

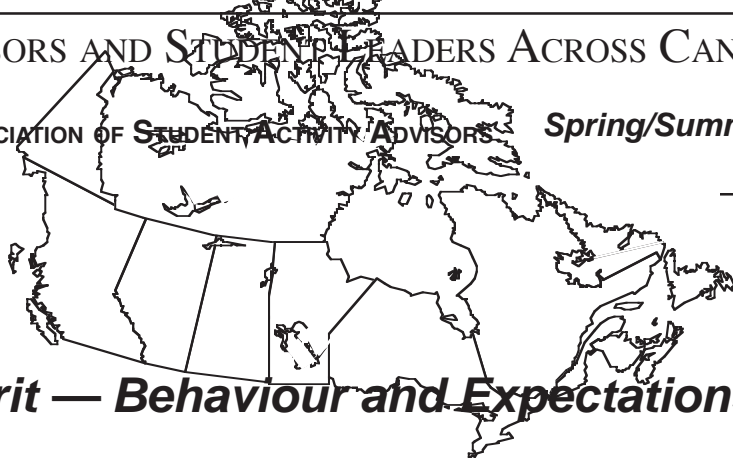
ABOVE AND BEYOND

THE NEWSLETTER FOR ADVISORS AND STUDENT LEADERS ACROSS CANADA

Vol. 1 No. 2

CANADIAN ASSOCIATION OF STUDENT ACTIVITY ADVISORS

Spring/Summer 1998



CSLC 1998

Kamloops, British Columbia, will host the 14th Canadian Student Leadership Conference

Dates: Sept. 29 — Oct. 3

Cost: \$175 per delegate

Over 600 student leaders and advisors from across Canada will experience **One nation — One dream.** The mission of the conference is to educate successful, competent secondary students in areas of leadership such as goal setting, motivation, communication, organization and responsibility. Guest speakers include Andy and Stu, Mark Scharenbroich, Linda Schaumeleffel, and Bill "The Bionic Turkey" Gordon. Student activity sessions will focus on team building, community service, communication, and active participation. Recognition of the multi-cultural diversity and proud heritage of Canada will be a feature on the closing Saturday.

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Visit the website:

<http://www.netshop.net/~pporter/leadership>

Spirit — Behaviour and Expectations

Having lots of fans cheering in the stands is a positive goal for many spirit groups. However, some fans can get wrapped up in the events, and carried away by the moment and shout things that are not appropriate. This can be called fun by some, but it is not true fan support and certainly not good sportsmanship. The most positive spirit experience is one where the opposing fans are spirited because of the game and not because of what they are saying about each other or saying about the players and officials.

One way to educate your fans is to make your spirit leaders aware of expectations of behaviour and conduct. The spirit leaders can show by example what is acceptable and what is not.

Cheers: Make your cheers fun, simple and positive. The purpose of cheers is to support your team by recognizing their efforts or to get them back in the game. Cheers should follow these three criteria:

1. Clean — the cheer must be free from obscenity
2. Positive — you don't have to put other teams or the officials down
3. Fun — the cheer must be something the fans recognize and want to do

Heckling: Officials and opposing teams are easy to spot because of their uniforms. This also makes them easy targets for heckling. This is a type of cheering that is often rude and negative. Fans need to be reminded that they don't need to put others down to make themselves look better. It is better to help your team put points on the board than to put the opposing team down.

Attitude: One of the greatest tools of sportsmanship is respect for your opponent. This will give your fans and athletes a great image and make an impression on your opponents. This is one quality that is not portrayed well in professional sports and it is therefore the most difficult to teach to your fans.

A true fan is one who supports the good sportsmanship of the team. Positive fans having a good spirited attitude is infectious and this will build an atmosphere that will attract more fans to games just for the experience. Having positive, spirited fans is worth developing and maintaining because even with a loss on the field you can have winners in the stands.

CASAA

Selection Tips

Ask your feeder schools for the names of students that have shown some leadership ability. Invite these students to run for class reps, or invite them to participate in events and meetings.

Remember, not all students see themselves as capable of acting in a leadership role. They will be much more open to the idea when it is approached as an opportunity rather than a duty.

