her who she is.

Similarly, her self-worth is not defined by her accomplishments. Words have meaning, and as such should be chosen carefully in the camp. The word “perfect” should be banned, for both the facilitator as well as the children. People are not perfect (a lesson the facilitator should not be attempting to hide from the children) and as such their creations are not perfect. The children should not be striving for the perfect creation. Rather, they should be striving for a creation that perfectly represents them. If something goes wrong in the camp, it is important to show resilience and how to overcome obstacles.

Another banned phrase should be “good job.” When the child does well on a task, it is easy to want to tell her that she did a great job. Instead praise the effort it took that led to that success. It takes persistence and grit to face challenges. Pointing those traits out to the child will demonstrate exactly what it took to get to the success. When she

encounters problem-solving struggles later she will be more likely to understand results come from effort and not intelligence or other traits beyond her control.

Closely related to praising children for the effort rather than the accomplishment is the idea of letting the child do things for themselves. When children are first learning a task, they take a long time to complete it. Even after children are adept at a task they may wish to take a long time to ensure they are doing it to the best of their ability. The natural inclination of the adult is to swoop in and help or take over and do it for them to speed it up. Fight that urge, remembering how important it is for the child to do things on their own and what that sense of accomplishment will feel like for them when they complete the task. Starting and completing a task will demonstrate that the child can do what they set their minds to do, even if the result isn't as it was intended or it took a long time to do.

The facilitator should model how to build up others. Give compliments to other adults you see, for example other teachers in the building or parents at drop-off and pick-up. Do not talk badly about or gossip about other adults, especially for appearance, shortcomings or differences of opinion. Focus on the positive aspects of people and highlight those in how you talk about them. The children should also be discouraged from talking this way about their peers. When this type of talk is heard during the camp, regardless who said it, it should be quietly mentioned to the person who said it in an effort to correct the behavior. It is never helpful or kind to talk about a person's shortcomings. It is always helpful and kind to talk about the positive aspects of a person.

Finally, the facilitator should talk about their passions and how they foster them. Children (and adults!) gain confidence when they find something they enjoy doing and

can do with success the majority of the time. Children, particularly young children, should be given the freedom to try out several activities until they find something they love to do. When people are passionate about something, they naturally want to work harder to achieve goals. Again, praising the hard work in the attainment of goals, even for activities the child enjoys, is what should be focused on.

Summary and Looking Ahead

In exploring how can a summer day camp foster leadership development in kindergarten through third grade girls, chapter 2 demonstrated a clear call to action. There is a lack of focus on young children's leadership development and the ramifications when young girls get to adulthood are dramatic and devastating. It is clear from the research that more needs to be done to nurture leadership development of young children, particularly girls.

This chapter provided one solution for how that can happen, through the creation of a leadership camp aimed at young girls. While not the only solution possible, or necessary, it provides a foundation from which to begin. The final chapter will discuss lessons learned and provide a direction for further work and study.

CHAPTER FOUR: CONCLUSION

Lessons Learned & Next Steps

The preceding three chapters have focused on the project that was created in partial response to the question of how can a summer day camp foster leadership development in kindergarten through third grade girls. Chapter one uncovered my personal connection to the research question, including my leadership journey from childhood to present. The role that my daughters have played in my seeing a dire need for leadership education for young children, young girls in particular, was also discussed.

With a personal fire lit and a research question established, chapter two reviewed the literature that relates to leadership theories, salient leadership skills and the current state of women in leadership. Grounding assumptions upon which the paper and project would ultimately be based were established and included:

- Leadership can be learned and developed
- Anyone can be a leader
- Leadership does not require a title
- Leadership requires significant inner work and deliberate practice
- Leaders must focus as much on themselves as they do others

The leadership skills explored, that ultimately were reflected in the project, included: self-esteem, confidence, grit, growth mindset, communication, vulnerability and creativity. Chapter two also provided a call to action regarding leadership development

for young children. If leadership development is comparable to learning a second language, exposing young children to these concepts early will make learning them easier, more likely to become part of the fabric of who they are, and lay a foundation for future leadership development.

Chapter three provided detail about the day camp for young girls that would plant the seeds for continued leadership development. Throughout the two-week camp, concepts would be introduced and discussed several times and in several different ways. In doing this, the children will hear the message multiple times and will hopefully find an activity that makes the concept tangible and helps it to stick. Activities during the camp include self-esteem boosters, THINQ activities in which the children will not only work together on difficult questions but will be provided a safe space in which to struggle and potentially fail. Children will see benefits of focused and deliberate practice through the Power of Yet project, practice making choices and solving problems while creating art projects, and be inspired by the stories they hear during read aloud time. Each component of the camp was carefully designed to not only appeal to young children but to allow them the space to practice these new skills related to leadership in a supportive environment.

With the project justified, created and described, chapter four will be less about the project itself and more about the ramifications of researching for and creating it. This chapter will cover three main areas as I reflect on this process: lessons learned, next steps for the project and next steps for the field of leadership. Among the lessons learned will be how creating the project impacted my parenting, my involvement with my children's

school, and my involvement with the young women I work with. In considering the next steps for the project, a training program for camp facilitators will be discussed, along with creating variations of the camp and ultimately leading to creation of a non-profit related to this work. Finally, to keep moving forward in holistically and fully preparing young children, there must be next steps for the field of leadership. The chapter will end with a call for research on leadership development in children, ultimately leading to creation of a theory of leadership development designed for children and a framework of leadership development upon which to base future projects.

Lessons Learned

While writing this paper, and certainly upon reflecting on the entire process, I found myself changing. First in subtle ways, then in more overt ways and finally to the point where I could see the people around me changing based on interactions with me. I was questioning things that I previously would take as fact and I was getting increasingly frustrated with a world in which I would be raising my children. I wanted them to have every opportunity possible, but the research on women in leadership left me wondering what aspirations were truly realistic for my young daughters. On a daily basis I hear my daughter talk about how she is going to be a doctor and a police woman and an astronaut. Some days she envisions having all three careers concurrently, some days they would be sequential, but always all three (or more) careers. She has big dreams and I found myself becoming fiercely protective of both her and her sister. I want them to always dream big and to always feel they can accomplish anything. Ultimately I realized that I want

something different for my starry-eyed daughters and the change truly must start with me. It must begin with the way that I parent, including the way I interact with those in my daughter's school, and must include the way I am as a professional.

Impacts to My Parenting

Upon learning that there does not (yet!) exist formal leadership development for young girls, I took it upon myself to infuse as much as possible into my interactions with my daughters at home. While I cannot yet change how a school, district or community operates, what I do have control over is myself. Many of the activities in this leadership camp came from things I began doing with my daughters. On our weekly library trips I would let her pick out books while I sought out a few books with leadership themes to add to our nightly read aloud time. I intentionally set up experiences that would challenge and frustrate my daughter to observe her behavior and find points where I could provide encouragement as well as learn what types of encouragement were the most effective for her. My daughter's favorite days were those where I filled the table with art supplies and lined the floor with newspapers. While I pretended to read a book, I secretly watched her creative mind go, fascinated by what she did and how, and then debriefing with her at the end to learn all about her creation before proudly displaying it in our home.

The next change was in how I interacted with my daughters' school. I became actively involved in the Parent Teacher Association (PTA) even though my daughter was in kindergarten and brand new to the school. It felt awkward to join and become so actively involved when my daughter had attended less than a month and I didn't even know my way around the school, but I knew this was one avenue in which I could have a

voice and constructively question decisions that were being made in the school. I also knew the PTA would provide a way to get to know the principal and to learn the values of the school as well as the district. While my first few months as part of the PTA have largely consisted of listening and learning, I know it is a crucial first step prior to inciting change.

I also have been learning much more about my daughter's before and after school care program. It is through this program that she has already participated in several "camp" type environments, such as a camp to discover healthy food choices and a camp to explore painting techniques using watercolors. While I am not at the point (yet) of pitching the leadership idea to the director of this program, I am learning a lot about ways in which these before/after school camps operate, topics and themes of these camps (both in my daughter's school as well as others in the district), and interest of the children to participate in these opportunities.

Finally, I am hoping to work more closely with my daughter's teacher and school regarding providing "next steps" for parents. As I walked around the school I was heartened to see posters depicting growth mindset and the work of Dr. Carol Dweck, but the conversation stopped at the posters on the walls. As an involved parent I not only wanted to know what the school was doing to encourage and reinforce a growth mindset in my child, but I also wanted to know what I could do at home to supplement what was happening in the school. While I realize that not all families are able to provide significant support in the home for school initiatives, I also know through conversations

with my daughter's teacher at conferences that parents commonly ask what they can do at home to further their child's learning.

While parental support of classroom learning is crucial, for example working with my daughter on subtraction or sight words, it is equally important for leadership skill development to be fostered at home as well. I would like to create those next steps to provide to parents. If their child is learning about growth mindset in school, what can that mean for interactions at home? What support do parents need to ensure messages are carried forward at home and not just heard at school? What next steps can a parent be taking in furthering the child's skill development? While not appropriate or possible for all families, it at least plants the seed for everyone and provides the resources for the families looking for more.

The changes that I started to see at home began to also be apparent in my professional life. The rationale for much of what I did and plan to do with my children and their school stemmed from my work, so it felt natural to also be examining those practices and what more I could be doing. I found that although I am doing a significant amount to support my students' leadership development, an area in which I could dramatically improve is in my modeling of the leadership traits I encourage in each of them.

Impacts to My Work

In my professional life I have the privilege of interacting with and mentoring nearly two hundred, majority female, college-age young adults each year. I have always taken great pride in the professional-level opportunities that my program provides to

undergraduate students and I have always taken great care in my intentionality of their leadership development. However, that mission has intensified with the writing of this paper.

The most visible difference is that I am forcing myself to model what I am saying to my undergraduate students. I often tell them that they need to put themselves out there, that they need to be creative in their approaches to problems and not be afraid to share their creativity with others. While normally at work I would keep an idea to myself until I knew if it would be successful, I have begun to share ideas while they are in development. I have put myself out there to share the successes of my program in settings I normally would have shied away from.

I am also a more vocal advocate for developing leadership skills in undergraduate students. I have presented at professional conferences on the topic of professionalizing a student employment position, on creating an intentional training and development program, and on the notion of providing as many real-world experiences as possible and providing a safe space for failure versus waiting until that undergraduate is in their first professional position after graduation and fearing a potential failure with a new task. In these ways I am intentionally developing the resilience and self-confidence of those undergraduates I work with.

The advocacy and information I have provided at professional conferences has now led to being a vocal founding member of a large group of professionals focused on undergraduate leadership development on a larger scale. The past several years in my program have been a lab of sorts, where I have tested theories and attempted many

activities in an effort to see what students are most drawn to and what creates the largest ripple effect both for the student personally but also for larger goals of my program. I have now taken these tested activities and measurable outcomes and am sharing them with the greater professional community in an effort to reach more young adults. A large part of that sharing has been to cultivate a focus on young women in particular and how they can be supported in their personal leadership development. I look for unique ways to challenge and support my students on a daily basis, and now I am also encouraging my colleagues to follow my lead.

The largest change, both personally and professionally, has been in how I view myself and my responsibility as a role model. I want to be a role model for my children and the young women that I work with. More than that, though, I have found a desire to be a role model to my peers. I have learned a lot through the creation of this paper; a lot about women in leadership as well as the importance of having your voice be heard, particularly as a female leader. I want to actively model language that women should (and should not) use with other women as well as with themselves, and I want to model active engagement and jumping in to create change. I refuse to be part of the women sitting and talking about the issue of the lack of women in leadership, I want to be part of the change. Part of the change is seeing farther forward than the submission of this paper, but beyond to where I dream the project can go from here.

Next Steps for the Project

As I thought about where I see the project going, several things came to mind. Primarily, I envision creating a training program for camp facilitators to ensure all girls receive a similar experience as well as an opportunity to further develop the leadership skills of several adult women. The next step will be to create variations of the camp that will appeal to a larger audience of girls as well as can be utilized in several settings beyond a traditional school setting. Finally, and perhaps the future for the project that I am most excited about, will be the creation of a nonprofit that will not only bring the camp to a large audience but also provide a space for young girls to meet and flourish outside of the camp setting. The most immediate first step, however, and one that will be necessary to get the project fully off the ground, will be to create a training program for those facilitating the camp.

