



# ABOVE AND BEYOND

THE NEWSLETTER OF THE CANADIAN ASSOCIATION OF STUDENT ACTIVITY ADVISORS VOL 11 NO 1

## CSLC 2008 It all starts here!

### LEADERSHIP SCHOLARSHIPS FROM TD CANADA TRUST

Congratulations to Jeremy VanSlyke, student chair of CSLC 2006, for winning a prestigious TD Canada Trust Scholarship for Community Leadership. Each scholarship is valued at up to \$60,000 and includes full tuition for up to four years of study at any approved university or college in Canada, \$5,000 a year toward living expenses yearly, and an offer of summer employment during the years of the scholarship.

The TD Canada Trust Scholarship for Community Leadership rewards students who have shown leadership in the areas of local employment programs, environmental cleanup, support group creation, and family services initiatives. Twenty students from different communities across Canada received this scholarship last year.

As a Student Activity Advisor you are in a unique position to help your students learn about this scholarship. Or perhaps you know a student in grade 9, 10 or 11 who, with a little coaching, could easily become a strong candidate. This scholarship is open to all students in their final year of high school or CEGEP.

Application deadline for 2007 is October 31st. Let your students know about this excellent opportunity and visit the website to learn more: [www.tdcanadatrust.com/scholarship](http://www.tdcanadatrust.com/scholarship)



*Student Co-Chair, Breanne Shea and Conference Co-Chair, Nicole Haire welcome you with open arms to Three Oaks Senior High. It all starts in Summerside, PEI.*

Greetings from Three Oaks Senior High School, in Summerside, PEI! We are proud to be the home of CSLC 2008: "It All Starts Here"—the first ever Canadian Student Leadership Conference on PEI from Sept. 30 – Oct. 4, 2008! There are new signs around the city these days that read: "City of Summerside – A Small City with Big Ideas!" That couldn't be more true! We have been host to many national and world sporting events and conferences over the years, and our citizens are second to none when it comes to making "People From Away" feel welcome! As the old saying goes, "Quality is more important than quantity!" Our Island may be small, but we are home to incredible white sand beaches, blue ocean waters, golf courses, mouth-watering seafood, potatoes, breathtaking scenery, musical talent, and friendly people known the world over.

CSLC 2008 will take place exclusively at Three Oaks Senior High, a high school with approximately 900 full time students, grades 10–12. Plenary speakers include: Mark Scharenbroich, Rubin "Hurricane" Carter, Severn Cullis-Suzuki, and Marc Kielburger. Our pre-conference tour will cover the Island from tip to tip, hitting all the must-see-sights, so be sure to book early!

Our staff and students have been working hard to ensure that this CSLC will be one that you will never forget! So, "come in from away", enjoy some Island hospitality, and be part of the leadership experience of a lifetime! Check the conference website at [www.cslc2008.ca](http://www.cslc2008.ca) for more details. ■

# Using Puzzles to Teach Teamwork

“Don’t be yourself.  
Be someone a little nicer.”  
*Mignon McLaughlin*

## WHY FOLLOW PROCEDURES?

It is difficult getting some students to follow established procedures. They think they know better, or they know a shortcut. The activity may happen, but you know that it could have been better if the organizers followed procedures. The following exercise demonstrates the importance of following simple procedures to get the right answer. If you don’t follow the procedures, you will get an answer, but it won’t be as good as the one that you could have produced.

Write the year you were born  
Double the year  
Add 5  
Multiply times 50  
Add your favourite 2 digit number  
Add the number of days in a year  
Take away 615

The final number you calculate will be your year of birth followed by your two favourite digits. The people who didn’t follow procedures carefully will just get a random number.

Best follow procedures for results.

*Ron Jones*

Objective: to demonstrate the value of each member’s individual contributions, and the importance of working together as a group.

Materials needed: 100 piece puzzle, addressed and stamped envelopes for each group/team member.

Procedure: Mail out 1 or 2 pieces to each student with instructions to bring them to school on a certain day. Send the corner pieces to your 4 main individuals (or 2 to co-presidents). Send the side pieces to your experienced leaders. Students will bring puzzle pieces to school/class on the designated day and assemble the puzzle.

### Discussion questions:

Goal setting—the group looks at the picture before trying to put the puzzle together. Why? (A rapid solution is aided by someone with an overall vision.)

Why are corner pieces so important? Who are our corner pieces and what is expected of them?