Find out from previous members what they got out of being a part of the leadership team. You can learn what direction they think you should take.

Post your agendas and minutes for meetings. Active leaders are looking for places where things happen. Have candidates come looking for you.

Make your students aware that Colleges, Universities, and employers are looking for people with proven leadership skills. This will attract students with goals.

Find a place for everyone that indicates an interest in joining. Enthusiasm is contagious and you may be able to infect more students with the leadership bug.

Celebrate excellence with leadership awards. Many students will find inspiration from reading the plaques in the hallways. Approach students who have shown excellence in other areas, such as academics, to consider a role in leadership at your school.

Assembling Your Leadership Team

Consider a team that seems to have all of the talent and potential to guarantee a championship season, yet are not able to put the necessary ingredients together on the playing field to win. Your student council is a leadership team. Some years hold out so much promise at the beginning, only to deliver a disappointing season of missed opportunities, errors, and bad calls. Other years seem to run themselves with the council enjoying and conquering each challenge. Taking time to assemble your leadership team will guarantee that your potential winning season can be fulfilled.

As an adviser, take the time to scout out the available talent in your school. Invite them to participate on your leadership team. You probably don't know all of the students at school, so ask fellow staff members to identify students they see as having leadership potential. Send all of these students a letter inviting them to participate. Follow the letter up with a personal contact from either yourself or members of this year's group.

You are the builder of the team, and you may have to make some unpopular decisions for the good of the team. Not all candidates that aspire to the top positions are capable of handling the job. Make sure that your team players can handle the positions that they have chosen. Conduct interviews for the people running for the important positions, and demand that they have shown some leadership ability prior to assuming a lead role.

Remember that the best teams have players who have a broad range of skills. Look for a balance of skills and abilities in your leadership team. When you see a weakness, don't be afraid to scour the halls and draft a few rookies with potential and attitude.

Once your team is assembled, have the students decide what will constitute a winning season. Even a member of the school's chess team can tell you if they had a winning season. A winning season could simply be defined by increasing crowd participation at home games. Remembering that even the best teams lose a few, choose concrete goals that are attainable for the group. Allow other people to join the team after the season has begun. There is no trading deadline in building a successful student leadership team.

Don't be afraid to market your record and winning attitude. The successful team of this year will inspire junior students to aspire to positions of leadership. Take advantage of leadership training and practice offered by service clubs, Y groups, and business. Don't always send the same kids to conferences and seminars. Spread the opportunities around, and some of your students will discover skills and interests that they were unaware of.

One advantage that your leadership team has over the world of sports is that in sports there are winners and losers. With a well-coached leadership team, everyone at your school wins.

Delegating

Many successful students find it difficult to delegate because they feel that they can do the best job by themselves. It is only when they become overwhelmed by all of the jobs that an activity requires that they delegate out of necessity rather than choice.

Good delegation creates team spirit because all members feel like they had a part in the success of an event. Delegating to members of your group will ensure that you can accomplish more than if you work alone. Look on delegating as an opportunity to get the job done more successfully than if it was done by one person.

The person in charge should ask the following questions before starting a project. These will identify the opportunities for delegation.

1. What specific jobs need to be done?
2. What jobs do I want to do myself? Why?
3. Are there other people in the group who can accomplish these jobs just as well as me?
4. Which jobs are necessary to the success of the event? Who is best suited to these jobs?
5. Which jobs require specialized talents that I do not possess? (e.g. artistic, dramatic or technological)

The rules for delegating are worked out in the activities for delegating that are described with this article.

- The first rule of delegating is to give people jobs that they are capable of accomplishing. In the instance of being able to fold your tongue, only people that have a specific gene are able to accomplish this task.
- A second rule of delegating is to not give jobs that are impossible to do. It is nearly impossible for any person to jump over the bill while holding their toes.
- A final rule of delegating is to match jobs to the strengths and abilities of the individuals. The chair can be picked up successfully usually by females (past puberty) who have a different centre of balance than males.

Finally, pick people who can accept responsibility and remember that the person performing the task may not do it as well as you. You can build team members confidence by assigning low-risk projects at first and keep things on target by checking on deadlines. Good delegation is good sense and good teamwork.