Training for Camp Facilitators

Agreeing to take on the responsibility to set the stage for a young girl's future leadership development is a large task and not one to be taken lightly. An immense amount of care was given to the creation of the project. As such, an equal amount of care should be given to create a training program for those facilitating the camp. This leadership camp will be like no other in that it will push boundaries in new ways. If not done carefully, the results could be catastrophic in how open the young girl will be in the future to new experiences, to the potential to fail, and to publicly developing and displaying their creative ideas.

A training program must include the facilitators themselves having a parallel experience to the young girls which they will ultimately be mentoring in the camp. We know women fear failure and hesitate to put themselves out there when there is a risk of failure, myself included for many years. We know from Frederik Haren's work as cited in chapter two that creativity, while desired, is not a trait often cultivated in adults. We know that as we age we tend to think outside the box less and less. Facilitators of the camp need to understand the benefits of failure prior to helping the young girls feel the same benefits. Facilitators need to feel the support of a community that will rally behind them and make them feel safe, much in the same way that they will be cultivating that safe feeling for the children participating in the camp.

In many ways, the training program for facilitators will be a leadership development program in its own right. The facilitators will leave the training program feeling more empowered, seeing aspects of themselves and their work in completely new ways. It is very easy to tell someone how they should feel or the point of view from which they should see something. It is completely different when that conversation is coming from a lived experience in behalf of the mentor facilitator where the adult can discuss fears or concerns of the child from a place of empathy, for they likely have very recently felt all of the same feelings themselves. More importantly, the children will hear how the facilitators have grown and truly believe what they are saying to the young girls, making the words infinitely more believable.

A training program, a leadership development opportunity for the facilitators, will be a several-day experience in preparation to lead the camp. Needs of the adults as well

as their own personal development will need to be carefully considered as activities for the training program are crafted. In stark contrast to creating the leadership program for children, however, there are several leadership frameworks for adults from which to draw upon that will strengthen the activities chosen and provide a base of research to lend credibility to the training program. I envision the training program as providing the framework for women to discuss their fears, failures and struggles that lined the road of their careers and made them formidable. I dream of recapturing those feelings to infuse into the young girls they are leading. I also envision the training program as an opportunity for women to learn from other women, both within small and large group discussions during formal training but also in providing inspirational panel talks from prominent community leaders to keep energy high for the facilitators.

Once selected for the opportunity, facilitators will go through a standard training program in which many things, including topics for personal reflection, will be pre-arranged. What will not be dictated in terms of facilitators is the background they will bring to the opportunity. Any facilitator will be welcome to join the program, and the more broad the range of careers the better. Not only will the young girls see leadership techniques reflected in their facilitator, but they will also see a strong role model in a wide range of careers allowing the young girls to reach for the stars themselves. Facilitators in a wide range of careers will also potentially lend themselves to variations of the pirate theme that can play off of many modern careers and settings.

Creation of Camp Variations

The use of the pirate theme was intentional in several respects. The use of a hyper-masculine image will immediately shatter the expectations of what a girl is and can do. Many societal norms and professions have been constructed by men due to the long-held male-dominance in certain segments of the workforce. This is seen time and again when observing occupations such as engineering, politics, management and several others. Girls shy away from pursuing those professions in part because they don't see themselves there and there is no model for what a female engineer looks like or how they act. The selection of a stereotypically male-dominated image will break those barriers even before the camp begins. At the outset of the camp the girls may not be able to envision what a female pirate looks like or how they act. However, they will soon learn that they get to write that story, much like they will get to write that story time and again in their own futures.

Having no rule book provides the opportunity to create one. It is one of the more subtle themes of the camp, simply because the idea of writing your story and creating the rules is difficult even for adults to grasp. However, if children experience it, even without fully knowing what they are experiencing or how groundbreaking it truly is, they will begin to commit to memory those feelings of shattering expectations. Shattering their own expectations as well as the expectations of those around them.

A pirate theme, however, will not appeal to every child nor is it appropriate in every setting. Potential theme variations include:

- Lead like an Astronaut. While getting better, women in NASA still struggle to prove their ability compared to men. However, in space there are no limits, no boundaries and no borders; an image that could be powerful in this theme.
- Lead like a Scientist/Engineer. With the increase in STEM programs and schools, like the school my daughter attends, will hopefully come an increase in women entering STEM fields. However, at present, those fields still are largely male dominated. Girls need to be encouraged in their love of these subjects and they need to see prominent female scientist and engineer role models. Not just Marie Curie and Caroline Herschel, but modern scientists like Elizabeth Blackburn, Carol Greider and Linda Buck. The narrative needs to shift from naming ten amazing scientists and qualifying that, amazingly, they are also women to simply naming ten amazing scientists.

An idea of forgoing the theme portion of the camp can also be explored, in which case the camp can simply be called “Lead like Me!” Girls can, and should, be encouraged to be whoever they want to be. They can, and should, be encouraged to explore and celebrate their uniqueness and they can, and should, be encouraged to understand the contributions they can make to every part of society.

These camps can be appropriate for more than a school setting, particularly with tweaks to the theme. YMCA’s, churches, children’s museums and even art stores, nature centers or zoos (“Lead like a Lion,” perhaps?) are all viable options. What is most important in considering camp locations and partners is the question of where children, particularly girls, already go to spend time. Also to be considered are where their parents

go to spend time and what organizations can provide the structural support for a summer, but all of the planning is meaningless if the children will not enroll. What places already offer classes for children and which of those places have a high percentage of female enrollment? The theme can be the most creative imaginable, but if a girl is not comfortable going into a new physical setting they will not attend the camp. Meeting the children where they are at, both developmentally as well as physically, is crucial.

The consideration of the variety of settings in which the camp could take place as well as exploring the idea of creating an intensive training program, a leadership program in its own right, for facilitators led to examining the overall scope of the project. No longer is this merely a thesis paper in which a singular project is created and then forgotten. Rather, the societal need is clearly much greater. The possibilities of where leadership could be infused is seemingly endless. Dreaming of where this project could go and the impact it could have, not only on the young girls being directly served but on the future of women in leadership as a whole, led to consideration of creating an organization dedicated to this purpose. Dedicated to creating the versions of the camp that will appeal to the diverse interests of young girls, to forming partnerships with community organizations, to training the women (and men) who will inspire the next generation of female leaders, and to breaking new ground in assisting schools to overlay leadership development onto whatever curriculum is currently in place. There is clearly a lot of work to be done and a large ripple effect to be felt.

Creation of a Nonprofit

Dr. Clarissa Pinkola Estes, psychiatrist and spoken word artist, once said, “Ours is not the task of fixing the entire world at once, but of stretching out to mend the part of the world that is within our reach.” I may not be able to fix the world or the current state of women in leadership with the snap of my fingers. However, I can provide structure and support for future female leaders now. When I consider what is within my reach, to use Dr. Estes’ words, and what lights a fire within me, it is the idea of inspiring and mentoring young girls. More than that, it is providing a structure for a neglected population, the youngest of our female leaders, to begin laying a foundation and building skills that will serve them well throughout their educations and that they can continue to hone as a professional. I want to set the stage for ceilings and expectations to be shattered. I want my daughters to not only be told that the sky's the limit but to truly feel it to their bones. I want to inspire them to reach heights greater than I will attain, and to instill in my daughters a drive to mentor generations after them to continue to go higher. The writing of this paper helped me to find my voice, and now I want to shout from the proverbial rooftops.

The idea of a leadership camp is not something that I want to keep to myself. The idea of training women and men in how best to mentor and support the leadership development of young girls is one that I want to share as broadly as possible. To do that means the next phase of this project is the creation of a nonprofit devoted to this work.

Throughout my life, being a business owner is one thing I never envisioned for myself. Of all the things I am driven to do, I always equated owning a business as lacking

in the human connection upon which I thrive in my other career pursuits. That is until I became so singularly obsessed with the idea of leadership development for young girls and want to be part of the change that I so desperately seek. When the idea of a nonprofit was seemingly casually suggested to me, I immediately dismissed it both to the person inquiring as well as to myself. As the days wore on and I continued to work on this project, I kept reflecting on the idea of turning this into a nonprofit business. The more I wrote and created, the more I reflected, the more the question in my mind turned from “can I do this?” to “how can I do this?”.

I have a lot to learn about the business world. Thankfully I have a large support network and all of them that I have approached about exploring the idea of a nonprofit dedicated to leadership development have been as excited (or more) as I am. This only leads my passion to increase. I know I can make an impact with my own children, but I want to make a much greater impact than simply the children in front of me. The next several months of my life will be filled with meetings, informational interviews, and plans. Truthfully, I haven't been this excited about the prospect of a tremendous amount of work in quite some time and cannot wait to get started. If I want to see change, I need to be part of the change and not stand on the side lines. In this case, I need to create the change.

A nonprofit could also fill a need within a community by providing a physical space for young girls to gather around other young girls. The research provided in chapter two demonstrated that girls thrive when surrounded by other supportive girls. That can be multiplied when those young girls are surrounded by women serving in a mentor

capacity. A space where they can continue to develop leadership skills outside of the camp, try new things in a safe environment where failure is never seen as a negative, and even work on their homework together in a supportive atmosphere; a safe space to stretch and grow, to be themselves, and to truly feel like they belong in a community. Places like this are beginning to be created for women in major cities around the country, but nothing yet exists for young girls to have a parallel experience. If this is a need for women, surely it is also a need for young girls. Perhaps it is an even greater need.

Ultimately I hope that my work with the nonprofit can do two things. Primarily I want it to leave a lasting legacy for my girls. I want it to be something tangible that will show them that anything is possible, that they can and should follow their dreams, and that they will always have me and a plethora of other strong women in their corner. I also hope the nonprofit can contribute to the field of leadership. Particularly, I hope to use the non-profit to further explore leadership skills as they relate to young children and I hope to do my own research as it relates to the field of leadership. There is much work here to be done and I am eager for my voice and my insights to be a part of it.

Next Steps for the Field of Leadership

A creation of a nonprofit is only one small piece of the work that needs to be done in this area. When examining the overall field of leadership, the greater need is an intentional focus on the developmental differences between children and adults as well as the unique needs and challenges posed by working with young children. The first step in

this is always assessing the current landscape of the field prior to making changes and recommendations.

Many organizations tout their role in leadership development for children. Two prominent examples include sports and the Girls Scout organization. There is much written about children's leadership development as it relates to involvement. Self-discipline, communication skills and teamwork are all cited among the skills that are improved when children are involved in sports. If a young woman chooses to explore involvement with the Girl Scouts organization, she cannot escape seeing their claim to be the premier leadership destination for young girls. It is an immediate selling point to use the leadership buzzword and clearly will draw a certain subset of participants and parents.

In considering the organizations and activities that expressly state they further leadership development, two things bothered me. First, I was bothered by the fact that leadership development, even in most sports, still does not begin until third grade at the earliest. Sports programs are offered for younger children, often through community education, but for children in lower elementary grades the emphasis is never on leadership. For example, my kindergarten-aged daughter is currently enrolled in her first karate class, which will bring her halfway to being a yellow belt. The advertised emphasis for this course is self-defense and that is clearly the focus throughout this ten-week introductory course. Similarly, other community education sports options focused on learning the fundamentals of the sport that the child could bring to a future in-school team and leadership skills are not mentioned. This is not to say leadership skills are not gained, but even after speaking with coaches and my daughter's sensei, nearly all

emphasis is on technique for skills and movements to bring to other teams. Drills are key, but drills for a layup shot in basketball ultimately have little translation in leadership development. In the Girl Scouts, the premier leadership destination, girls aren't seen as full members of the organization until fourth grade when they become a Junior Girl Scout. For an organization that broadly advertises their leadership development activities, it seems remiss to leave out three years worth of leadership development when children are first being exposed to the organization and personal habits are being formed.