Why are side pieces so important? Who are our side pieces and what is expected of them?

Why are the other pieces important? List ways in which a puzzle is similar to the leadership group. (There are boundaries to what we can do. Puzzles are difficult at the beginning, but get easier with work.

Pieces are connected when teamwork occurs. A puzzle is easily broken. The whole is better than the sum of its parts.)

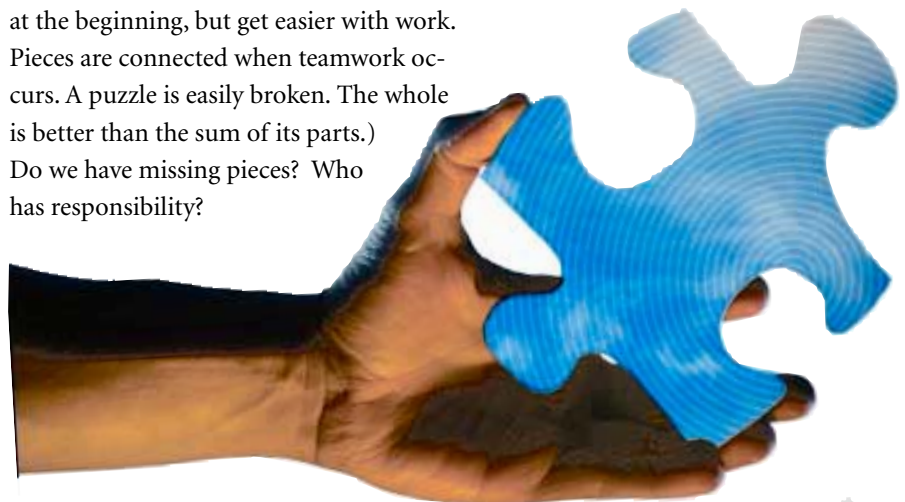
Do we have missing pieces? Who has responsibility?

Are pieces missing because of situations that are out of our control?  
Did you place a burden on others because you forgot your piece?  
What are some steps you could have taken to remember your puzzle piece?  
How are we going to get our puzzle completed? Did anyone take initiative to get the job done?  
Are you an essential piece? Why?

### Becoming a Leader

You begin with a box full of puzzle pieces. As you start, you are searching for the pieces you need. Some pieces are harder to find than others. The more pieces you have fitted into place, the more clear your picture becomes. At the beginning, you couldn’t tell what it was. But as you go along, you can see more and more of what the picture should be and then it starts to get easier. Some days you may feel like you haven’t picked up any pieces, other days you will pick up several. There are times when you will pick up a piece only to realize that it doesn’t fit and you have to throw it back. ■

*Judy Wilson*  
*Upland High School, California*





“He who would be a leader must be a bridge.”

*Welsh Proverb*

*Co-presidents, Dave and Dan, plant flowers for a community garden*

## What is a Student Council?

Student Council is an effective educational instrument — if it is understood and utilized. In its beginnings, the idea might have been to form a “mock government,” but the functioning Council has evolved into a unique agency for genuine learnings far beyond basic concepts of Civics. The idea requires individual commitment, individual involvement — the living, central arena of the student world. Student Council is a group of elected citizens in a school who meet regularly to:

### ■ **Promote Citizenship:**

- by supporting and further developing democracy as a way of life by involving students in meaningful activities.

- by helping each student develop a sincere regard for law and order appropriate to this democratic society.

- by leading each individual in developing a sense of personal responsibility and earned self-respect.

- by helping young people to contribute to the welfare of the culture.

- by encouraging desirable attitudes and the continued upward development of valued patterns of good citizenship.

- by providing a forum for student opinions, interest, and desires that these might be understood by the entire student body, faculty, administration and community.

- by honestly reflecting and interpreting the student viewpoint.

### ■ **Promote Scholarship:**

- by contributing to the total educational growth of all students in the school.

- by encouraging highest standards of scholarship and a positive student involvement in learning and thinking.

- by providing experience in genuine problem-solving procedures.

- by providing for training and experiences in the skills of good citizenship as related to the purpose of education.

### ■ **Promote Leadership:**

- by providing young people with the power, right and privilege to speak and be heard by those in authority.

- by providing coordination of school-sponsored activities with constant evaluation in terms of the selected purposes.

- by promoting opportunities for leadership among student body members.

- by utilizing the ideas and support of students in solving school problems.