Delegating Activity

Attempt the following exercises with a group:

1. Ask the group members to stick out their tongues. Then ask them to fold their tongues over. There will be some members of the group who can do this and others who will be unable no matter how hard they try.
2. Place a \$5 bill on the floor. State that the first volunteer to jump over the bill can have it. Place the bill lengthways on the floor in front of the volunteer's toes. Have the volunteer grab both sets of toes and instruct them not to release them while jumping. Ask them if they feel they can accomplish the task. Because of its apparent simplicity, many will attempt but all will fail.
3. Have a volunteer take three steps away from a wall by placing their toe against the wall and the next toe to heel and toe to heel. Place a chair in between the volunteer and the wall. Instruct the person to place their forehead against the wall and without moving from the wall pick up the chair by the seat with both hands. Now ask them to lift their head from the wall and stand straight with the chair in hand without moving their feet. In this instance, most males will fail while most female volunteers will be successful.

Discuss the results, successes and failures with the group.

Why Activities?

The concept of Student Activities is based on the following educational premises:

- Students involved in student leadership and activities achieve better academic results than non-participants.
- Employers seek students who exhibit the following skills developed through Student Activities: Honesty, Integrity, Trustworthiness, Loyalty, Fairness, Caring, Respect, Citizenship, Accountability and Pursuit of Excellence.
- Student Leadership programs facilitate the development of skills and attitudes that serve as resources in a student's quest for future success.
- Students taught leadership skills are more apt to volunteer, more able to obtain part-time jobs, and are less inclined to drop out of school.
- Schools with diverse student activity programs have fewer drop out, better attendance and less vandalism.
- Post secondary institutions seek data on a student's co-curricular involvements for admissions.

"Breaking Ranks", the recent American report on High School reform, states, "The High School will promote Co-curricular Activities as *integral* to an education, providing opportunities for all students that support and extend academic learning." Co-Curricular Activities provide our student leaders with the training ground for leadership skills. They are seen as "co-curricular" because they complement and enhance the learning that takes place in the daily classroom.

What is an Activity Director?

Observation

One thing is apparent when you look at the position of the person running student activities in secondary schools across Canada — very few people do it for much longer than three to five years. They love the job, but they are overwhelmed by the obligations of the job and undersupported by their administration in the area of release time. This is not the case in the Waterloo County area of Ontario. The public Board of Education there allows a position which is half-time activities and half-time classroom or guidance assignment.

History

The Department of Student Activities has operated successfully since 1923 when the Waterloo County Board of Education established the first department. Since then, these departments have been incorporated into all of the secondary schools in the Board. The Department of Student Activities conducts and coordinates all co-curricular activities which complement academic learning in a complete educational program under the jurisdiction and authority of the Waterloo County Board of Education and the Principal of the secondary school.

The Director of Student Activities is a teacher, a staff member and a Department Head. The Director is well equipped through experience, interest and ability to work with both students and staff to coordinate the many activities that occur because of the active co-curricular program.

Students and staff make recommendations and in light of these suggestions, the students will make decisions through elected student councils. This sharing between students and staff make for well-planned and well-conducted activities. It also makes for cordial relations between students and staff to their mutual advantage. Elected student councils take various forms. They may reflect the workings of municipal, provincial, or federal governments. Each secondary school has its own unique method of student government. Ultimately, it is up to the Director of Student Activities to make decisions which best reflect the overall needs of the entire secondary school.

Job Description

The job description of the Director of Student Activities may include some or all of the duties listed below:

1. The organization and coordination of all the finances required to fund the entire co-curricular program which occurs within the secondary school. (daily handling of money, recording and depositing money, preparing monthly statements, preparing the yearly budget.)
2. The supervision and coordination of the cafeteria and tuck shop.
3. The creation and distribution of student activity and or ID cards.
4. The organization of both undergraduate and graduate photography.