The second thing that bothered me was the simple fact that nothing was backed by research or a leadership framework. To put an even finer point on it, few things described exactly how they contribute to leadership development for the participating children. In the Girl Scouts, there is no clear rationale for why certain leadership skills were selected to focus on and there is no clear tie from the skills to the leadership activities required for each level. This means that the participants are left to make connections and judge for themselves how they are developing leadership skills and what the activity they participate in may contribute to that larger goal.

The struggle is, of course, that there does not yet exist a clear leadership framework, designed for children and backed by research, upon which to create programmatic decisions. Prior to beginning work on this paper, I had assumed that at a minimum a framework existed for leadership development for children. On the contrary, only in the past five years has the idea of a framework for adolescent leadership development begun to be explored. While much has been written and researched

regarding leadership as adults, the next step is to create solid research-based frameworks that begin when children enter kindergarten.

Leadership will continue to be a point of differentiation for the foreseeable future. It is a factor upon which is based admission decisions for colleges and elite high schools as well as involvement in certain activities throughout middle- and high school. However, without a framework those decisions are subjective and left up to each individual institution to determine how well a student has developed leadership skills and how far along they are on a leadership development continuum. A framework will provide a blueprint upon which to create, and justify, programs designed to aid in leadership development at all development levels from lower elementary through college. While the use of adult frameworks to make some of these programmatic decisions has been justified in the past, special attention must be given to this population due to their dramatically different developmental abilities and needs as compared to adults. Clearly there is a lot of work to be done and a lot of places to infuse my passion and creativity for this work.

Conclusion

Along with being in debate when I was in high school, I was also on the speech team. As I was reflecting on the process of writing this paper I was reminded of a speech I used to perform on the Parable of the Chicken and it goes something like this:

Once upon a time there was a farmer who was walking through the forest where the trees were so tall they nearly touched the sky. He found on the ground wandering and lost a beautiful baby eagle, the king of the sky. The farmer, being a

good hearted man, picked up the eagle and brought him home to raise him, keep him safe and give him a family on the farm with the farmer's chickens. All seemed well. The king of the sky lived quite happily in his chicken coop with his newfound family. Every day the farmer came out and threw seeds to the chickens. The chickens pecked at the ground, so the eagle pecked. The chickens wiggled their tails, so the eagle wiggled its tail. The chickens never raised their wings, so the eagle never knew he had them and the eagle never looked to the sky for he was a chicken and what interest does a chicken have with the sky.

Years passed and a wise man happened upon the farm and saw an eagle pecking around the chicken coop. It seemed strange and unnatural so the wise man stopped the farmer and pointed it out. "That's an eagle," the wise man said. "Oh no, that's a chicken," replied the farmer. "Walks like a chicken, talks like a chicken, eats like a chicken, that's a chicken." The wise man asked the farmer for the opportunity to show the farmer that it was truly an eagle. The farmer agreed and the wise man picked up the eagle, put him on his arm and said to the eagle, "you are an eagle. Fly." The eagle looked at the wise man, a little confused and a little unsure. The farmer looked at the wise man, unimpressed, and began throwing seed on the ground for the chickens to eat. The chickens began pecking the ground and the wise man watched as the king of the sky hopped down to the ground and began pecking the ground. The farmer turned to the wise man, "told you, that's a chicken."

The next day the wise man returned and begged for another chance to prove this was an eagle. The farmer shrugged and this time the wise man took the eagle to the roof of the barn, put him on his arm and said “you are an eagle. You have the heart of an eagle. You must fly.” The eagle wiggled it’s shoulders and looked at the wise man as if he were considering this may be true. Just then, the farmer came out and began throwing seed to the chickens. The chickens started pecking the ground and the eagle, after only a moment’s hesitation, hopped down to join them. On the third day, the wise man returned. “Wise man,” said the farmer, “you are not that wise. That is a chicken.” The farmer agreed to give the wise man one more chance. After that, it was time to let the chicken be as he was. The wise man took the beautiful eagle with brilliant white feathers on top of it’s head, climbed one of the trees that kissed the sky, and there was a breeze. The wise man whispered to the eagle, “I know you love the chickens that raised you, but it is ok to become who you truly are. You are an eagle and it is time to fly.” The eagle looked at the wise man. Far below he could hear his farmer throwing seeds to the chickens. Just then, the wind picked up and the feathers of the eagle began to rustle. Slowly he began to open the wings that he had never seen but always wondered if they were there and, with a cry, the eagle jumped and soared into the sky. Legend has it, he circled the coop three times, as if to say goodbye and thank you before disappearing to take his rightful place as king of the sky.

There are several lessons that can be learned from this parable. Among them: a word of encouragement can change a life, you should be who you were meant to be, and there is

greatness inside all of us. Young children have a natural ability for leadership; it's why we buy the "I'm not bossy, I have leadership skills" shirts for young girls. Now it's up to us, the adults in their lives, to cultivate that natural, unique leadership talent. Then watch them soar.

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Appendix A: Sample Overview & Detailed Camp Schedules

Sample Overview Schedules

TWO WEEK FULL-DAY CAMP

- 9-9:30am - Arrival & Choice Time (Art Studio, independent reading or continue on project from previous day)
- 9:30-9:45am - Morning Circle (Yoga Pose & Confidence Booster #1)
- 9:45-10:15am - Solo/Group THINQ
- 10:15-10:45am - Morning Snack & Read Aloud #1
- 10:45-11:15am - Confidence Booster #2
- 11:15am-12pm - Lunch & Free Play (outside if available)
- 12-12:20pm - Read Aloud #2 & Relaxation Yoga Pose
- 12:20-1pm - Piece of My Pirate
- 1-1:30pm - Art Studio
- 1:30-1:50pm - Afternoon Snack
- 1:50-2:15pm - Power of Yet Project
- 2:15-2:45pm - Choice Time (continue on something started earlier in the day or independent reading)
- 2:45-3pm - Closing Circle

ONE WEEK BEFORE/AFTER SCHOOL CAMP

Morning Camp

- 7:30-7:50am - Arrival & Confidence Booster
- 7:50-8:20am - Breakfast, Story & Stretch (Read Aloud & Yoga Pose)
- 8:20-8:35am - Solo/Group THINQ
- 8:35-9am - Piece of My Pirate & Dismissal

Afternoon Camp

- 3:30-3:50pm - Arrival & Confidence Booster
- 3:50-4:20pm - Snack, Story & Stretch (Read Aloud & Yoga Pose)
- 4:20-4:35pm - Solo/Group THINQ
- 4:35-5pm - Piece of My Pirate & Dismissal

Sample Detailed Schedules

TWO WEEK FULL-DAY CAMP - SAMPLE SCHEDULE

	Day 1	Day 2	Day 3
9-9:30a	Arrival & Choice Time	Arrival & Choice Time	Arrival & Choice Time
9:30-9:45a	Morning Circle * What is something you do well? * Chair Pose	Morning Circle * What is something you do that makes you smile? * Goddess Pose	Morning Circle * Affirmation: "I am unique. I feel great about being me!" * Warrior 1 Pose
9:45-10:15a	Solo THINQ Brain Teaser #2: Will It Fit?	Solo THINQ Brain Teaser #3 Logic Game	Solo THINQ Tangram #1: Swan
10:15-10:45a	Snack & Read Aloud * The Carrot Seed	Snack & Read Aloud * Willow	Snack & Read Aloud * Grace for President
10:45-11:15a	Confidence Booster Namebows	Confidence Booster Uniquely Me	Confidence Booster Garden of Greatness
11:15a-12p	Lunch & Free Play	Lunch & Free Play	Lunch & Free Play
12-12:20p	Read Aloud & Yoga * Bubble Breathing * Butterfly Pose * Rosie Revere, Engineer	Read Aloud & Yoga * Shoulder Roll Breathing * Mountain Pose * Beautiful Oops	Read Aloud & Yoga * Tummy Breathing * Child Pose * Spaghetti in a Hot Dog Bun
12:20-1p	My Pirate Hat	My Pirate Boots	My Pirate Face
1-1:30p	Art Studio	Art Studio	Art Studio
1:30-1:50p	Afternoon Snack	Afternoon Snack	Afternoon Snack
1:50-2:15p	Power of Yet Project	Power of Yet Project	Power of Yet Project
2:15-2:45p	Choice Time	Choice Time	Choice Time
2:45-3p	Closing Circle	Closing Circle	Closing Circle

	Day 4	Day 5
9-9:30a	Arrival & Choice Time	Arrival & Choice Time
9:30-9:45a	Morning Circle * What makes you feel proud? * Hero Pose	Morning Circle * Affirmation: "I treat everyone with kindness and respect" * Half Moon Pose
9:45-10:15a	Group THINQ Brain Teaser #4: Logic Game	Solo THINQ Picture #2: Spot the Differences
10:15-10:45a	Snack & Read Aloud * My Name is Not Isabella	Snack & Read Aloud * Elmer
10:45-11:15a	Confidence Booster Self Esteem Tiles	Confidence Booster Body X-Ray: Happiness
11:15a-12p	Lunch & Free Play	Lunch & Free Play
12-12:20p	Read Aloud & Yoga * Batman Breathing * Cat-Cow Pose * I Like Myself	Read Aloud & Yoga * Back-to-Back Breathing * Frog Pose * A Bad Case of Stripes
12:20-1p	My Pirate Coat	My Pirate Hook
1-1:30p	Art Studio	Art Studio
1:30-1:50p	Afternoon Snack	Afternoon Snack
1:50-2:15p	Power of Yet Project	Power of Yet Project
2:15-2:45p	Choice Time	Choice Time
2:45-3p	Closing Circle	Closing Circle

	Day 6	Day 7	Day 8
9-9:30a	Arrival & Choice Time	Arrival & Choice Time	Arrival & Choice Time
9:30-9:45a	Morning Circle * Affirmation: "I am focused and persistent. I won't quit!" * Crescent Lunge Pose	Morning Circle * When do you feel best about yourself? * Warrior 2 Pose	Morning Circle * What do you most like to hear people say about you? * Upward Salute Pose
9:45-10:15a	Solo THINQ Tangram #2: Cyclist	Group THINQ Tangram #3: Eiffel Tower	Solo THINQ Brain Teaser #1: Math Teaser
10:15-10:45a	Snack & Read Aloud * Ada Twist, Scientist	Snack & Read Aloud * The Story of Ferdinand	Snack & Read Aloud * Horton Hatches the Egg
10:45-11:15a	Confidence Booster Body X-Ray: Confidence	Confidence Booster How I See Me, How You See Me	Confidence Booster Body X-Ray: Kindness
11:15a-12p	Lunch & Free Play	Lunch & Free Play	Lunch & Free Play
12-12:20p	Read Aloud & Yoga * Elephant Breathing * Happy Baby Pose * Snowflake Bentley	Read Aloud & Yoga * Superman Breathing * Tree Pose * The Dot	Read Aloud & Yoga * Incredible Hulk Breathing * Rejuvenation Pose * Katy and the Big Snow
12:20-1p	My Pirate Heart	My Pirate Flag	My Pirate Treasure
1-1:30p	Art Studio	Art Studio	Art Studio
1:30-1:50p	Afternoon Snack	Afternoon Snack	Afternoon Snack
1:50-2:15p	Power of Yet Project	Power of Yet Project	Power of Yet Project
2:15-2:45p	Choice Time	Choice Time	Choice Time
2:45-3p	Closing Circle	Closing Circle	Closing Circle

