1. I believe that I would make a great role model for rising ninth graders. I maintain A’s in all of my six classes, lead a number of clubs such as Philosophy Club and MicroFinance Club, and participate in numerous fine arts productions and concerts each year. I complete all of my homework on time while still getting 7-8 hours of sleep each night, and I have a great group of friends with whom I manage to spend time in order to alleviate stress. None of these aspects of my life would negatively influence rising ninth graders; in fact, I believe I would be able to help them manage their time effectively in order to do as many activities as they want.
2. In class, I have been able to lead my peers in discussions and projects by making strong, persuasive arguments in favor of my beliefs. I try to remain as consistent as possible in these beliefs; however, if another peer proposes a better idea, I usually adopt it without hesitation rather than clinging to my own idea out of spite. Additionally, I always attempt to make all in the group feel as though their ideas have received the same amount of contemplation as all the others so as to make them feel heard and continue to provide their ideas.
3. Next year, I am only signed up for five classes (rather than six). I plan to maintain my positions as president of Philosophy Club, co-president of MicroFinance Club, and YLO officer. I would also like to continue to participate in Chorale and Kantorei while performing in plays and musicals. These commitments may seem like a lot; however, I believe that I will be able to remain an effective peer leader because, as a leader, I am able to set the times that clubs meet, so I would be able to plan around assembly periods and da Vincis reserved for peer leader activities.
4. I would approach Tommy and initiate a conversation with him. At first, I would just ask him normal questions like, “How’s this week going?” and “Anything fun planned for the weekend?” After establishing a connection with him, I would ask him about extracurricular activities that he’s involved in. Given his shyness and being a freshman, I would venture to say that he probably would not be involved in many activities yet. I would ask him about his interests and suggest clubs or other activities on campus that are related (if his interests line up with mine, I would even invite him to one of the next meetings of one of my clubs). This would be beneficial for him because these activities give people the opportunity to meet and bond over common interests (in fact, I have met most of my close friends through such activities). If I saw him a few days later still eating alone after the first conversation, I would ask whether he has any close friends or social groups (this would only be broached on the second conversation because I assume it could be somewhat embarrassing; therefore, it should not be the first option attempted). I would suggest that he just go up to another group of ninth graders and sit down, as they are most likely just as nervous as he is given that it is early in the year and many of them are new.
5. I want to be a Class 12 Peer Leader because I had a particularly rough transition between Middle School and Upper School. Socially, I was beginning to grow apart from my best friends from earlier years because of our diverging interests. Academically, I struggled for the first time. This struggle had a particularly harsh impact on me because it was in Geo/Trig (H) and Biology (H), two classes in subjects in which I had up until that point considered myself above average and maintained a great interest. While I did have senior peer leaders, I rarely interacted with them outside of our few meetings with them a few times a month. I believe that more interaction with them could have helped smooth this transition much more; as a result, I would like to provide for some freshman the aid I needed by making sure that I talk with them one-on-one outside of advisory and ensuring that go to their advisories frequently.