5. The coordination of announcements, publicity, and public relations within the school. (P.A. announcements, opening exercises, bulletin boards, displays, posters, photographs, trophy cases, and the advertising media within the school)
6. The coordination of announcements, publicity and public relations outside the school. (newspaper, radio, TV, and community relations)
7. The organization, presentation, and evaluation of all assemblies.
8. The organization of all athletic activities in conjunction with the county athletic association and heads of Phys. Ed.
9. The organization of all awards and recognition events. (included are pins, crests, activity awards, banquets, and scholarship awards)
10. The creation of the yearly student calendar of events.
11. The ordering and selling of all school memorabilia and spirit wear.
12. The ordering and selling of physical education uniforms.
13. The ordering and selling of team uniforms.
14. The organization and coordination of all fundraising at the school.
15. The organization of all charity collections within the school.
16. The organization and operation of all school clubs which operate within the school.
17. The organization of community booking and use of the facilities.
18. The organization of all school dances, movie nights, and other student council sponsored events held within the school and county.
19. The organization of student government elections and selections.
20. The organization of the school newspaper and the yearbook.
21. The organization of all transportation for teams and activities.
22. The organization and payment of all referee and tournament costs.
23. To support the music, the art, and the drama programs.
24. To advise all divisions of student government.
25. To teach a leadership course based on school needs and ministry guidelines.
26. To act as the contact person within the school for all salespeople outside of the academic areas.
27. To work with the vending companies providing the school with a fair commission for vending machines.

Benefits to a school

- **Monetary** — One person is responsible for budgets and the coordination of fundraising. The person becomes the contact person for all salespeople visiting the school. Better contracts will be established for the school because of the experience and purchasing power of a group of informed individuals within a School Board.
- **Leadership** — The student leadership in the school is encouraged and assisted by a teacher with the background, experience and resources.
- **School Atmosphere** — The positive tone of the school can be affected and enhanced by an Activity Director working with the administration, staff and students of the school.
- **Student Centred Approach to Learning** — Class work is complemented with a high-quality, diverse activity program. The well-balanced student participates academically, artistically, athletically and socially in the high school setting. The Activity Director is the one person responsible for coordinating and organizing a healthy co-curricular program.

The real advantage of this position in schools is the centralization of services and information. The monies, systems, and resources are all located and accessed through one person. It reduces the margin for error, and ensures growth through diversity of program and resources. The Student Activities model provides the single source for promotion of opportunities for students, staff, parents and community.

CASAA Website —

The following are from the CASAA Share shop on the website:

We went to video this year for our opening spirit assembly. This allowed all of the teams, clubs and activities to put the participation pitch to the whole school on video. A very talented student edited the material, added some energy-filled tunes and we had an excellent start to the year. It also helped that we hired a video DJ to come in with three huge screens and a sound system that made everyone listen. A year-end assembly is now being planned to wrap up the year's activities and personalities.

Fundraisers need promotion and these are two ideas that worked during our chocolate bar campaign:

- BINGO was held in the cafeteria at lunch for all people who had brought in money. This helped to keep the campaign profile in the eye of the students and to provide some daily prizes to students participating.
- A Loonie Drop was held in front of the school (call it a Fist Full of Dollars). A student is selected in a draw and asked to stand with one hand outstretched at waist level. Loonies are dropped by a teacher from above shoulder height. The student can keep every loonie that they catch without dropping. Once they drop one, they keep what they have in their hand. As the loonies pile up, they tend to bounce off the accumulated metal and it's a great crowd pleaser. Quite a few participants can try catching before you use up two rolls of coins. Many are so nervous in front of the crowd that they drop the first one!

Check the CASAA website for more great ideas!

Speakers and Presentations —

One of the things that schools can achieve is training students how to react properly as an audience. Students must learn that some assemblies require spirit and noise, while others demand that the audience be serious and respectful. Teachers should be with their classes during all presentations as this is a learning situation, and people who are not learning how to behave should be attended to as if this was a classroom.

Learning proper behaviour is much easier when the presentation is of good quality. The behaviour of students during assemblies is often a reflection of the quality of speaker that your students have been used to. It is amazing how unrealistic some staff are about student behaviour when the staff have been bored by a presentation themselves. Quality presentations will ensure that your student audience will behave properly during the next assembly.