	Day 9	Day 10
9-9:30a	Arrival & Choice Time	Arrival & Choice Time
9:30-9:45a	Morning Circle * What does "beautiful" mean to you? * Triangle Pose	Morning Circle * Affirmation: "Challenges bring out the best in me!" * Lord of the Dance Pose
9:45-10:15a	Group THINQ Picture: Camping	Re-THINQ Find a partner & do any THINQ activity again
10:15-10:45a	Snack & Read Aloud * Stellaluna	Snack & Read Aloud * The Girl Who Never Made Mistakes
10:45-11:15a	Confidence Booster Confidence Caterpillar	Confidence Booster Create Something for a Friend
11:15a-12p	Lunch & Free Play	Lunch & Free Play
12-12:20p	Read Aloud & Yoga * Balloon Breathing * Downward Facing Dog Pose * Violet the Pilot	Read Aloud & Yoga * Wonder Woman Breathing * Warrior Reverse Pose * The Most Magnificent Thing
12:20-1p	My Pirate Eraser/Sword	My Pirate Animal
1-1:30p	Art Studio	Art Studio
1:30-1:50p	Afternoon Snack	Afternoon Snack
1:50-2:15p	Power of Yet Project	Power of Yet Project
2:15-2:45p	Choice Time	Choice Time
2:45-3p	Closing Circle	Closing Circle

ONE WEEK AFTER SCHOOL CAMP - SAMPLE SCHEDULE

	Day 1	Day 2	Day 3
3:30-3:50p	Confidence Booster * Garden of Greatness	Confidence Booster * Body X-Ray: Happiness	Confidence Booster * Self Esteem Tiles
3:50-4:20p	Snack, Story & Stretch * Warrior 1 Pose * Snowflake Bentley	Snack, Story & Stretch * Goddess Pose * The Most Magnificent Thing	Snack, Story & Stretch * Cat-Cow Pose * The Dot
4:20-4:35p	Solo THINQ Brain Teaser #1: Will It Fit?	Solo THINQ Tangram #1: Swan	Group THINQ Brain Teaser #4: Logic Game
4:35-5p	My Pirate & Dismissal * Pirate Hat * Affirmation: "I am unique. I feel great about being me!"	My Pirate & Dismissal * Pirate Boots * Affirmation: "I treat everyone with kindness and respect."	My Pirate & Dismissal * Pirate Hook * Affirmation: "I am courageous. I act despite fear or nervousness."

	Day 4	Day 5
3:30-3:50p	Confidence Booster * Body X-Ray: Confidence	Confidence Booster * Confidence Caterpillar
3:50-4:20p	Snack, Story & Stretch * Tree Pose * A Bad Case of Stripes	Snack, Story & Stretch * Lord of the Dance Pose * Rosie Revere, Engineer
4:20-4:35p	Solo THINQ Picture #2: Spot the Differences	Group THINQ Tangram #3: Eiffel Tower
4:35-5p	My Pirate & Dismissal * Pirate Heart * Affirmation: "I am focused and persistent. I won't quit!"	My Pirate & Dismissal * Pirate Ears/Sword * Affirmation: "Challenges bring out the best in me!"

Appendix B: Confidence Boosters

1) Namebows

With the group, brainstorm a list of positive adjectives (ensure you have at least a couple for every letter used in the names of the students). Students write their name on the cloud and cut out, depending on cutting abilities of students in the group. Take strips of colored paper and write adjectives from brainstormed list that start with each letter of their name, similar to a name poem. Glue strips to the back of the cloud and display in the room for the duration of the camp.

2) Garden of Greatness (<http://www.literacylovescompany.com/2015/04/garden-of-greatness-lesson-on-self.html>)

Have each student brainstorm a list of things they are good at, things that make them feel important, or things that make them feel unique and special. Each student should have a list of 6-7 things. Let students choose 6-7 strips and one 3" circle of brightly colored paper. Glue the strips to the back of the circle and the students will write their name on the circle (and decorate the circle as they wish). On each strip, write one of the things they brainstormed. Wrap the petals to the back and secure with double-sided tape. Hang flowers on bulletin board in room for the duration of the camp.

3) Uniquely Me

Students are given a sheet with four outlines of picture frames. The students are able to draw pictures that represent who they are and what is important to them. Things that make them unique. (When done, the students can color the frames to add to their uniqueness.)

4) Body X-Ray: Confidence, Happiness, Kindness

Brainstorm with students what confidence, happiness and kindness look like (students will complete these Body X-Rays separately). After the brainstorm, students will take time to draw the inside of their body and what each of the words looks like for them.

5) Self Esteem Tiles

White ceramic tiles can be purchased for approximately \$1.50 from a home improvement store. Purchase one for each child and provide medium-tip permanent markers in a variety of colors. Each girl can draw a picture or write words or a phrase that will give them confidence

when they look at it in the future. Bake tiles to set the ink. Put tiles in oven while preheating to 350 degrees, bake for one hour, then leave tiles in while oven cools down completely. Tiles are able to be washed without marker wearing off.

6) How I See Me, How You See Me

Each student receives two pieces of 11"x17" paper with ovals cut out of the middle big enough to fit a face. Students write their name on both pieces of paper. On one, students will write words that they would use to describe themselves. Once done, students will sit in a circle and pass their papers around the circle until the paper returns to them. Each student will add a word to the paper that they would use to describe that peer. When the paper returns to the student, they will have words that others use to describe them. Compare words on the "frames." After reviewing the words others use to describe them, the teacher can take a picture of the student putting their face in the frame to take home, along with the frames.

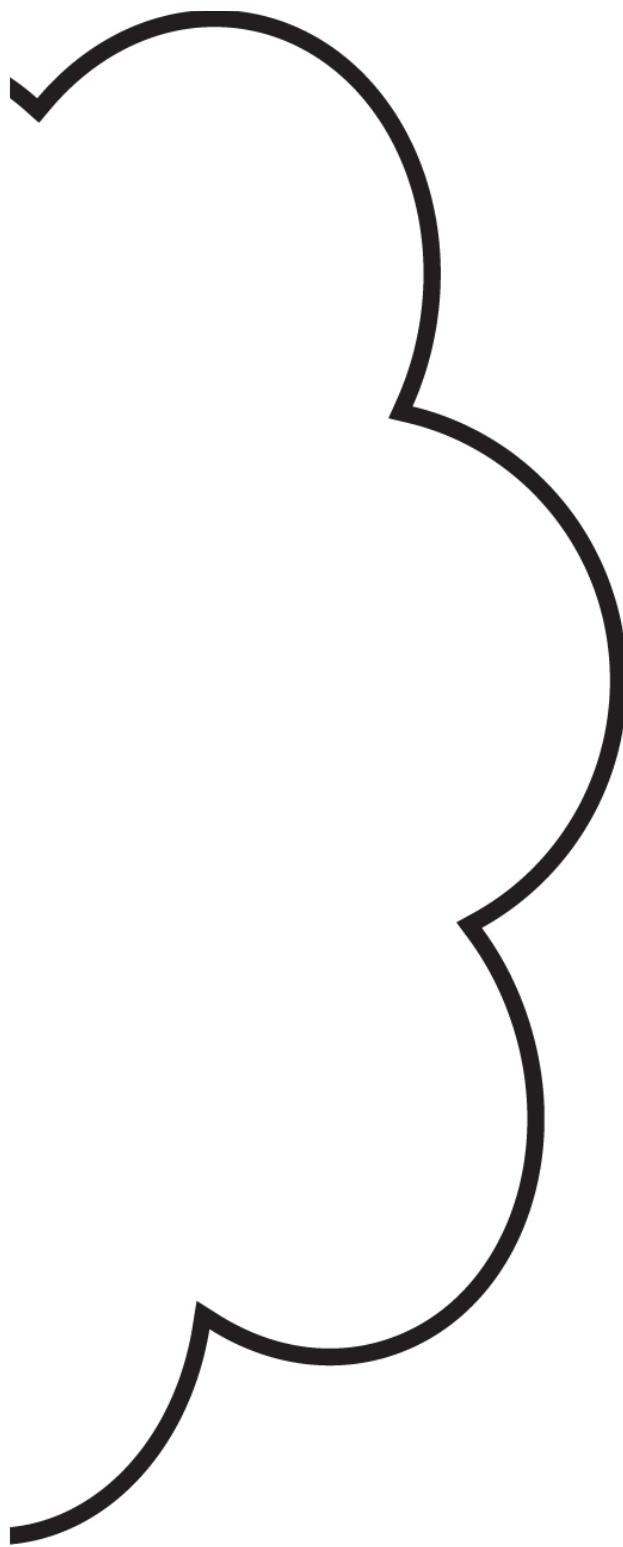
7) Confidence Caterpillar

Cut a large number of 5" circles in a variety of colors. Students select one and create a face for their caterpillar. Students then select circles to draw a picture or write a phrase they would use to describe each of their peers. The circles for each student are collected and assembled with the face they created.

8) Morning Circle Confidence Boosters

As part of morning circle, engage the students in a reflection prompt or a daily affirmation. For the reflection, allow students 30 seconds to think quietly and then allow time for students to contribute as they feel comfortable. Do not force students to contribute, but encourage everyone and provide positive reinforcement to those who do share. For daily affirmation, the teacher will say the affirmation, the students will repeat the affirmation, then everyone will say it together. Finally, everyone will say it together with huge emphasis and feeling!

Namebows

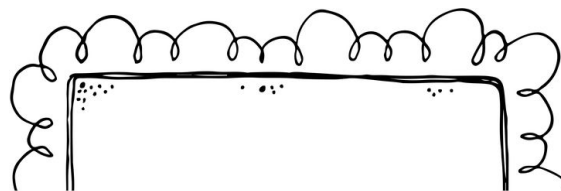
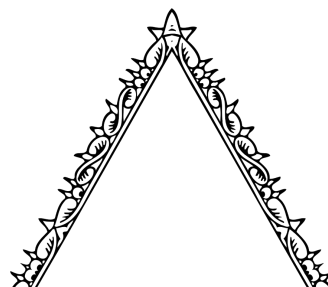


Namebow Adjectives

(A non-exhaustive list)

Active	Friendly	Lively	Silly
Ambitious	Fun	Loving	Sincere
Amusing	Funny	Loyal	Strong
Artistic	Generous	Lucky	Talented
Brave	Gentle	Neat	Thoughtful
Bright	Glorious	Nice	Tough
Calm	Good	Optimistic	Understanding
Capable	Hard Working	Original	Unique
Cheerful	Helpful	Outgoing	Unselfish
Confident	Hilarious	Patient	Upbeat
Courageous	Honest	Peaceful	Vibrant
Creative	Humerous	Pleasant	Vivacious
Dazzling	Imaginative	Polite	Warm
Delightful	Independent	Positive	Wise
Determined	Individual	Powerful	Witty
Eager	Intelligent	Quick	Wonderful
Energetic	Interesting	Quiet	X-tra
Entertaining	Inventive	Quirky	Young
Exciting	Jolly	Reliable	Youthful
Fabulous	Joyous	Responsible	Zany
Fair	Kind	Sensitive	Zestful
Fantastic	Knowledgeable	Shy	Zippy