### ■ **Promote Human Relations:**

- by helping create harmonious relationships among faculty, administration, student body and community.

- by communicating activities and other positive elements of school life through mass media to the entire community.

- by helping young people further realize the genius, dignity and worth of each individual.

### ■ **Promote Cultural Values:**

- by sparking school loyalty, pride, and individual student development.

- by providing real experiences in group development and human understanding.

- by helping students earn and protect individual rights and responsibility.

- by selecting projects and activities which seek to achieve purposes which are significant in the life of the school community.

- by giving young people deeper reasons for attending school and the stimulus for developing commitment to worthy goals.

- by helping each student reach his/her maximum educational growth and development.

Student council is a learning opportunity for involving young people in their own school to develop commitments to citizenship, scholarship, leadership, human relations and cultural values that our heritage may have even greater worth for the next generation. ■

*Dr. Earl Reum*

# Engaging Emerging Leaders:

## Working with Young and Nontraditional Student Leaders

For many youth, the perception that they may be included in the broad category of being “a leader” doesn’t always feel natural. Often, the larger population of students in a school identifies or segregates the “leaders” from the others. In their minds, they perceive that leaders are those who run for (and win) student council, lead the athletic teams, or serve on advisory boards for the principal. In some settings, this student perception may be an accurate reflection of the leadership development efforts of staff and faculty at the school. However, conscientious leadership educators, increasingly sensitive to the immense diversity of characteristics and behaviors of leaders, should be capable of identifying emerging leaders outside the traditional positions, and likewise, develop opportunities that assist those youth in expressing their leadership potential. Most significant in developing the leadership potential of youth is paying attention to two student populations—young leaders on the cusp of taking on more significant leadership roles, and nontraditional student leaders, individuals who are leaders in their own right yet have not been widely identified or nurtured because of limited opportunities to display these talents.

### Working with Young Leaders

In some ways, young leaders are a step ahead of nontraditional leaders because they generally have already engaged in some type of visible leadership experience. These experiences may include participation in a school committee, athletic participation through childhood, running for a secondary leadership position, club membership, youth group participation, or attending a leadership workshop. In doing these activities, these students have started to self-actualize whether or not

they enjoy taking on the roles related to being a leader.

Depending upon the school culture (positive/negative) and intrinsic or extrinsic rewards of experiences, young leaders are vulnerable to ceasing to go on with developing leadership skills. At this point, it is crucial for adults who work with these youth to take time to expose them to additional leadership experiences that reinforce the value of being a leader. Most important, these experiences must be meaningful, not simply token, and should require the use of personal skills that demonstrate leadership ability. As a young leader develops greater self-confidence in his or her ability to make a difference in the school and community, the attractiveness of being a leader increases.

Young leaders must have opportunities that not only build upon personal abilities but also provide a safe environment for

trying new things. For example, if a young leader attempts to plan an event without support or formalized skill development, he or she likely will become frustrated and step away from future opportunities. Likewise, if a young leader makes a mistake and is not given a chance to reflect on and apply the lessons of that mistake, apprehension about taking on the responsibility of leading will overshadow the rewards that could come from future successes. Adults can greatly affect these emerging leaders by respecting their present experiences rather than wanting them to demonstrate more sophisticated leadership skills than for what they are prepared. Adults can also encourage greater leadership involvement by providing leadership development efforts that reflect how leadership skills apply in daily life and for the future.



*It takes a leap of faith, sometimes, to capture and contain the raw energy levels of some of the nontraditional leaders that your school has to offer.*

## Working with Nontraditional Leaders

Nontraditional leaders are those who have not taken intentional steps to be recognized as leaders in school. These students are active in volunteering, tutoring others, being a student assistant, or working outside of school; are members of a club without holding a position; or have informal leadership within their group of friends. Nontraditional leaders are also those who may be viewed by adults and peers as high-risk or lacking potential to make a positive difference in school. Most can agree, however, that informal leaders often have greater influence on peer behaviors than student leaders who are insensitive to the broader student population or remain in cliques comprised only of other student leaders.

As with young leaders, it is important to inspire these youth by acknowledging the leadership skills and experiences they have gained through their existing involvement. For example, a student who actively volunteers develops strengths in communication, team work, resourcefulness, dependability, working for the greater good, and so forth. The simple act of inviting this student to participate in a formal leadership experience such as a workshop or class echoes the value of his or her skills, even if they have not been exhibited in school. Many nontraditional leaders will be less likely to participate in leadership activities if they have to develop a campaign or be selected by others, primarily because they tend to recognize their internal strengths and successes as leaders, even if their ability isn't apparent to others.