There are many pitfalls that happen during the booking of an assembly, but some of the wrong reasons for choosing a speaker or presentation are:

- price – remember that you often get what you pay for. Quality speakers are the price of a pop and a chocolate bar for each member of your audience.
- a quick fix – there is not one speaker or presentation available that can solve a problem that you are having at your school. They can help to motivate the staff and students in the process of solving it themselves, but you must put the solutions in place before the speaker arrives.
- they worked at a conference – conference audiences are often comprised of the converted and make many speakers look great. Speakers who are used to adult audiences may not be able to adjust to your school.

Some of the ways to ensure that you have successful presentations are:

- block book – work with other schools in your area to share costs and book multiple presentations for discounts.
- see the presentation – your estimation of the speaker is much better than a reference letter. Many speakers and groups can now provide short videos if you or someone you trust can't see them personally.
- demand professionalism – the printed materials and dealings with the speaker must be of the best quality. Remember, you are not just having them speak to a class; they are speaking to your whole school. You are the employer and have the most to lose after they leave if the presentation is bad.
- book early – good speakers are booked a year in advance. Some do corporate presentations and if you know their schedule you may be able to have them at your school and have the corporation pay the expenses of travel and accommodation.

The following speakers and presentations have worked in secondary schools inspiring great reviews and are a good starting point for your consideration.

Alvin Law: (Sask.) phone: 306-789-9510 fax: 306-789-9510
Born without arms, Alvin Law is no stranger. Keynote at many Canadian Student Leadership Conferences, Alvin has spoken to over one million students in Canada, the U.S. and even Australia. Alvin's unforgettable message about dealing with life makes a difference.

Andy & Stu: (Ontario) phone: 519-438-4800

These two gentlemen have presented in many Canadian high schools with excellent results. Their messages cover topics from taking the risk, to caring, to believing in yourself. Their success speaks for itself and their motivational message has affected and changed schools across Canada.

Gord Paynter: (Ontario) phone: 519-758-0236 fax: 519-758-5297

Drawing from his own life story, Gord tells how he overcame blindness to achieve his dream of becoming a professional comic. He offers valuable insight into how others can pursue goals and dreams despite the challenges along the way.

Bill Gordon: (Alberta) phone: 403-467-0044 fax: 403-467-3469

An inspirational presentation on "making schools great and great schools greater." A teacher at Bev Facey High School in Edmonton, Bill knows what schools are like from the inside out and reaches staff and students with his message.

Norbert Georget: (Sask.) phone: 1-800-293-9039

His 60 - 75 minute presentation is on teenage drinking and driving, substance abuse, and peer pressure. He is a keynote speaker at major conferences and has spoken all across Canada. He is the founder of ASAP, a program offering counselling and motivational assemblies to students, parents, teachers, and professionals.

Streetnix: (Sask.) phone: 306-653-2890

An excellent 4-guy *a capella* group, they provide a high energy quality show that will entertain everyone including your staff—remember that assemblies are not always just for students. Their tight harmonies include everything from the 50's to the present day.

Mark Scharenbroich: (Minnesota) phone: 621-939-9080

Mark's presentations have placed him as far north as the Arctic Circle and as far south as the Panama Canal. He is featured in the film, "The Greatest Day of Your Life... (so far)". A keynote speaker for all Canadian Student Leadership Conferences, Mark knows the students and knows Canadian schools. He is the premier speaker in North America for student audiences.

Phil Boyte: (Colorado) phone: 1-800-874-1100 fax: 303-646-9082

One of the top student speakers in North America for student conferences and secondary schools, Phil has a message that is current to the concerns of your students. He likes working with young people and is excited about life. He is a talented speaker and is able to tailor his message to your school.

Mike Smith: (New Mexico) phone: 1-800-766-4546

Mike runs motivational assemblies, leadership workshops and is an expert on school business relations. He is a regular keynote at conferences across North America and speaks at advisor workshops sponsored by NASSP-DSA.

Michael Buckingham: (Washington) phone: 253-833-3322

As a Washington State Trooper, while trying to stop an impaired driver, Michael was involved in a fiery 3-car-crash. You will look through the eyes of the other two drivers as Michael talks about what impaired driving really is, who it affects, and how the emotional injuries destroy lives.