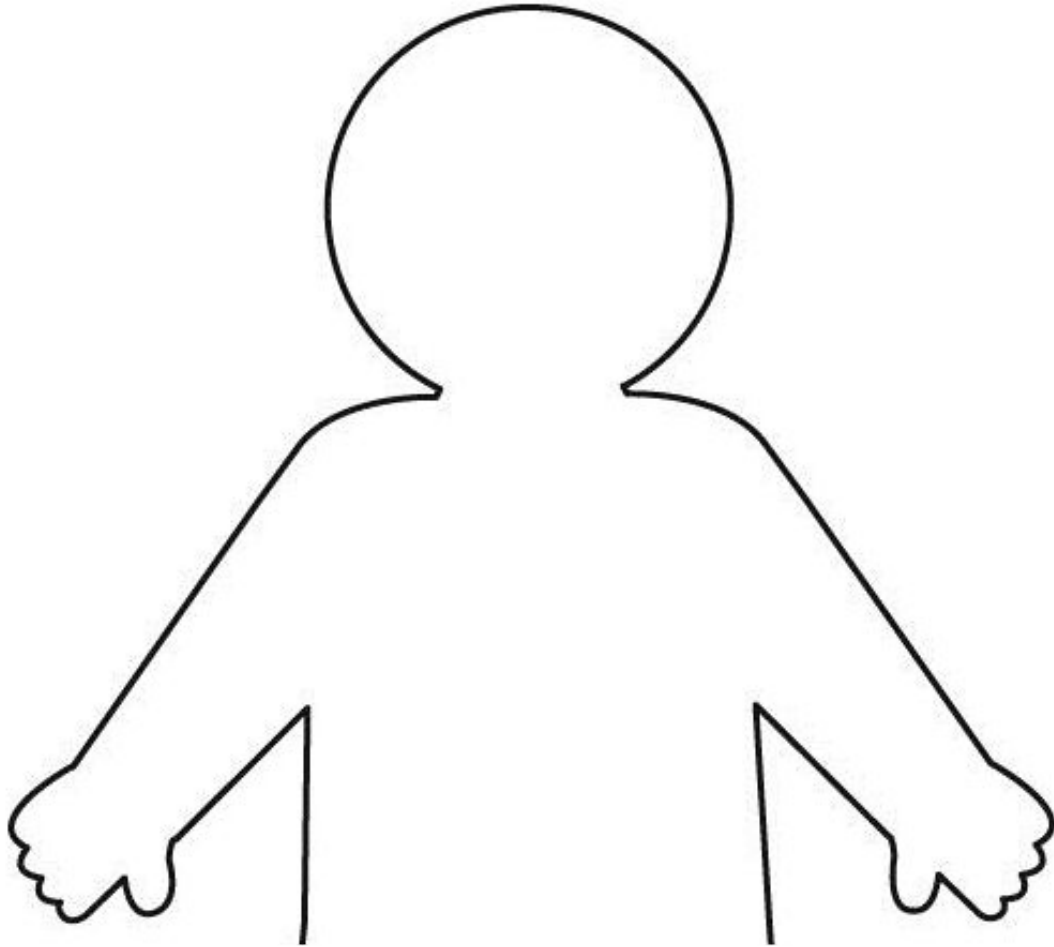
Uniquely Me



My Name:

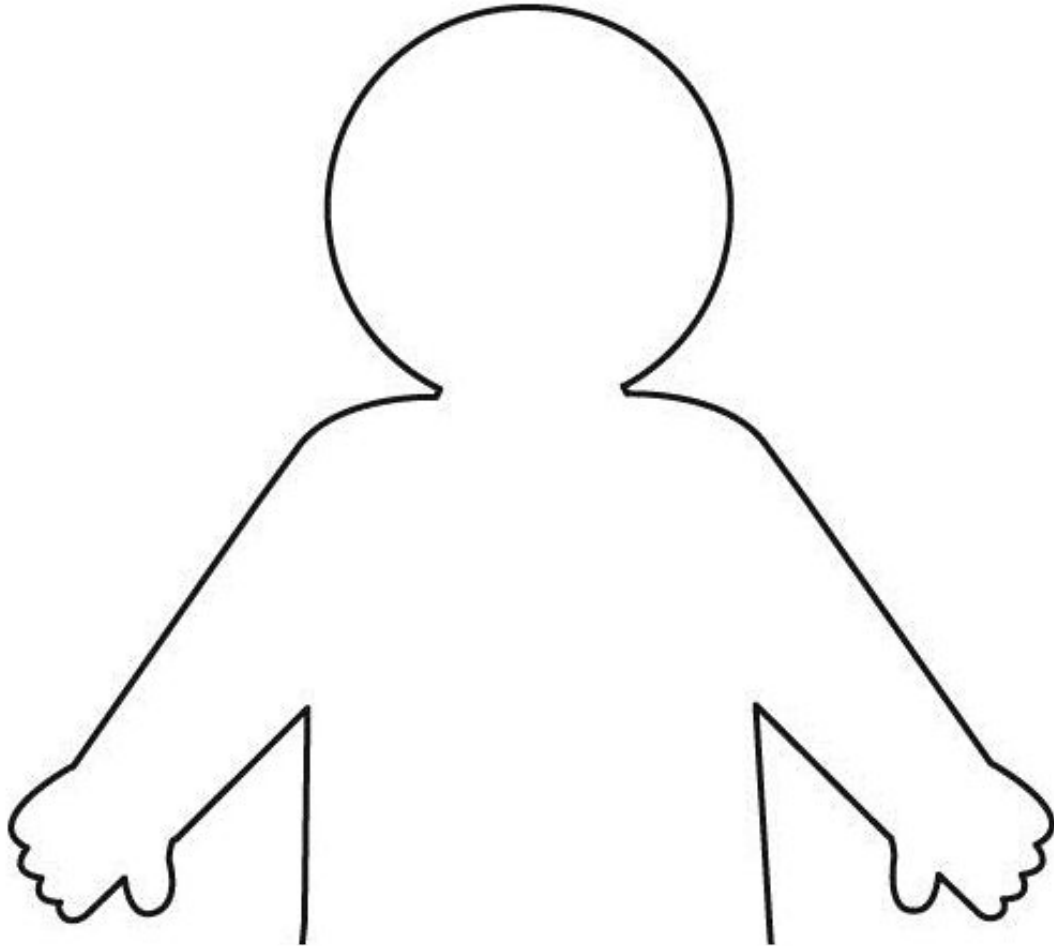
Body X-Ray: Confidence

<https://www.template.net/business/outline-templates/body-outline-template/>



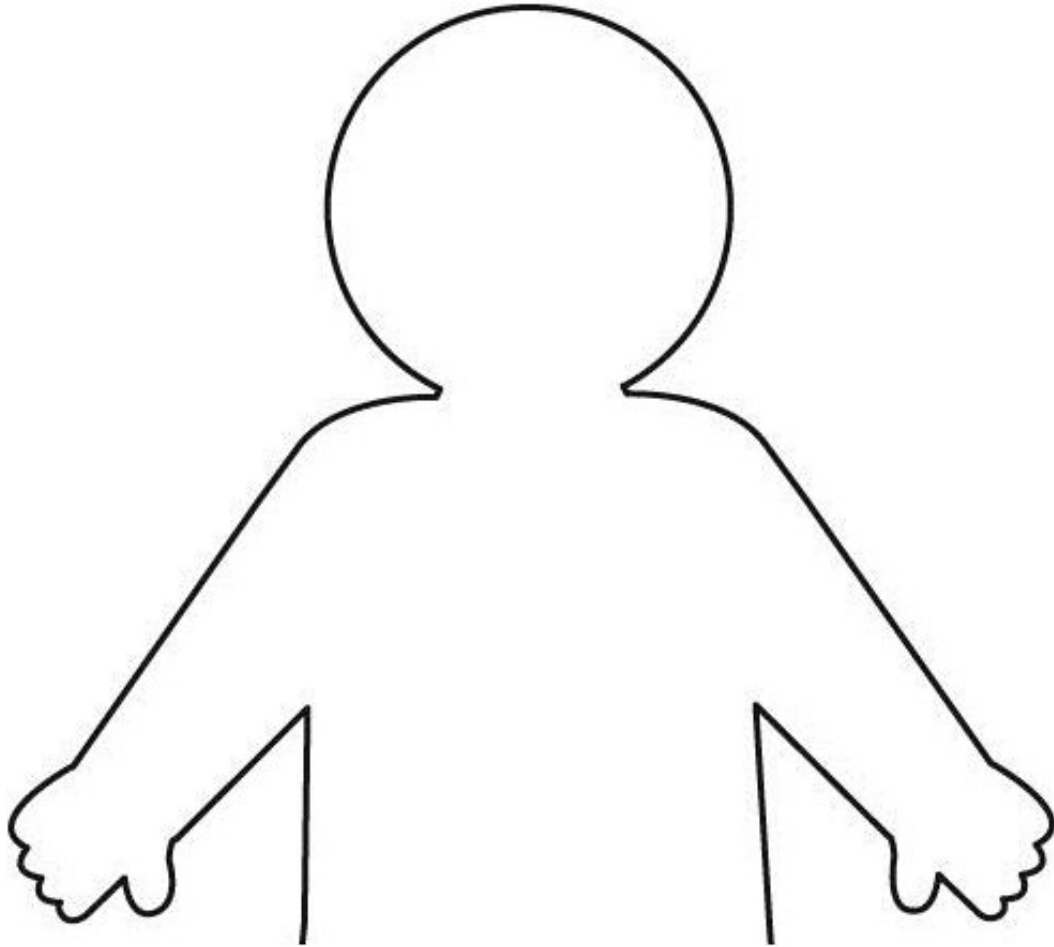
Body X-Ray: Happiness

<https://www.template.net/business/outline-templates/body-outline-template/>



Body X-Ray: Kindness

<https://www.template.net/business/outline-templates/body-outline-template/>



Morning Circle Confidence Boosters

Reflection Prompts

- When do you feel best about yourself?
- What is something that you do that makes you smile?
- What does “beautiful” mean to you?
- Do you feel good about yourself today? Why or why not? What can you do to change it?
- What is something you like about yourself?
- What do you most like to hear people say about you?
- What is something you do well?
- What makes you feel proud?

Daily Affirmations

- I treat everyone with kindness and respect.
- I am flexible. I am ok with change.
- I am focused and persistent. I won't quit!
- I am unique. I feel great about being me!
- I am courageous. I act despite fear or nervousness.
- Challenges bring out the best in me!

Appendix C: Group & Solo THINQ Activities

Solo THINQ Activities

- Picture Observation #2 (Spot the Difference)
- Math Brain Teaser #1 (4 Brain Teasers)
- Math Brain Teaser #2 (Will it Fit)
- Math Brain Teaser #3 (Logic Game)
- Tangram #1 (Swan)
- Tangram #2 (Cyclist)

Group THINQ Activities

- Picture Observation #1 (Camping Picture Observation & Questions)
- Math Brain Teaser #4 (Logic Game)
- Tangram #3 (Eiffel Tower)

Recommended Order

- Day 1 - Math Brain Teaser #2 (SOLO - Will It Fit)
- Day 2 - Math Brain Teaser #3 (SOLO - Logic Game)
- Day 3 - Tangram #1 (SOLO - Swan)
- Day 4 - Math Brain Teaser #4 (GROUP - Logic Game)
- Day 5 - Picture Observation #2 (SOLO - Spot the Differences)
- Day 6 - Tangram #2 (SOLO - Cyclist)
- Day 7 - Tangram #3 (GROUP - Eiffel Tower)
- Day 8 - Math Brain Teaser #1 (SOLO - Brain Teasers)
- Day 9 - Picture Observation #1 (GROUP - Camping Picture)
- Day 10 - Students choose any former THINQ activity to re-do

GROUP THINK PICTURE OBSERVATION #1

Source: <http://www.telegraph.co.uk/news/2016/03/29/this-logic-puzzle-for-children-is-extremely-challenging-can-you/>



Questions:

1. How many people are staying at this camp?
2. When did they arrive: today or a few days ago?
3. How did they get here?
4. Is the closest town near or far?
5. Where does the wind blow: from the north or from the south?
6. What time of day is it?
7. Where did Alex go?

SOLO THING
PICTURE OBSERVATION #2

Source: http://www.printablee.com/postpic/2014/08/free-printable-spot-the-difference-puzzles_292971.jpg

See if you can find the eight differences.

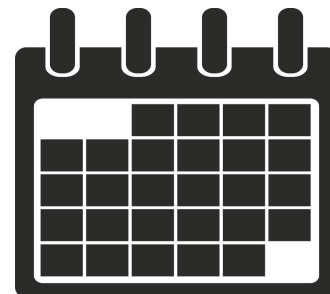
SOLO THINK
MATH BRAIN TEASER #1

Source: <https://www.education.com/worksheet/article/easy-brain-teasers-for-kids/>

1. Find the only number in the world that gives a bigger number when you add it to itself than when you multiply it by itself.