A latent talent group of nontraditional leaders are those viewed by others as at-risk-delinquents, special needs students, non-attenders, teen parents, and so forth. In general, these teens are overlooked and undervalued with regards to their potential contributions as leaders. Ironically, their innate leadership skills are incredible because they often struggle to survive in a complex environment, with the truth of this environment hidden from the greater

awareness of adults and peers. When equipped with leadership skills, at-risk youth become resilient youth who are able to take care of their destinies instead of drifting through school. Again, a simple invitation to participate gives these nontraditional leaders the sense that someone else believes in them.

## Suggestions and Action Steps

Following are some actions that can help transform the leadership potential of young and nontraditional leaders, as well as inspire these youth to continue on the path to explore more deeply what leadership means in their lives:

Develop meaningful leadership experiences that allow youth to self-select for participation (rather than relying upon votes, nominations, or other selection processes).

Provide consistent, frequent, and diverse opportunities for youth to take on leadership roles within the communities most influential to youth (e.g., schools, youth groups, community centers).

Respect and be sensitive to the power of pre-adolescent and adolescent experiences and help students relate these to their roles and responsibilities as leaders.

Deliberately select different students for leadership opportunities (workshops, conferences, etc.) so that the same students are not repeatedly selected.

Involve high- or at-risk youth in school-related leadership roles. Overlooking this population or believing that leadership development should serve as a reward increases the attractiveness of negative social experiences to take precedence (e.g., gangs, negative peer-pressure, drug culture).

Take advantage of formerly missed opportunities to develop leadership. Use detention time to conduct leadership skills activities. Challenge the paradigm-who says students must sit doing nothing? Teach a leadership class specifically for emerging and nontraditional leaders, create broader selection criteria for advisory boards, promote leadership opportunities

in new and creative ways, and so forth.

Empower youth to take on significant responsibilities and leadership roles without expecting perfection. Recognize that everything takes time and leadership learning occurs even when mistakes are made.

Recognize students who demonstrate nontraditional leadership skills through volunteering, taking on greater responsibility in a job, or serving as student assistants, and promote the power of one person or a small collective of individuals to make a difference in your school.

Be flexible to learn from spontaneous classroom or group discussions rather than maintaining an over-programmed setting where leadership issues are only addressed by student council or the principal's advisory board.

Evaluate and explore your own definition and beliefs about leaders and leadership so that you are open to involving a greater variety of students in leadership development efforts, even if it requires additional time to identify and invite students who don't naturally rise to the top.

Using these ideas or other productive efforts will engage these two student populations into developing and contributing their leadership talents more deliberately with others. Ideally, creating opportunities for meaningful participation will increase the number of youth involved in leadership activities, and decrease the tendency to rely on the same students, event after event, class after class. An ultimate outcome of inviting hesitant youth leaders, in addition to providing broader diversity in the views, voices, and visions represented, is to enhance the overall climate and culture for everyone by having a greater proportion of students connected to school-based leadership development efforts. ■

*Mariam G. MacGregor*  
[www.youthleadership.com](http://www.youthleadership.com)  
*reprinted with permission*

“The only person you should ever compete with is yourself. You can’t hope for a fairer match.”

*Todd Ruthman*

#### FINDING THE LONELY

Mark Scharenbroich was impressed by the “Say Hi!” campaign and he related the story of a principal in Texas who was intent on finding the alienated and socially distant kids in his school. This principal realized that there were students who were quiet and shy, but those kids had made their own quiet connections with staff and other students.

He had the office staff take the school roll and put all the names of the students from the school on the wall alphabetically. He then gave his staff coloured dots asked teachers to put a dot beside the names of kids that they knew outside of the classroom experience and could greet socially.

The students who did not have dots beside their names became the ones whom teachers knew they had to say “hi!” to. Some of these students were academically challenged, but not all. What was interesting was the small number of kids that the staff had no idea walked their hallways. ■

#### RESOURCES

Mark Scharenbroich’s “Building Connections” resource is now available through CASAA on DVD. This is an 80-minute live presentation by Mark Scharenbroich. He helps student leaders and educators understand the significant correlation between positive school climate and achievement.

A compact CD contains the many images that Mark has shown from top performing schools across North America. This package will generate ideas for improving connections within your school community.

