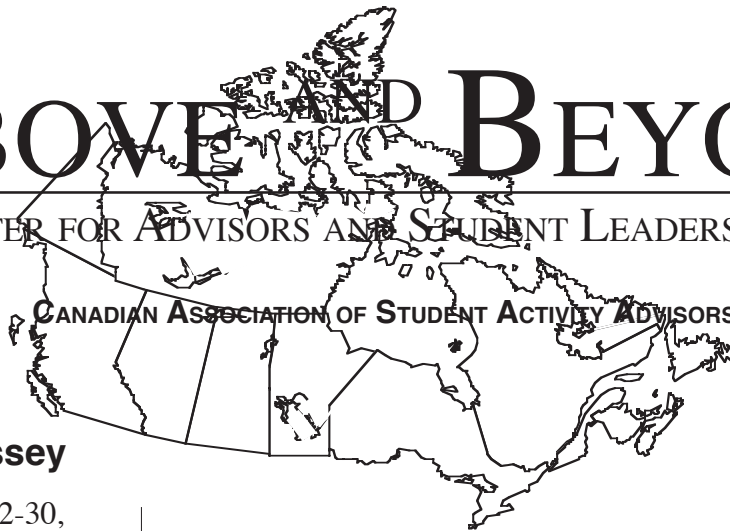


# ABOVE AND BEYOND

THE NEWSLETTER FOR ADVISORS AND STUDENT LEADERS ACROSS CANADA

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## Course: 2001 A Leadership Odyssey

Where will you be Sept. 22-30, 2001? If you're charting your course with us mate, you'll find yourself in Canada's ocean playground at the 17<sup>th</sup> annual Canadian Student Leadership Conference. Sackville High School, located 20 minutes outside Halifax, is the proud host of CSLC 2001. We are full steam ahead preparing for your arrival. From the Cape Breton pre-conference tour to the 5 day dynamic conference, from descending a coal mine to storming the Citadel, from being inspired by Mark Scharenbroich to Craig Keilburger, our goal is to immerse you in a sea of leadership activities and good ol' Maritime hospitality.

Register online starting Feb.15 at [www.clsc2001.ednet.ns.ca](http://www.clsc2001.ednet.ns.ca) Everything we think you need to know including itineraries, registration forms, conference hotel, what to wear etc. will be there. Both an English and a French registration site will be available. In May you will revisit the site to register students by name and to choose workshops. If you would like to present a workshop, please contact Tam Fawcett at 1-902-869-2752 or e-mail [tamfawcett@ns.sympatico.ca](mailto:tamfawcett@ns.sympatico.ca) We look forward to having you continue your leadership odyssey with us!

### ... Until it's gone

The old adage that you don't really appreciate something until it's gone is definitely accurate. Schools without extra curricular programs do not provide the same learning opportunities for students as schools that include a wide range of activities.

Whatever the reason, schools that don't offer a full compliment of activities for students *and* staff, discover that the school community suffers. This is why those schools with complete and vibrant co-curricular programs should appreciate and protect what they have. Don't take any program or activity for granted. Go the extra mile to make sure the decision makers appreciate the value and importance of activities—tell your student leaders, advisors, administrators, superintendents, directors, trustees, general public, local businesses, politicians—tell everyone who will listen. You must get the word out.

Student Activities matter. They provide life lessons.

Knowing this to be true, we have to do a better job of selling the value of this essential ingredient of education. We know how important it is, and we constantly remind each other of its value. Don't continue preaching to the converted! Remind the decision makers in your school system and province of the true value of your programs in schools.

Imagine if someone knew how important this was and actually made student activities a part of a national or even provincial mandate for education. Don't sit back and just read this. Get out and *promote* student activities. This can be the perfect project for staff and students to work on together. After all, this is what student activities are all about.

Don't wait until you lose something to remember how important and valuable it was—it just might be too late!

*John Thompson*  
CASAA President

CASAA

## ***The Good Hood***

“Studies of juvenile delinquency and high school drop-out rates demonstrate that a child is better off in a good neighborhood and a troubled family than he or she is in a troubled neighborhood and a good family. . . . Children are powerfully shaped by their external environment; the features of our immediate social and physical world—the streets we walk down, the people we encounter—play a huge role in shaping who we are and how we act.” – quote taken from *The Tipping Point* by Malcolm Gladwell.