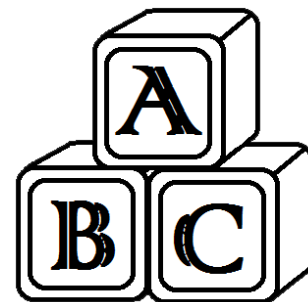


2. Some months have 31 days. How many have 28 days?



3. Find the pattern and fill in the blanks:

ABABCABABC _ B _ BCABABC



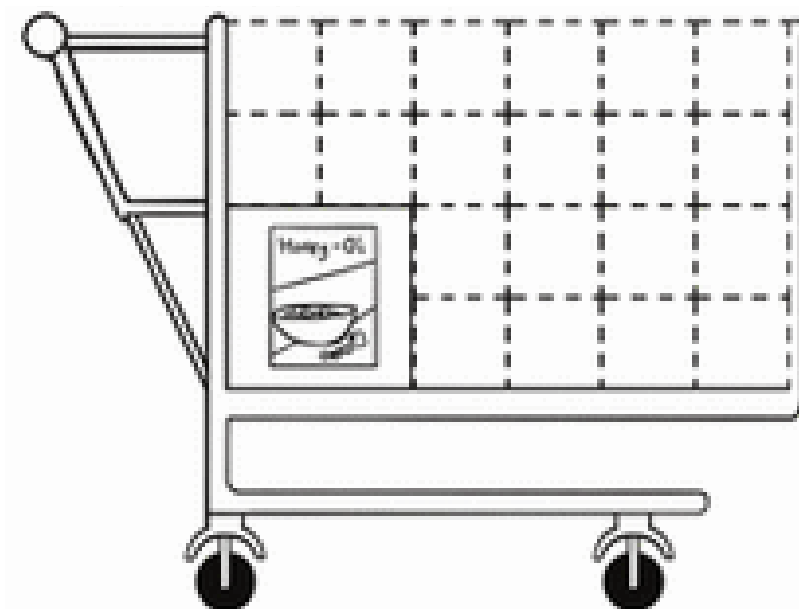
4. What is the largest odd number between 3 and 112?



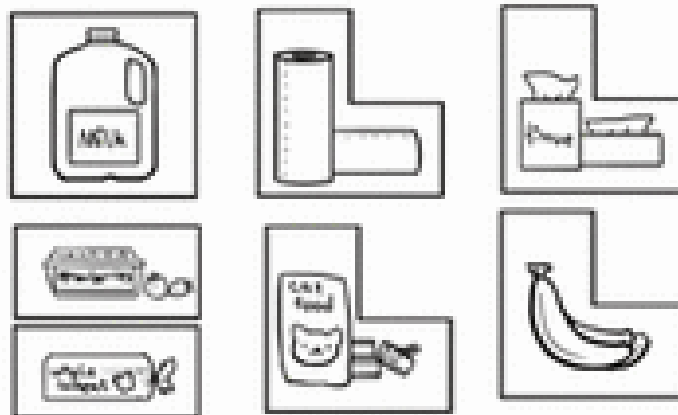
SOLO THINK
MATH BRAIN TEASER #2

Source: <https://www.education.com/worksheet/article/will-it-fit/>

WILL IT FIT?



Cut out the shapes below
and place them inside the dotted line area in the shopping cart above.



SOLO THING
MATH BRAIN TEASER #3

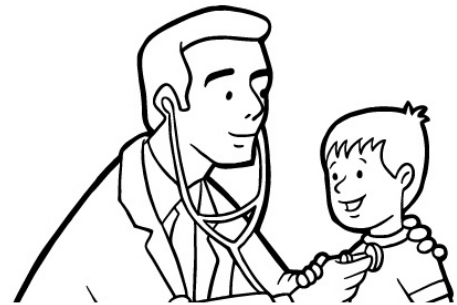
Source: <http://www.enchantedlearning.com/math/logic/puzzles/1.shtml>

Four children have four different doctor appointments. Read the clues to find out who had the first, second, third and fourth appointment.

	1:00pm	2:00pm	3:00pm	4:00pm
Joe				
Kim				
Amy				
Bob				

Clues:

1. Joe's appointment is after those of Kim and Bob.
2. Bob's appointment is before Kim's.
3. Amy's appointment is after Joe's.



GROUP THINQ

MATH BRAIN TEASER #4

Source: <http://www.enchantedlearning.com/math/logic/puzzles/states.shtml>

Four children live in different states. Find out where each of them lives.

	California	Texas	Illinois	New York
Ann				
Jon				
Mark				
Bill				

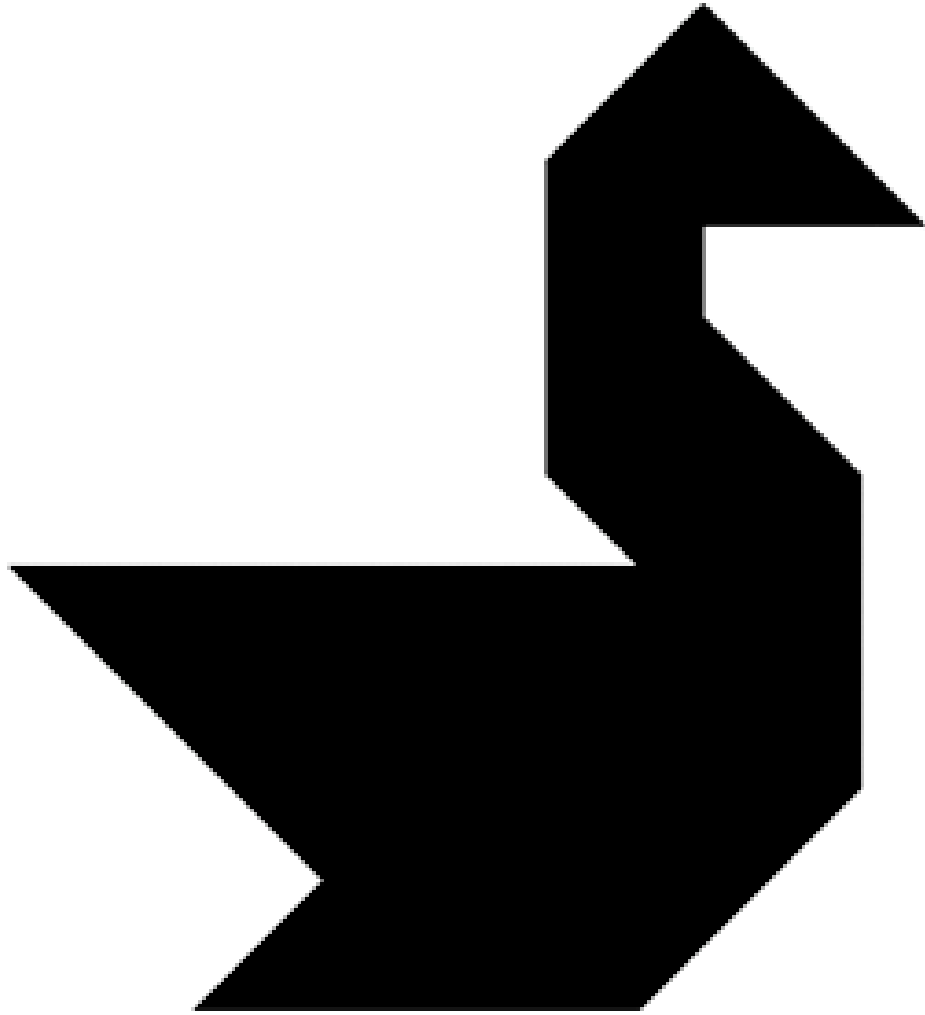
Clues:

1. Bill's state does not have an "x" in it; neither does Ann's.
2. Mark's state is a single word.
3. Bill does not live near the west coast of the U.S.
4. Ann lives west of the Mississippi River.
5. Mark's state borders a Great Lake.



