



*“I think to myself....if they picked me to be a leader...then I am supposed to be a leader.”*

*-1<sup>st</sup> grade student*

The *FACES Leadership Program* is an elementary school-based program that offers disadvantaged youth ages 5-11 a transformative 21 weeklong program that teaches and inspires them to develop the leader within – to transform the image of leadership through conflict resolution – one student...one school...one community at a time. The program is designed to create a leadership team – a network of students, kindergarten – 5<sup>th</sup> graders, who will eventually change the culture in their school by turning students who struggle with issues of bullying and defiance into students who are leading their peers and their school through positive peer interactions and involvement. The FACES Leadership program has been successfully inspiring the growth of nontraditional leaders for the past three years in Fort Wayne Community Schools in Indiana. With your contribution, disadvantaged youth will have the opportunity to learn life-changing nonviolent leadership-building skills.

The *FACES Leadership Program* is extremely cost effective. For each student to go through the entire program the cost is approximately \$400 per student. That works out to \$19 per student, per session!

What makes our program truly unique is that we take *a small group of students that by “normal” standards would not be seen as leaders by themselves, their teachers, their parents, or the community and inspires and develops the leader within each of them* using games and other engaging hands-on, interactive, multi-sensory learning and reality-based activities. This method allows the students to practice nonviolent negotiation and conflict resolution skills in a safe reality-based format so that those skills are more readily transferable to their everyday lives

*“I know I want to change now...now I see how mean I was being.”*

## Transformation in Action



The power of this program has amazed the staff from day one. The staff had purchased many posters and visuals to help set a tone in our leadership room at a local elementary school. One of the posters had several cartoon-like faces of varying colors on it who were “acting foolish”—*that is all but one*—the blue face was calm and smiling. The caption at the bottom of the poster read “Courage is doing right when everyone around you is doing wrong” the students ran with that

concept—to them the blue face on that poster was true leadership. They began answering *Blue was their symbol for what a leader should be...strong, courageous, nonviolent, positive, and doing what is right.*

Before the FACES Leadership team walked through the doors of our pilot school, nearly 4 years ago, and the concept of Blue was born, the word or concept of leadership was essentially unknown. When we walked in last year, we noticed right away a change in the culture of the school. We were surprised and a bit flattered that the students all knew who we were; knew about the concept of leadership and knew all about our “mascot” or “Blue” – all on the first day!

We were also pleasantly surprised to notice a few other things that were going on throughout the school. As we walk through the halls and come across past or present participants making poor choices, all we have to say is, “remember Blue” and they quickly improve their behavior. The office staff have told us on several occasions that if they need to talk to one of the leadership students about their choices, all they have to do is mention the leadership program and they are usually quick to change their behavior. Additionally, we’ve noticed that more and more, the leadership students are being used in the schools as teacher/staff helpers...or in other words, being leaders!!!

While we are very excited about the amazing changes in the school and the leaderships students, we are also overwhelmed and humbled by how much work is yet to be done. We love seeing our past participants but are heartbroken when they ask, “When are we able to come back to the leadership program?” and we cannot give them an answer, because we simply don’t have the funding for the program. It also pains us when we randomly have students stop us in the hallways and ask how they can be a part of leadership, but we can’t take them because we have no more open slots. This year alone, there were approximately 150 students, at just one school, that teachers wanted to be involved in the program but couldn’t because there was no space available.

So...this is where we ask you to join us in making these student’s day, their year, by giving them the opportunity to be a part of the FACES Leadership program. A small investment in the life of a child today will reap benefits for that child, the school, the community and someday his or her own children for years to come.

***“I want to go to leadership every single day!”***



## **Who We Are**

***“It helped me to be peaceful and listen to the teacher and to solve things without being mean.”***

The *FACES Leadership* program, founded in 2010 by the staff of the Center for Nonviolence was a result of revamping our traditional school-based program into a *strategic, proactive program that provides long term leadership education and support.* The Center’s

school-based programming was initially created as a reaction to elementary schools that were requesting services for students who were struggling with issues of violence. The school-based programming was rooted in the rich foundation of the *Center's 26 years of experience working with youth in Fort Wayne, IN*. While the intervention model we used for the first three years was effective, conventional wisdom knows that the best way to promote long term change requires more than 5 sessions worth of intervention; with that the FACES Leadership program was envisioned.

**With your help**, our proactive nonviolent leadership program staff will ask two schools to scan their student body for group(s) of 10 students, who may be showing their teachers and administrators hints of their leadership potential– in either positive or negative ways and work with them to develop their budding qualities– therefore transforming them into full fledge leaders. More specifically we ask schools to survey their student body and look for a balance of 10 students per lunch block with a balance of the following characteristics/dynamics:



- ✓ Struggle to follow directions
- ✓ Make poor behavior decisions
- ✓ Be a quiet, sometimes withdrawn, leader who may often be overlooked
- ✓ Classroom helpers that may not recognize their leadership potential
- ✓ Is falling, or has the potential to fall, through the cracks due to environmental circumstances
- ✓ Gender

To successfully achieve this transformation, the *FACES Leadership* program properly balances the development of nonviolent conflict mediation leadership skills with the development of a youth's self-confidence. Once students learn to take personal accountability for their thoughts, actions, feelings, and words they are able to change their path in life.