This means that a school forms an important social focus for students. It is a *good* school that can create and contribute to a *good* neighbourhood. The good school is more than the academic classroom. It is a caring community that provides positive activities and outlets for the neighbouring community. This is why school dances must be a healthy social activity and not an opportunity for substance abuse and violence. For many students, the neighbourhood is what happens at school in the hallways and during the activities that are presented. All students deserve to live in a “good neighbourhood.”

## ***Birthday Announcements***

Some people are never recognized in a school, but everyone has a birthday. On Monday morning announce all of the people who are having a birthday during the upcoming week. Have a local fast food store donate free coupons and draw one of the birthday names as the winner for the week.

## ***Inviting Super Involvement***

Student leaders must learn how to get peers involved in events and activities. They know that PA announcements and posters produce very few results, but students will continue to produce them because they’re easy to do and simple to understand.

What leaders must learn is that the greatest number of students become involved because someone *asked* them to become involved. This is the most effective communication because it is one-on-one communication.

Use the following activity to train leaders to invite involvement.

### **Bean Game**

**Concept:** Many students have not involved themselves with personally selling an event. They must work on the skill of approaching people and obtaining a positive answer.

**Activity:** The object of this activity is to accumulate as many beans as possible in a short time. Each person starts out with seven beans (navy or jelly) in a plastic baggie or cup.

Each person walks around the room asking people questions one-on-one. Every time a person answers a question with a “yes,” he or she must give the questioner one of his or her beans. When a person answers “no,” nothing happens. The person with the most beans at the end of the activity can exchange his or her navy beans for something more tasty or eat them if they’re jelly beans.

**Processing:** The person who accumulated the most beans is asked how he or she was able to accumulate so many beans. The leader then facilitates a discussion regarding the type of questions that triggered yes and no responses. The group is then encouraged to share opinions on strategies that help people answer “yes” to an invitation to join their group or activity. Be sure and discuss the importance of a warm smile and enthusiasm when inviting participation.

A final thought on creating involvement is looking at what is offered to students. A successful activity program contains a variety of creative events that intrigue and invite their peers. Creative ideas enrich and expand events and keep them dynamic. Think about your program as a supermarket. When people go to a supermarket they expect variety. Plan your own super-marketing campaign to personally offer enough tastes and delights to invite a crowd.

*Ginny Shaller*

## **The Leadership Contract**

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Many student leaders do not do a good job because they are not sure of what the real job of leadership is. Some find themselves in a position of leadership as the result of a dare or an idea that “running an election campaign would be fun.” These people who stumble into a position are poorly prepared for a responsible approach to leadership. When they are made aware of the expectations and realities of leadership, students are then able to regulate their behaviour to work for leadership goals.

This setting of standards of behaviour is extremely important when a leadership group (student council or class) is just beginning. This exercise will allow your leadership group to set their standards of leadership right at the start of their mandate.

Make sure that all members have a copy of the complete list of leadership behaviours. Ask them to mark 5 – 10 points that they feel would be important to run their group effectively and responsibly.

Through group discussion and consensus, decide the 10 points that will make up their leadership contract.

Draw up a leadership contract and have all members of the group sign it. Post it in a prominent place (where regular meetings take place) and refer to it as the leadership standards that the group decided upon. This contract can be added to when some behaviour seems to be getting in the way of good group performance.

### **sample Leadership Contract**

We, the undersigned, agree to help each other follow the following leadership behaviours.

- Share ideas and look for new resources of materials.
- Respect the opinions of others in the group.
- Understand that the group functions better when work is delegated.

### **Contract Exercise**

Read the following list of behaviours and discuss which ones are important for your group. You may add some more standards of behaviour of your own to the list.

- Be serious about promoting school spirit.
- Respect the wishes of the school’s administration.
- Be willing to listen to all member’s ideas.
- Say “Thank you” to people who support our programs.
- Be enthusiastic about what the group is doing.
- Share ideas and look for new resources of materials.