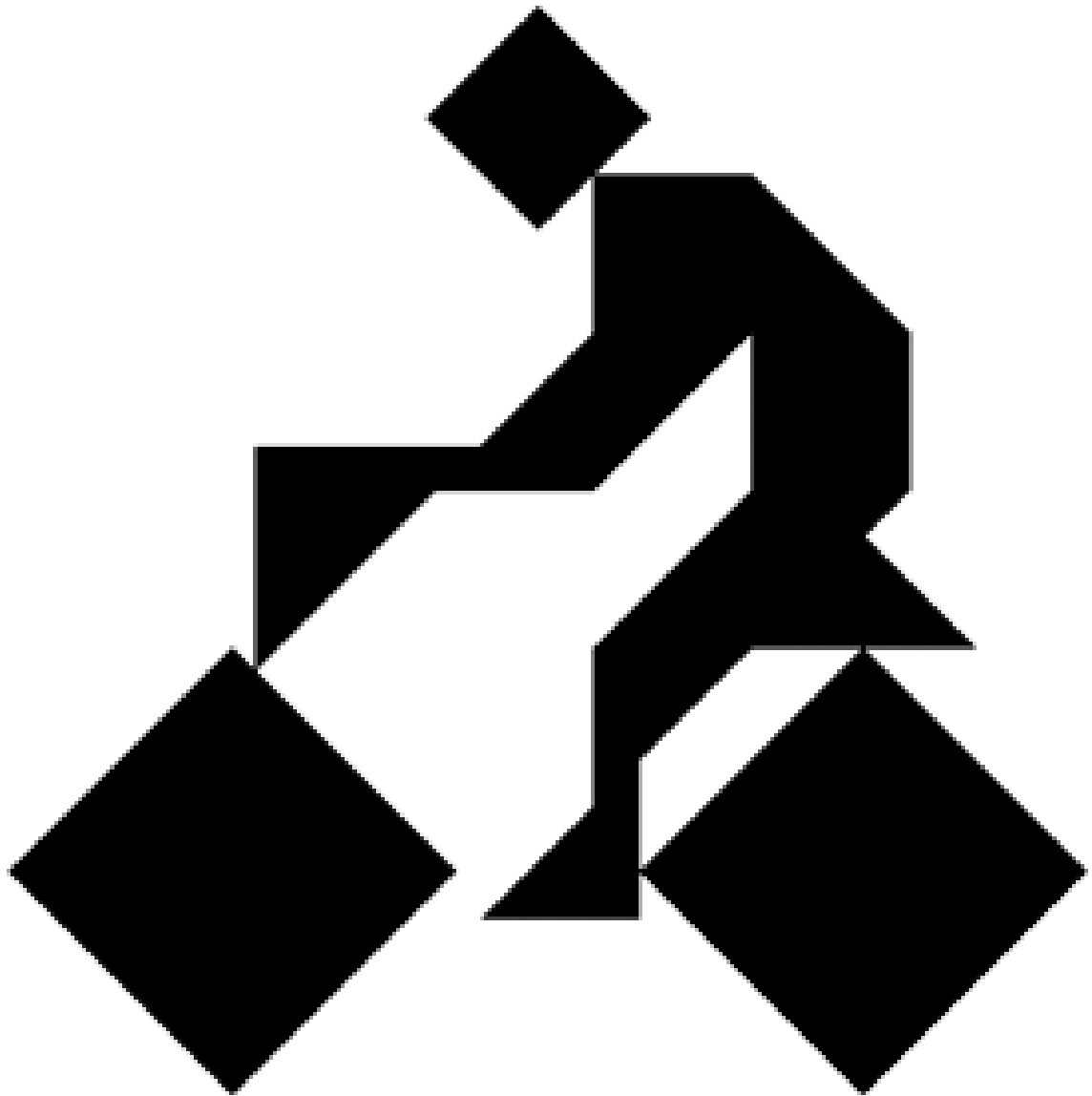
**SOLO THING
TANGRAM #1**

Source: <https://www.tangram-channel.com/tangram-swan-easy-16/>



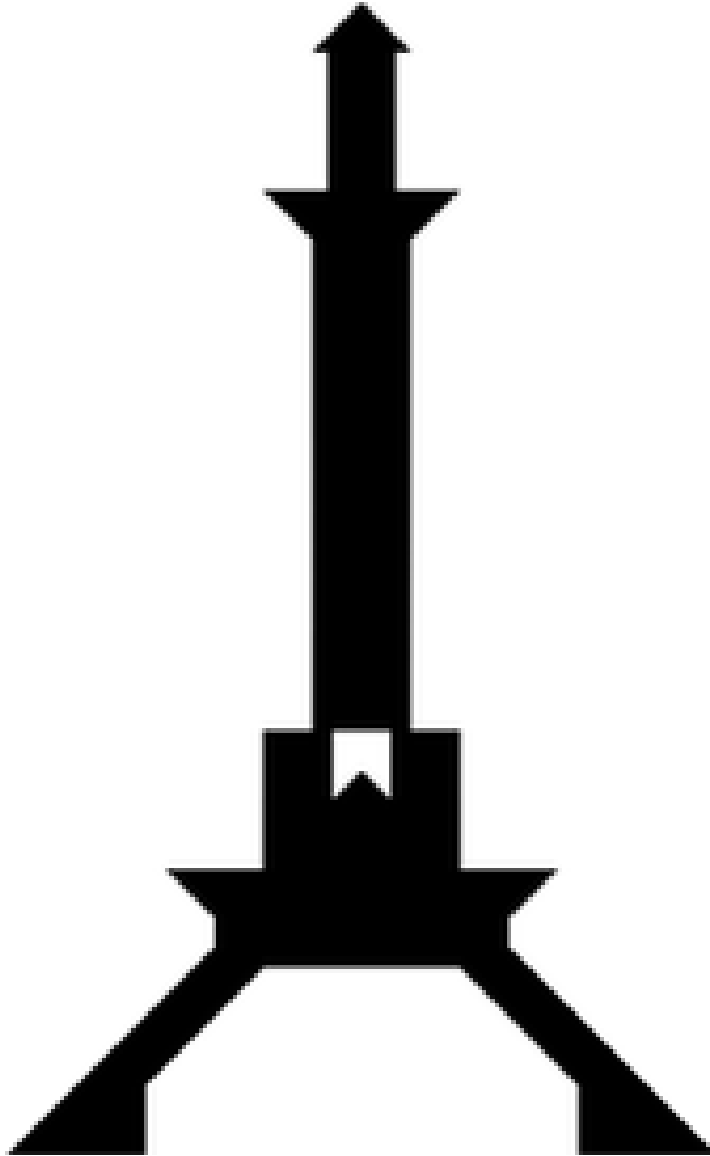
SOLO THING TANGRAM #2

Source: <https://www.tangram-channel.com/tangram-cyclist-medium-87/>



GROUP THINK TANGRAM #3

Source: <https://www.tangram-channel.com/tangram-eiffel-tower-expert-160/>



SOLO & GROUP THINK ANSWER KEYS

PICTURE OBSERVATION #1: CAMPING

1. There are four tourists. See the four sets of cutlery on the picnic blanket and four names on the duty list.
2. They arrived a few days ago - long enough for a spider to build a web between their tent and the tree.
3. They got there by boat, judging by the aors next to the tree.
4. The closest village is near, evidenced by a chicken walking around in the area.
5. The wind is blowing from the south. The flag on top of the tent shows the wind direction and, looking at the trees, branches on the southern side are normally longer.
6. It's morning. The shadows show the sun is to their east.
7. Alex is catching butterflies - see the scoop net behind the tent.

PICTURE OBSERVATION #2: PIZZA

1. Salt shaker shape
2. Additional piece of paper under menu/bill
3. Fork tines
4. Circles on knife
5. Piece of pizza on upper left
6. Crust on upper right
7. Piece of green pepper on middle right edge
8. Piece of green pepper on middle left edge

MATH BRAIN TEASERS #1

1. One
2. All of them
3. First Blank: A, Second Blank: A
4. 111

MATH BRAIN TEASER #2

Two "L" shaped pieces will need to be turned upside down and placed next to "L" shaped pieces to form a square.

MATH BRAIN TEASER #3

1:00pm - Bob

2:00pm - Kim

3:00pm - Joe

4:00pm - Amy

Note: Solve for Joe first

MATH BRAIN TEASER #4

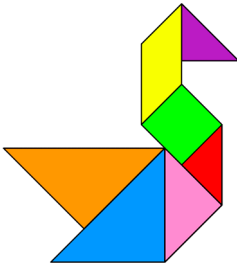
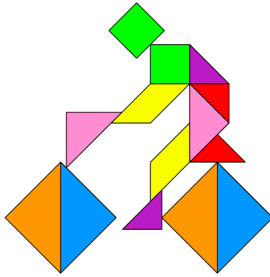
Ann - California

Jon - Texas

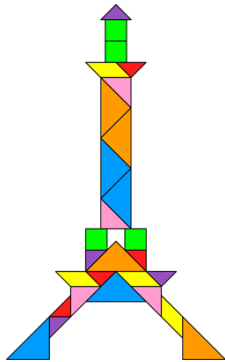
Mark - Illinois

Bill - New York

Note: Solve for Ann and Mark first

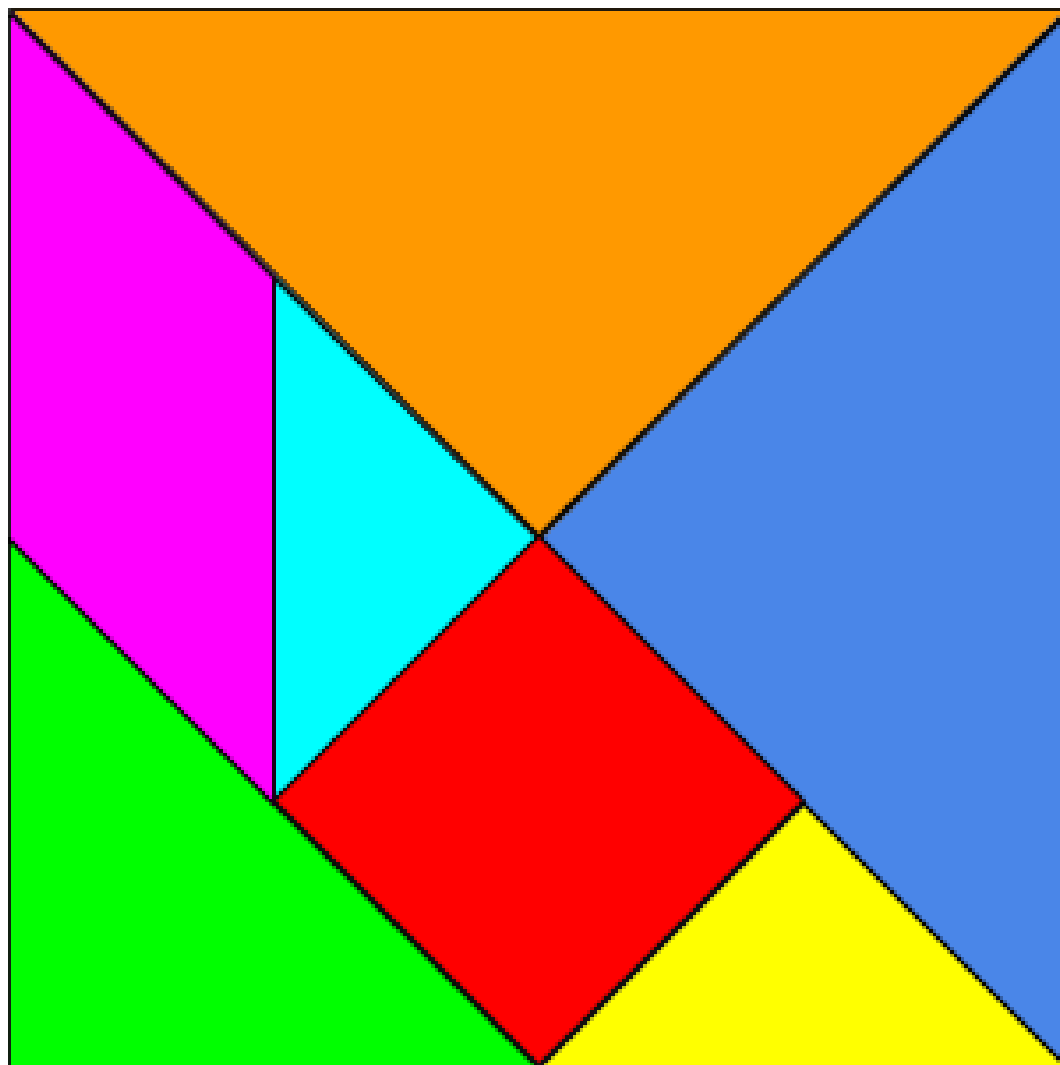
TANGRAM #1: SWAN**TANGRAM #2: CYCLIST****TANGRAM #3: EIFFEL TOWER**

NOTE: Groups will need to combine tangram sets to have enough pieces



Tangram Pieces

<http://www.controlaltachieve.com/2016/07/google-drawings-tangrams.html>



Appendix D: Kids Yoga Poses, Eyeball Yoga & Mindful Breathing

Power Poses

- Warrior 1 Pose
- Warrior 2 Pose
- Chair Pose
- Hero Pose
- Mountain Pose
- Crescent Lunge Pose
- Plank Pose (Dolphin Plank)
- Goddess (Garland) Pose
- Upward Salute (Mountain Up) Pose
- Lord of the Dance Pose
- Cobra Pose
- Triangle Pose
- Half Moon Pose

Calm Down Poses

- Tree 1 Pose
- Rejuvenation
- Warrior, Reverse
- Mountain
- Downward-Facing Dog Pose
- Cat-Cow Pose
- Happy Baby Pose
- Child Pose
- Standing Forward Bend Pose
- Half Pigeon Pose
- Butterfly Pose
- Frog Pose

Eyeball Yoga

Mindful Breathing

Projects to Complement Mindfulness

Power Poses

www.pocketyoga.com

Chair

Standing position, feet together. Knees bent, arms lifted up toward the sky with elbows straight and biceps by ears. Hands together or separate, facing each other with fingers spread wide.



Crescent Lunge

Knee bent directly above one foot, back leg straight with no bend in knee. Arms straight with no bend in elbows or wrists. Hands together or separated and facing each other with fingers spread wide.



Goddess

Squatting position, feet as close together as possible, thighs slightly wider than torso and torso leaning gently forward. Elbows pressed against inner knees and palms together.



Half Moon

One straight leg, the other parallel to the ground. One hand on the ground about 12" in front of the foot. Other hand extends up.



Hero

Kneeling position, buttocks resting on the floor. Hands rest on the lap, thighs or soles of feet.



Lord of the Dance

Standing position. Lift one foot, bending the knee, up and back. Hand on the same side of the body as the bent knee reaches back to grab foot or ankle. Arm on side of body as standing leg extends front.



Plank

Forearms and toes touching the ground. Shoulders directly over the wrists, outer arms pressed inward.



One Leg Plank on Knee

Body parallel to ground, straight arms and one knee. Other leg extended straight back. Palms flat and elbows close to side of body.



Triangle

Straight legs in wide stance, back foot at an angle to front foot. One arm extends up while the other reaches down. Both arms aligned with shoulders in a straight line, fingers reach out.



Upward Salute

From Mountain pose, lift arms up with elbows straight and biceps by the ears. Palms open and face each other with fingers spread wide.



Warrior 1

Wide legs, hips squared. Front knee bent 90-degrees. Arms extend up to the sky with biceps by ears, hands together or separated with fingers spread wide.



Warrior 2

Wide legs, front knee bent 90-degrees, back leg extended and straight. Arms extended out to the sides and aligned with shoulders in a straight line with fingers reaching out.



Calming Poses

www.pocketyoga.com

Butterfly

In sitting position, bend both knees and drop the knees to each side, opening the hips. Bring soles of feet together as close to groin as possible, keeping knees close to the ground. Hands grasp feet.



Cat-Cow

From kneeling position, knees and arms form a box with the spine and neck. Hips and shoulders are squared to the ground.

For cat: pull abdomen up and in with spine arched. Look between arms at belly.



For cow: lift ribcage with gentle sway in lower back. Tailbone lifts up to dog tilt. Look up to sky.



Child

From a kneeling position, toes and knees together with body resting on heels of feet. Arms extend back and rest along the legs. Forehead rests on the ground.



Downward Facing Dog

Body is in an inverted "V" with palms and feet on the ground, arms and legs are straight.