## Just Say Hi!

This campaign started as a simple attempt to connect our students with each other and with the larger community. It came out of a discussion concerning the *Forty Assets* that Search Institute says provide students an opportunity to be successful at school and in life. (Visit Search Institute website at [www.search-institute.org](http://www.search-institute.org)) We decided to focus on one of the assets rather than all forty, and making personal connections became our target. Our small town has a large number of seniors still living in their own homes but not connected to the high school, as their kids have grown up and moved out of town. The seniors were part of our target in the community as well.

Four different coloured buttons were made with the “Just Say Hi” logo on them. Four iPod Nanos were then purchased, and if a student collected all four buttons by the end of the campaign, they could enter their ballot in the draw for the iPod designated for their grade. Black buttons were to be distributed to all students on the first day of the campaign. A local radio personality attended our assembly, and the students were invited to say “hi!” to anyone and start the campaign.

This “Say Hi!” campaign had been in the planning stages for over a year, and the start date was picked months in advance. The kick-off assembly was held on the Monday morning and the buttons were to be handed out to all students on Tuesday morning in home room.

Tragically, the murders at Virginia Tech occurred on

the Monday afternoon. It was an unhappy coincidence, but the students understood even more the importance of our campaign. It was stated on the announcements that “this campaign will never cure the pain and suffering that has just happened at Virginia Tech, but it is certainly part of the solution so that individuals do not feel so alienated from their community that they are driven to extreme behaviours that affect us all.”

A week later, downtown businesses and municipal locations such as the library and pool in the community were given blue buttons to distribute. If a student entered a business and said “Hi!”, they would receive a blue button. The next two Thursday mornings, senior citizens greeted students at our five main entrances distributing green buttons to students who said “Hi!” to them. The final week, the municipal councillors, mayor, fire chief and police chief came to the school at lunch to be introduced and to greet students and distribute red buttons.

The close of the campaign was an afternoon assembly for the students and an evening community presentation by Mark Scharenbroich. Mark brought his “Building Connections” message to the students and was impressed with the simplicity of the campaign. Evaluations of the campaign were collected from participants and they were very positive, especially from our senior citizens who participated at the school. One student summed it up with, “I met a guy through *Say Hi!* and now we are dating, and going to the same university. He said “Hi!” to me one day in the halls and we haven’t stopped since!” ■

*Dave Conlon*

*Elmira D. S. S.*

Check out the **Say Hi** website at [www.sayhi.ca](http://www.sayhi.ca)



# Grading Leadership

Evaluating student progress in an activities-based leadership course where not all students are doing the same work presents challenges for leadership class teachers. Deciding how learning will be assessed and grades will be assigned is a difficult task, and is one that leadership teachers continue to struggle with until they develop a system that works for them.

Although some parts of a leadership class can be standardized—keeping a notebook of class materials, weekly evaluation sheets, quarterly reports, tests, and so forth—one element that must be included is an individualized approach that includes assignments that ask students to draw on and demonstrate what they are learning. It is important to describe clearly how the leadership experience will be measured and what will be measured. A variety of methods and tools may be used to evaluate leadership, including:

## ■ Observation

A teacher's observation of skills learned during projects could be noted in a rubric or a checklist.

## ■ Logs/Journals

Students complete a set of informal, sequenced writing assignments about their leadership experiences. These could be evaluated on the quality of writing, length of entries, and/or content in relation to course material.

## ■ Progress ratings

Students are rated on a scale of 1 to 5 on their progress on a variety of skills and attitudes specific to their project or subject. Items could include such things as “Student has learned to work cooperatively with others”, “Student has learned to use time effectively”, “Student communicates effectively”, “Student has gained confidence in his/her ability.”

## ■ Completion of required elements

Grades could be assigned on a pass/fail basis according to completion of a predetermined list of elements such as attendance at events, keeping a log of service, completing a journal, giving a presentation on what they learned, etc.

## ■ Portfolio

Students complete a portfolio of their experience detailing what they learned and how they developed as a result of their experience. This can be done for major projects or as a whole-term submission.

## ■ Guided self-evaluation

Students respond in writing or orally to questions such as, “What do you know about leadership now that you did not know before your work in this class?” or “What do you know now about yourself, your abilities, your community, and your future as a result of this class?”

## Using Rubrics

Developing a rubric for individual assessment is one way to link outcomes to objectives. A rubric is a set of criteria specifying the characteristics, knowledge, and/or competencies that indicate a student's particular level of achievement. Generally rubrics specify the level of performance expected for several levels of quality.

