

Approach: One to one
 Focus: Leadership needs and approaches
 Resources: Video recording on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

In this activity you will be talking about what makes a person a good leader.

Let's watch a short video first.

Click the *We Need a Leader* button.

The video will start.



VIDEO SCRIPT:

(general comments from several children.)

- This is stupid.
- Come on you guys.
- We need teams.
- I can't be bothered.
- Let's go and play another game.
- We need a leader.

The video showed a group of children who felt they needed a leader.

1. Why do they need a leader?
2. What could a leader do to help the group?

		% response 2005 ('01)	
		year 4	year 8
Responses included:	pick teams	13 (4)	17 (18)
	tell them what to do (other than team selection)	68 (74)	74 (67)
	help organise them into teams	14 (15)	31 (43)
	help them decide what to do once teams are formed	15 (11)	20 (24)
	help ensure fair play (rules followed, balanced teams)	22 (18)	22 (20)
	help resolve arguments, conflicts	30 (27)	31 (21)

3. What sort of person would the leader need to be? Try and describe the things that would make the person a good leader.

		% response 2005 ('01)	
		year 4	year 8
Person specification included:	well respected/trusted/liked	33 (20)	60 (51)
	fair with everyone	26 (19)	36 (34)
	friendly/nice	53 (44)	49 (34)
	helps make the activity fun	5 (3)	5 (6)
	gives good clear instructions	5 (1)	11 (12)
	good at resolving conflicts	6 (3)	7 (1)
	willing to listen carefully to ideas/complaints	8 (4)	19 (15)
	knowledgeable about the game	15 (27)	13 (21)
	good at the game him/herself	6 (24)	8 (11)
	patient	2 (1)	5 (2)
Overall rating:	excellent/very good	2 (0)	3 (3)
	good	10 (2)	31 (23)
	moderate	48 (50)	50 (49)
	poor	40 (48)	16 (25)
Total score:	10-19	2 (0)	3 (6)
	8-9	4 (1)	10 (7)
	6-7	15 (10)	31 (18)
	4-5	35 (37)	36 (39)
	2-3	33 (46)	18 (22)
0-1	11 (6)	2 (8)	

Commentary:

Responses of year 4 and year 8 students were quite similar except that year 8 students placed greater emphasis on the role of leaders in forming teams and on the importance of leaders being trusted. About 20 percent more year 8 than year 4 students gave responses judged to be "good" or better. There were small increases in total score between 2001 and 2005 for both year 4 and year 8 students.