Once the students are chosen, the program is designed to create a leadership team – a network of students, kindergarten – 5<sup>th</sup> graders, who would eventually change the culture in their school by turning students who struggle with issues of bullying and defiance into students who are leading their peers and their school through positive peer interactions and involvement by engaging and developing the leader within each of them using games and other engaging hands-on, interactive, multi-sensory learning and reality-based activities. This method allows the students to practice nonviolent negotiation and conflict resolution skills in a safe reality-based format so that those skills are more readily transferable to their everyday lives. Some of the activities include:

**Three Powers Challenge Game:** The intention of the three powers (3P) challenge game is to introduce students to different forms of power:

**Power Over:** Using power and control tactics (violence) to get power in a situation (ie. bullying, violent actions, name-calling); **Power Within:** Self-control...using our inner strength to make changes in the situation (using nonviolence); **Power With:** Working together as a pair or group to make changes in situations; creating win-win outcomes (using nonviolence)

We present the students with a negotiation challenge. They are asked to find a solution to a question. They first try to figure out the best answer individually, then in pairs, then in small groups, and finally as a full collective entity. This activity allows us to speak to the challenges, outcomes, and effects of each form of power. We then create dialogue about how each situation felt and which worked best. We then use the language of the “3P’s” to create dialogue throughout the year with the students in regards to how we change our “power over” actions to “power within” and “power with” actions.

*Leadership Challenge Game “Block Game”:* The “Block Game” is a team-building challenge that requires students to collectively get from point A to point B while balancing on plastic



blocks. The format of this game makes it easy for students to make “power over” attempts to complete the challenge due to the dynamics and rules of the challenge—there are many students who attempt to make it a “solo mission” as they work to get to point B. However, through dialogue amongst students and program staff the groups realize that the only way that they can reach point B is by using “power within” and “power with.” Students have to use “power within” as they practice self-restraint, self-control, and patience when others are not doing what they want or moving as fast as they would like. They use “power with” as they practice how to respectfully negotiate with their group-mates to come up with a collective plan of action.

*Review Games & Role Plays (Power Over Crew focus):* The teaching of the “Power Over Crew” which are six characters that each depict one negative thought pattern (ie. revenge, blaming, stereotyping, instigating & bully, etc.) allow the program staff to challenge the student’s thinking patterns as well as discuss the potential effects and consequences of those thinking patterns. Once each character has been introduced to the group the program staff uses a variety of review games, media clips, art projects, role plays, etc. to help students learn new ways to deal with challenges they may face.

Once those student teams learn these nonviolent leadership skills they then use the skills they learned to mentor their peers – motivating them to become positive leaders as well. This process completely changes the culture of the school and places the Center for Nonviolence in a supporting role. The mission of the program is to inspire disadvantaged youth to develop the leader within – to change the face of leadership one student...one school...one community at a time.

***“Every Thursday I wake up at 6a.m. because I know that it is leadership group day”***

***2nd grader***

## What We Need



***“I like that you show us how to work together, kind of like a family”***

*FACES Leadership* program provides disadvantaged youth with lifelong nonviolent leadership skills that can help them, their families, their schools, and their communities. Despite the program being extremely cost effective; the schools simply do not have the funds available for such programs, especially those schools in the more disadvantaged areas of Allen County. This however, does not make their need or desire for this program any less significant, in fact in many cases the need is more prevalent for those schools that are unable to set aside funds for this program. With that said, ongoing donations are welcome to support this program. All funds designated to the *FACES Leadership Program* will be used by the Center for Nonviolence to fund this program.

## Impact



***I learned... “Keep my hands to myself, work on anger issues, and when someone is pushing you to work hard they want you to be smart.”***

*FACES Leadership* program helps disadvantaged students from economically impoverished schools counteract the messages of violence and low expectation that they are inundated with. Unfortunately, youth are taught from a young age that bullying, violence, and power and control are the only ways that they can communicate their feelings or solve conflicts—this is especially true in the population of students that we target for this program. The program staff has heard from the students on multiple occasions that their parents have told them that they would get in trouble at home if they did not fight back if students “messed with” them. This program benefits the students and schools that we serve by providing them the knowledge, skills, and opportunities to practice the core skills of nonviolence and conflict mediation in a fun and non-confrontational way through hands-on, reality-based games and challenge activities which teach them other ways to express their feelings and frustrations. The program provides students with an outlet to discuss issues such as bullying, revenge, anger, negative thought patterns, violence, and peer pressure in a safe setting. The program staff then focuses on turning those negative expressions of frustration into positive ones such as motivation, goal setting, positive role modeling, conflict resolution, leadership skills, positive self-talk, and positive thinking.

The exponential benefit of this program is that it is not only the students that attend the leadership classes that learn dialogue, negotiation, and conflict mediation skills from this program but with time the culture of the school is directly impacted when those students interact with their classmates and teachers. One teacher mentioned, ***“Children have more language to express themselves. It is positive reinforcement to use the expectations of FACES Leadership program. I have often used this group of students as examples. Children who are not in the program-want to be, the reputation among the students is very good.”***

***The communities support can help more students develop the lifelong skills*** that are conveyed in these outcomes:

- **Expected Outcome:** At the end of the program, 75% of students were able to speak to, identify, and personally demonstrate “power within” and “power with” when solving problems and conflicts. *(facilitator and school staff observation)*

**Actual Result (2013):** At the end of the program, 97% of students were able to speak to, identify, and personally demonstrate “power within” and “power with” when solving problems and conflicts.

- **Expected Outcome:** At the end of the program, 75% of students will be able to identify and personally demonstrate leadership skills *(facilitator and school staff observation)*

**Actual Result (2013):** At the end of the program, 93% of students were able to identify and personally demonstrate leadership skills

***To find out more about the program feel free to contact:***

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