Rubrics can improve student performance, as well as monitor it, by making teachers' expectations clear and by showing students how to meet these expectations. Rubrics also are useful in helping students become more thoughtful judges of the quality of their own and others' work. ■

*Lyn Fiscus*

## RESOURCES

This article in its entirety will be available to CASAA members in the October e-letter.

“The man who thinks he can do without the world is indeed mistaken; but the man who thinks the world cannot do without him is mistaken even worse.”

*Francois, duc de La Rochefoucauld*

## CONSCIOUS IMPROVEMENT

Real improvement does not come by chance; it only comes with a conscious effort and planning. Athletes know that they can train by running miles or lifting weights, but real improvement does not happen without a plan and a goal. A runner can improve times by increasing mileage, but real improvement will happen with attention to what the final goal is and conscious attention to technique.

An activity program will occur when you put the right people in place doing good things, but it will improve if you pay attention to what the final outcome is supposed to be. Don't send your students to a leadership conference without being equipped with paper and pens. Students will have a good time at any leadership conference, but you want them coming back with tangible ideas and activities to improve your program. Try to have them attend as many different sessions as possible; it is a waste of your conference money to have all three of your students attend the same session because they want to be with their friends.

CASAA provides excellent resources, but they are only colourful wallpaper if they sit on your bookshelf unopened. Take the time to look at the activity books that you purchased because someone said they were good. Take the time to review and plan activities from the experts. Your conscious effort will improve your leadership program. ■

“The great thing about getting older is that you don’t lose all the other ages you’ve been.”

*Madeleine L’Engle*

### Above and Beyond

is the official newsletter of the Canadian Association of Student Activity Advisors. The newsletter is published 3 times a year for schools all across Canada.

To learn more about membership, go to [www.casaaleadership.ca/join.html](http://www.casaaleadership.ca/join.html)

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Canadian Association of  
Student Activity Advisors

## Resources

Be sure to visit the CASAA website for more lesson plans, activity ideas and a complete list of resources.  
[casaaleadership.ca](http://casaaleadership.ca)



CANADIAN ASSOCIATION OF  
**STUDENT ACTIVITY ADVISORS**  
EMPOWERING YOUTH TO MAKE A DIFFERENCE

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[www.friesens.com/yearbook](http://www.friesens.com/yearbook)

## The Power of Start

Recently, I was working with the staff at my camp. I am the owner and director of Youth Leadership Camps Canada (YLCC). Each summer over six hundred youth from all over the world come to learn leadership skills from some very dynamic leaders (my counselors). One of the most important lessons that we teach at YLCC is called the “Power of Start”.

This is the skill of beginning. It seems simple, but it isn’t easy. Most of us young and old spend so much time hemming and hahing that we never get around to actually doing anything. You see, the days turn into weeks, the weeks turn into months, and the months turn into years. Before you know it, your high school career is over. Your teaching years are done. The best practice to learn is the art of starting. Once we begin doing something, the momentum can take over and incredible events can unfold.

Over the last seventeen years, I have had the privilege to work with over two million youth and educators across North America in over two thousand high schools. One of the most frustrating challenges I see is the constant battle of the positive students against the negative students. There is a segment of any student body that wants activities to succeed and there is an equal segment that wants school apathy to prevail. The problem is that most student leaders wait until the end of September or early October to run their first event. By this time, the negative segment has been swirling “no-one’s going” rumours all over your school.

Start as soon as you can. The first day is the best date. Plaster the front hallway with signs, have fun announcements, give an apple to every teacher on the first day, give out donuts in the cafeteria at lunch, give every student a lanyard with the school name and theme for the year, create a high five squad that gives out high fives all day, put every student and teachers name on a star or maple leaf or school mascot. Do something. Just remember the POWER OF START. Get the ball rolling! This is your chance to leave your mark on your school. Get excited and have a great year! ■

*Stu Saunders*  
[www.ylcc.com](http://www.ylcc.com)

### Things to Start this Year:

- Market your school events, don’t just advertise them.
- Say thank you to your support staff in specific and special ways.
- Run small events for different groups within your school community.
- Invite the neighbours of the school to attend your drama, sports and music nights for free.
- Plan an activity that includes senior citizens from your community.
- Leave a legacy. Plan something that students will benefit from after your senior class graduates.