Kevin Wanzer: phone: 1-800-4 KEVINW

Organized chaos is the best way to explain the unique school assemblies from Kevin Wanzer. He focuses on the importance of living drug-free through the magical vehicle of laughter. He has a very dynamic message that lasts long after the laughter dies down.

Josten's Speakers Bureau: phone: 1-800-541-4660

If you haven't found the right speaker, they may have the number.

Activity Ideas

Many ideas are shared and swapped at leadership conferences. These have been gleaned from recent conferences:

- Hold lunch hour concerts by school bands and individuals. This can lead to a battle of the bands contest.
- Have Kareoke contests at lunch. Include staff members and custodians. A variation is the Airhead Contest. Have participants sing their song while listening to a Walkman.
- Spirit theme days: funky hat day, toga day, hippie day, PJ and bedhead day, twin day, opposite day, logo day, pro sports day.
- Hold a Casino Night. Decorate a gym like a club with waitresses serving nonalcoholic beverages.
- School Book of Records. Students can submit events that will take place at lunch time during a whole week. Home rooms, grades and individuals can challenge existing records and this can become a yearly event. (e.g. car stuff, hot pepper eating)
- Canadian Gladiators. Arrange challenging events that mirror the TV show and declare the top male and female gladiators.
- Student of the week. Reserve a parking spot close to the front door.
- Thank you gift. Have a local candy store make a mould of your school crest. This is a tasty thank you to visitors to your school, and repeat visitors still appreciate their little chocolate gift.
- An Activity-a-thon. The problem with *a-thons* is that people get tired of doing the same thing all night. Have different games and activities that keep people active and going all night long-a-thon.

Quotes

A leader is a person who is going somewhere—but not going alone. He takes others with him. The abilities in setting up situations in which others are willing to follow and work with is a precious skill called leadership. This skill is made up of many qualities—thoughtfulness and consideration for others, enthusiasm, the ability to share responsibility with others and a multitude of other traits. Fundamentally, a leader is one who keeps heading to a goal and a purpose. He has the enthusiasm to keep moving forward in such a way that others gladly go with him.

John Nooney

As we approach the millennium, many people ask what the leaders of the future will require. The leaders of the future will require the same things that the leaders of the past used. They will require the eyes that see opportunity; the ears that listen to advice; the mouth that communicates to all; the hands to work at the job; the heart to carry on in tough times; the feet to carry the load; and the brain to make all of the elements work together.

Dave Conlon

Kids learn more by example than from anything you say. I'm convinced they learn very early not to hear anything you say, but watch what you do.

Jane Pauley

When you do nothing, you feel overwhelmed and powerless. But when you get involved, you feel the sense of hope that comes from knowing you are working to make things better.

Pauline R. Kezer

Election Tips:

Democracy is a wonderful thing when your school has good people running for the positions of responsibility in your school. You can help your stress level during elections with the following tips:

1. Always take your elections seriously. Provide all candidates with information on how to run a campaign and what the campaign rules are. If they are to make speeches, give them the opportunity to practice on stage before the big assembly.
2. Allow your candidates every opportunity to look good. It is very difficult to start a position when the beginnings do not look promising.
3. Restrict the number of candidates that can run for a given position. Some of your losing candidates may make excellent council members in other positions.
4. Require candidates to list what their previous experiences at the school have been. Have them demonstrate some initial organization by completing a short series of assignments on deadlines before they can be declared as a candidate.
5. Have positions that do not require extensive campaigning. Not all potential candidates are risk takers.
6. Allow for participation from all years. Your junior students will learn from the senior members.
7. Cultivate future candidates by inviting them to leadership activities that you run for your present group.
8. Ask staff members to get their students to think about why they are voting. Remind them that a good council can make a big difference in the number and quality of events that are run.
9. Negative campaigns get votes but hurt people and programs. Have all candidates agree that they "will run a positive campaign based on issues that matter to the students of this school." They agree to "not put down any of their fellow candidates or denigrate the present staff or student council in campaign posters or speeches."

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