- Respect the opinions of others in the group.
- Understand that the group functions better when work is delegated.
- Try to solve small problems before they become big problems.
- Attend all meetings and be prepared and punctual for them.
- Be aware of other people’s feelings.
- Work with the administration instead of against it.
- Follow through to the end of each activity.
- Care for the enjoyment of others more than our own personal enjoyment.
- Set and stick to timelines.
- Promote the good of the school and community.
- Set realistic and challenging goals.
- Help other members complete their goals and activities.
- Be a model of leadership within the school.
- Review accomplishments and allow for the success of others.
- Make sure everyone understands their job and responsibilities.
- Do not allow academics to suffer because of involvement.
- Involve others in decision making.
- Separate fooling around from fun.
- Make others aware that leadership is important by example.

This article is taken from the *CASAA Leadership Handbook*

## Can Clean-Up

A student council felt that they needed to do something about the appearance of the bathrooms in their school. They decided to have a competition between various groups in the school to clean up their school bathrooms. The idea was presented and each club volunteered to pay for the refurbishing of a bathroom. One week a month, a bathroom would be shut down for the work to be done. The groups cleaned up the bathrooms by painting, putting up wall paper and borders, sponge painting, putting up new mirrors and soap dispensers, hanging fake plants from the ceiling, getting new toilet seats and doors, etc. In some bathrooms, a magazine rack was put in to hold donated magazines. Other clubs were creative and had shop class students make shelves to set your books on while using the restroom. Art classes even volunteered to paint murals on the walls!! Since the students were the ones that cleaned up the bathrooms and put the effort into it, they wanted them to STAY CLEAN, so were less apt to destroy their hard work. When damage was done, it was that club's responsibility to do the clean up work in the bathroom each month (painting touch ups, etc.), but the normal bathroom cleaning was still done by janitors. At first, people had a hard time respecting the new bathrooms, but after a month of the many students yelling at them for ruining their work, damage stopped and the bathrooms became a much more pleasant place.

Tonya Chmielewski  
tonyac@admin.melg.org

## Elections: More than a popularity contest

I was concerned, first as a classroom teacher and later as a Student Activity Director, with the lack of formality and respect given to the student election process. Often the individual(s) elected to represent their peers did not possess the leadership qualities or skills necessary to successfully fulfill their responsibilities. This was not so much the fault of the elected individual(s) as of the system which put them into office. The focus of many student elections has been on the final product—the winner—rather than on the process of leadership development and putting forth qualified and sincere candidates. The result has been that a great number of students are placed into significant positions of responsibility based upon popularity rather than skill.

The story below is a true case scenario that caused my original concerns to turn into action for change:

A popular student-athlete was elected to the highest position of office on student council. This individual had never previously shown an interest in student council or its activities. He put forward his name for consideration, then did not run a campaign and delivered an election speech which was only seven words in length: *If elected I will shave my head.*

Because of this student's popularity, he was able to win the election—yes, he did follow through with his *one* election promise.

During the fall term, it became obvious that both the student council and academics were secondary to this student's interest in athletics. Immediately following the completion of the fall sports schedule, this student left school. This not only created a huge hole on the student council, but fostered a lack of faith and respect in the student council. The student council and activities program took a long time to recover, re-focus and regain the respect of the staff and students.

When the election process is taken seriously, you will have serious candidates who understand the responsibilities of leadership. When you have a wide-open process, the silliness is self-replicating as there will be first year students who will want to be "just like that guy who ate live goldfish on stage." The new CASAA resource, *The Making it Work WORKBOOK*, contains a set of specific procedures that help to identify qualified candidates and give them the resources necessary to run a stimulating and respected campaign. This process is not perfect and will continue to evolve in your school. Do not adopt this process in its entirety—it is what worked in my school. If you are able to identify one or two aspects of the process, which you feel could make a positive difference at your school, then this section will have been successful.

Tim Tonner

## Aces High

Many leadership students are unaware of how their treatment of other people is defined by what they see in these other people. Barry Switzer's quote, "Some people are born on third base and go through life thinking they hit a triple," defines where some students place themselves ahead of others in this game of life, and yet they are unaware of what position others place them at. The following activity promotes active and dynamic discussion on how we respond to others.

**Concept:** The purpose of this activity is to allow participants to see how they may unconsciously respond to others depending on how important they are perceived to be. We can alter our response and greet each person as being very important to us. Our reactions to meeting different people can dramatically affect self-esteem.