Frog

From kneeling position, toes and knees together. Arms extended in front of the body. Forehead resting on ground. Move knees wide, then toes wide. Keep forehead and chest on the ground, move hips high. Feet should be as wide as knees.



Half Pigeon

Hips parallel and squared to ground with front knee bent in 90-degree angle. Back leg is extended. Ribcage lifted. Fingers rest on the ground beside body.



Happy Baby

Lay on back, knees bent slightly wider than hips. Hands grip inside sole of feet. Gently rock back and forth.



Mountain

Feet together, shoulders relaxed. Hands come together at the heart.



Rejuvenation

Lay on back, extend legs toward the sky without any tension behind the knees. Arms rest by the side of the body, palms open toward the sky in a receptive mode. Hold or gently sway legs from side to side.



Standing Forward Bend

Body folded over at the crease of the hip with top of head toward ground, chest and thighs are connected. Sacrum lifts up toward sky in dog tilt. Fingers interlaced behind the body and palms are together, arms and elbows straight.



Tree 1

Begin in Mountain Pose, then bend right knee and rest foot flat against thigh (not on knee, either above or below). Press palms together and rest at the heart.



Warrior, Reverse

From Warrior 2 Pose, upper body arches back in a gentle back bend. Top arm is extended back with bicep by the ear and fingers spread wide. Other arm slides down the back leg resting on the thigh or shin but not the knee joint. Look up at the sky.



Eyeball Yoga

<http://bambinoyoga.com/blog/2015/5/19/eyeball-yoga-for-kids>

“Eyeball Yoga” helps kids unwind and relax. It is also helpful to give kids a break during or after screen time.

Eyeball Stretches

Up & Down: Keep the head and neck still but move eyes to look up at the ceiling and then down at the floor.

Left & Right: Keep the head and neck still but have kids look to each side.

Circles: Keep the head and neck still and move eyeballs clockwise from the top to the side to the bottom to the other side and back to the top. Try to go counter-clockwise, too.

Fingertip Massage

Close eyes and gently tap fingertips on eyes using the pads of the fingers, not the nails.

Palm the Eyes

Rub hands together to warm them, then place hands over eyes.

Mindful Breathing

<http://childhood101.com/fun-breathing-exercises-for-kids>
<http://www.kidsyogastories.com/superhero-yoga-for-kids>

Breathing can help kids handle lots of big emotions by helping them to slow down both mentally and physically and notice how they're feeling.

Back-to-Back Breathing

Find a partner and sit tall back-to-back. The first person inhales deeply and exhales slowly and deeply. Their partner should feel the expansion in the first person's back with each breath. The partner should try to sync their own breathing so both are breathing in time together.

Balloon Breathing

Place your hands around your mouth like you're about to blow up a balloon. Take a deep breath through your nose. As you slowly exhale through your mouth, start to spread your hands out as if you're blowing up a huge balloon. Hold your hands in that position as you inhale again, then move your hands out again as you exhale.

Batman Breathing

As you inhale, raise your arms out to the side as if they were your wings and lift one knee. As you exhale, bring your arms back down to your sides and lower your knee.

Bubble Breathing

Sit comfortably with eyes closed. Imagine you are holding a bubble wand. Breathe in deeply and out slowly, imagine you're blowing bubbles into the room. Fill the whole room with bubbles.

Bumblebee Breathing

Put the tips of your fingers in your ears and close your eyes. Breathe in through your nose and hum quietly as you slowly breathe out.

Elephant Breathing

Stand with your feet wide apart and arms dangling in front like an elephant's trunk. As you breathe in through your nose, raise your arms up above your head. Slowly swing your arms down as you breathe out through your mouth.

Incredible Hulk Breathing

Inhale and bring your arms up to the sky. Exhale and bend your elbows and bend your knees as if you're flexing your arm muscles in front of you.

Shoulder Roll Breathing

Raise your shoulders up toward your ears as you take a slow breath in through your nose. As you breathe out through your mouth, lower your shoulders. Repeat and roll your shoulders up and down with each breath.

Superman Breathing

Inhale with your hands down at your sides, hands in fists. Exhale and bring them out in front of you as if you were flying.

Tummy Breathing

Lie on the floor and place your hands on your tummy. As you breathe in deeply through your nose, feel your tummy rise. Feel your tummy lower as you exhale through your mouth. Slowly have your tummy continue to rise and fall.

Wonder Woman Breathing

With your feet shoulder-width apart and your hands on your hips, slowly breathe in through your nose and out through your mouth.

Projects to Complement Mindfulness

Several creative projects nicely complement a practice of mindfulness. These can be done with the students or in advance to have ready for any time the children need to relax or calm down. Perfect for Read Aloud #2 time!

Calm Jars

Clean plastic bottle
 Hot water
 Liquid Watercolor or Food Coloring
 Glitter Glue
 Corn Syrup

Use $\frac{1}{3}$ corn syrup and $\frac{2}{3}$ water in the bottle. Fill the bottle with hot water to the height you want to finish with, then measure. Take slightly more than $\frac{1}{3}$ of the water away and replace with corn syrup and one bottle of glitter glue. Add Liquid Watercolor and whisk. Pour immediately into the bottle. Leave the lid off until the water lowers to room temperature, then glue the lid on with superglue.

Lavender Cloud Dough

8c Flour
 1c Vegetable Oil
 5-7 Drops Lavender Essential Oil
 Optional: $\frac{1}{4}$ c crushed lavender chalk

Mix all ingredients..
 Store in an airtight container.

Lavender Water Beads

Water Beads (found in most art supply stores)
 Lavender Essential Oil
 Water

Water beads typically come dehydrated. As they soak in water, they fill and expand, becoming squishy water-filled marbles. To make lavender water beads, add a few drops of oil to the water used to rehydrate the beads. Beads will be fully hydrated in 4-6 hours. Kids can play with them in a bin with or without water. Store in clean water that is changed often. Once a week, wash the beads (put beads in sudsy water and then rinse). If beads are left out of water, they will eventually dehydrate and shrink to their original size. Water beads are a choking hazard, so use while supervised and ensure children to not put them in their mouths.

Appendix E: My Pirate

- Hat - My thoughts are unique and important.
- Boots - My feet help me stand tall and confident.
- Face - How I feel on the inside is constantly changing.
- Coat - I am protected from negativity.
- Hook - I can do more than I think I am capable of.
- Heart - My emotions are worthy and should be recognized.
- Flag - What I show to the world about me is exciting and valid.
- Treasure - I hold what is important to me.
- Eraser/Sword - Mistakes are normal and are chances to learn.
- Animal - I can nurture and have fun.

Appendix F: Supplies for Art Studio

To minimize mess, also provide: smocks/paint shirts, an old sheet (to cover table/floor) and small containers for water

Aluminum Foil	Jewels - Stick-On	Pipe Cleaners
Beads - Pony	Leaves - Found	Pom-Poms
Beans - Dried	Outside	Popsicle Sticks
Bubble Wrap	Magazines	Ribbon
Buttons	Markers	Rocks - Found
Chalk	Newspaper	Outside
Coffee Filters	Packing Peanuts	Rubber Bands
Cookie Cutters	Paper	Ruler
Cotton Balls	Construction	Salt
Cotton Swabs	Graphing	Scissors
Craft Foam	Tissue	Seeds
Crayons	White	Sponges
Egg Cartons	Computer	Spoons
Embroidery Floss	Paper Bags	Stamps
Fabric Scraps	Large/Grocery	Stapler
Feathers	Small/Lunch	Sticks - Found
Felt	Paper Towel Tubes	Outside
Flowers	Paper Towels	Straws
Found Outside	Paint	String
Silk	Acrylic	Tape
Forks	Tempera	Clear, Office
Glitter	Watercolor	Duct
Glue	Paint Brushes	Painter's
Glitter	Paper Clips	Toilet Paper Tubes
Low Temp	Paper Cups	Toothbrushes
Glue Gun	Paper Plates	Wax Paper
Sticks	Large	
White School	Small	
Googly Eyes	Pencils	
Hole Punch	Colored	
Ink Pads	Regular	

Appendix G: Power of Yet Project Progress

My “Power of Yet!” Project

By the end of camp, I want to _____

Today I can _____

Track Your Progress!

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

Day 6 _____

Day 7 _____

Day 8 _____

Day 9 _____

Day 10 _____

Did You Meet Your Goal?

- Yes
- Not yet

My NEW goal: _____











Appendix H: A Non-Exhaustive List of Picture Books with Leadership Themes

	TITLE	AUTHOR	LESSON
	Ada Twist, Scientist	Andrea Beaty	Find the facts and be unafraid of failure
	Rosie Revere, Engineer	Andrea Beaty	You can only truly fail if you quit
	I Like Myself	Karen Beaumont	Appreciate everything about you
	Violet the Pilot	Steve Breen	Following your dreams
	Willow	Denise Brennan-Nelson	Magical things can happen when you let your imagination go
	Katy and the Big Snow	Virginia Lee Burton	Determination in the face of difficulty
	Stellaluna	Jenell Cannon	Seek to understand others and then be understood









	Click, Clack, Moo: Cows that Type	Doreen Cronin	Begin with the end in mind
	Grace for President	Kelly DiPucchio	Value of hard work, courage and independent thought
	Spaghetti in a Hot Dog Bun	Maria Dismondy	Courage, self-esteem and problem solving
	Horton Hatches the Egg	Dr. Seuss	It's important to keep your promises; there are no limitations except those you put on yourself
	My Name is Not Isabella	Jennifer Fosberry	The importance of being your extraordinary self
	Leo the Late Bloomer	Robert Kraus	You'll bloom in your own time and that's ok
	The Carrot Seed	Ruth Krauss	Perseverance despite being told you will fail
	The Story of Ferdinand	Munro Leaf	Be who you are, not who others think you are

	Snowflake Bentley	Jacqueline Briggs Martin	Explore your interests and follow your dreams
	Elmer	David McKee	Appreciation of your own uniqueness
	The Girl Who Never Made Mistakes	Mark Pett	Learn from your mistakes, let go and laugh about them
	The Dot	Peter H. Reynolds	Never doubt your own greatness; follow your creativity
	Beautiful Oops!	Barney Saltzberg	Mistakes lead to creativity and innovation
	A Bad Case of Stripes	David Shannon	Difficulty in choosing to be independent and follow your uniqueness
	Stand in My Shoes	Bob Sornson	The importance of noticing others and how they are feeling
	The Most Magnificent Thing	Ashley Spires	The power of grit and resilience
	Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst	Everyone has bad days; having a resilient mindset can help get through rough patches

Appendix I: A Non-Exhaustive List of Picture Books About Pirates

	TITLE	AUTHOR
	Captain Flinn and the Pirate Dinosaurs	Giles Andreae
	Olive's Pirate Party	Roberta Baker
	Pirate Princess	Sudipta Bardhan-Quallen
	Lila Pirate	Georgie Birkett
	The Pirates Next Door	Aleksei Bitskoff
	Ten Little Pirates	Michael Brownlow
	Pirates of the Sea	Brandon Dorman
	Pirate's Perfect Pet	Beth Ferry
	Tough Boris	Mem Fox
	Pirates Love Underpants	Claire Freedman

	Pirates at the Plate	Aaron Frisch
	Pirate Girl	Cornelia Funke
	Pirate Pig	Cornelia Funke
	No Pirates Allowed! Said Library Lou	Rhonda Growler Greene
	Dirty Joe, the Pirate	Bill Harley
	Pirate Pete	Kim Kennedy
	Pirate Pete's Talk Like a Pirate	Kim Kennedy
	The Pirate Who Said Please	Timothy Knapman
	Pajama Pirates	Andrew Kramer
	Night Pirates	Miranda Larson
	Pirate Girl's Treasure	Peyton Leung

	How I Became a Pirate	Melinda Long
	Ned the Knitting Pirate	Diane Murray
	The Book of Pirates	Howard Pyle
	Shiver Me Letters	June Sobel
	Small Saul	Ashley Spires
	Do Pirates Take Baths?	Kathy Tucker
	Pirate Mom	Deborah Underwood
	Charlotte Jane Battles Bedtime	Myra Wolfe