**Materials:** One regular playing card per person (exclude jokers)

**Time needed:** Five minutes and discussion

**Method:** Use a deck of playing cards. Hand out one card to each participant stressing that no one is to look at his/her own playing card. Have each person hold the card on their forehead and walk around the room greeting others. Individuals are to respond differently to greetings depending on the value of the person's card they see. ( a two or three will be ignored while an Ace will get extravagantly personable responses.)

After a period of time, ask the participants to line up in order based on what value they think their card is. They should not look at their cards until they are in line and the group leader tells them to see how close they were to the numerical value of the card.

### Discussion:

1. How did it feel to be a low card? A high card?
2. How does this activity apply to the hallways at your school?
3. Why do the extreme cards always know what position they have been assigned?
4. How would you move up in the *order* from the card/position that has been dealt to you?

## Mime Announcements

"Nobody listens to announcements!" is a common statement in schools, so have them *watch!* At the start of your regular announcements, announce to your school that, "Today's announcements will be done by the world famous mime, Marcel Marceau." Then have two minutes of silence. Thank Marcel at the end and announce that, "A printed copy of Marcel's performance will be posted in high traffic locations around the school." You might be surprised how many people prefer a mime on the announcements every once in a while.

### Stand on Guard for this CD

It's hard to believe, but one of the most difficult songs to get a hold of is a good version of *O Canada*. This is probably second to getting a recording of *The Last Post* and *Reveille* for Remembrance Day ceremonies. The Amabile Singers have a CD which contains 16 different versions of *O Canada*, plus your two trumpet tunes for Remembrance Day. The Canadian Brass, The Nylons, Aeolian Winds, Amabile Youth Singers and other groups perform the national anthem and having them on CD avoids the inevitable cuing problems of cassette tape – nothing like standing on guard for silence until the tape kicks in! Cost for the CD is \$20.00 which includes all tax and shipping. Make your cheque payable to *Amabile Youth Singers* and mail to: Box 201, Station B, London, Ontario N6A 4V8 Contact by e-mail: [eduggan@odyssey.on.ca](mailto:eduggan@odyssey.on.ca)

## ***Bogie for You***

Golf has increased in popularity among teenagers mainly because of the successes of Tiger Woods. Take advantage of this by involving your school in constructing an 18-hole miniature golf course within your school. This can make use of the physical intricacies of your school inside and out with one group or class responsible for designing each hole of the course. A school-wide competition is then conducted on the course. This can run as an intramural activity at lunch with the front nine being completed one week and the back nine being completed the next, or you could construct all 18 holes in a double gym and have the students pay to play the course. Prizes and recognition can be given for the best scores and for the most imaginative or challenging single hole designs.

## ***Battle of the Boards***

Battle of the Bands has been a successful activity that attracts and appeals to a specific segment of your school population. Try the same activity with skateboarding. It is an activity that is not usually high on the list of things done by student council members, but it is an activity that is popular with certain groups within your school. This is a challenge activity that can be done within a school or between schools. The skateboarders will know how to set up the challenge events and having them participate in a school event will make a positive connection with a group that is not normally reached.

## ***Change of Focus Exercise***

Student leaders are busy people who have learned to juggle many different priorities in their lives. They need to be aware of the nature of the juggling process and be introduced to ways to cope with some items that have different weightings or prioritizations in their schedules.

**Time required:** 10 minutes and discussion.

**Materials needed:** three balls or small stuffed toys of various sizes and one egg.

**Activity:** All participants stand in a circle with their right hand up. The leader of the exercise passes the first ball across the circle to another participant who catches the item with both hands and keeps their hand down. They then pass the item across the circle to another person with their right hand up who catches it and then keeps their hand down. This process is repeated until the initial item is passed to each participant around the circle and finally back to the leader. A pattern has been now established for the item to follow and this is tested until the participants understand who they are passing to each time and the item is not dropped through the whole process of tossing and catching around the circle.

The leader tosses the first item into the pattern and then the second and the third items as long as all three items are being tossed and not dropped. The items are allowed to make a few rounds and then the leader takes the hidden egg from his or her pocket and puts it into the rotation. Observe what happens to the concentration of the group now.

### **Discussion:**

1. How easy was it to establish the first pattern?
2. What happened when the second and third items were introduced?
3. Why can people easily adapt to the addition of the two items to the original pattern?
4. What happened to the process when the egg was introduced? Why?
5. How would this apply to prioritizing things that need to be done during a busy schedule?
6. How could the group ensure that the egg was not dropped and yet all other items were kept going?

The tossing of the initial three items can be sped up to find out how quickly they can group juggle and problem solve when the process breaks down.

## **Leadership Camp in the Sun**

Summer is a great time to learn new leadership skills at one of the many great leadership camps that are offered in Canada and the USA. Camp offers a unique opportunity to meet new people from other schools and learn from great instructors. The following are some of the great opportunities for students to enhance their leadership skills, establish networks and bring back some new ideas for the upcoming school year:

Alberta Community Development and the Canadian Association of Student Activity Advisors (CASAA) provide a five-day provincial leadership seminar near the Rocky Mountains, in Hinton, Alberta, at the Environmental Training Centre. The program combines physical outdoor activities with classroom sessions and practice. The dates are July 2 - 7, 2001. Youth between the ages of 15 -18 who are involved in a leadership capacity with a community youth group, provincial youth association or student council can register.

Contact: Steve Gosse, phone: (403) 310-0000  
e-mail: Steve.Gosse@gov.ab.ca

For eight years, North America's young adults have experienced Youth Leadership Camps Canada - YLCC. The program includes extensive leadership training, as well as swimming, nature hikes, campfires, favourite camp songs and cheers. YLCC was started in 1992 by Andy Thibodeau and Stu Saunders. YLCC is held at the George White Outdoor Centre just outside London, Ontario.

Contact: YLCC, phone: (519) 438-4800 fax: (519) 438-1930  
e-mail: stusaunders@ylcc.com

An international leadership experience can be had at the Lions Youth Leadership & Youth Exchange Camp held in Waterton Park, Alberta. This camp is being held from July 30 – August 4, 2001. The camp offers workshops and seminars in leadership development in the heart of the Canadian Rockies. This is a camp that focuses on community building and has a truly international flavour.

Contact: George Takashima, phone: (403) 328-1207  
e-mail: gptak@telusplanet.net

If you wish to experience excellent leadership training in the United States, you can attend one of the National Leadership Camps. NLC's are five and a half day experiential leadership workshops sponsored by the NASSP Department of Student Activities for student leaders in middle level and senior high school. There are five senior level camps and one middle level camp available during the summer. The camps are located in Maine, New York, South Dakota, Colorado and Nevada at different dates throughout the summer. More complete information is available from the NASSP website at: [www.nassp.org](http://www.nassp.org)

## **Sky High Good-bye**

Some teachers or students deserve a special good-bye because of their contribution to the school or perhaps they must leave because of a terminal illness. A farewell experience can be heightened by hiring an aircraft to fly this person over the school grounds at a specific time. At that time, all staff and students are assembled on the playing field in such a manner that a message is spelled out (either in words or in a symbol) by the positioning of the bodies.

## **Just Busker Because**

One thing that breaks up the routine is something out of the routine. Hire a professional busker to perform in your cafeteria at lunch. Don't announce it or promote the appearance. Just make sure that the performance starts when the most people are in the cafeteria. A juggler or mime will break up the routine and you'll be amazed at how quickly word of mouth promotes the performance. When people ask why this is happening, say, "Just because!" Surprises are always welcome.

## **Supply Thank You**

Have coffee mugs imprinted with the school logo and present them to people who contribute to the school on a temporary basis. Supply teachers are semi-regulars to a school and giving them a mug to use while they are at your school gives them a spot on the mug rack in the staff room. People enjoy working when they feel like they belong to a place.

## Quotes

Never fear shadows. They simply mean there's a light shining somewhere nearby.

*Ruth E. Renkel*

Big dreams cost the same as little dreams. Might as well dream big.

*Elly Danica*

You can learn more about a person in an hour's worth of play than in a day of conversation.

*Plato*

Don't suppose that because a man is handsome and dashing that he is a leader. It's possible some little, ornery, measly looking chap . . . may be a leader.

*Woodrow Wilson*

The toughest thing about success is that you've got to keep on being a success.

*Irving Berlin*

A follower is a person who knows the way but can't drive the car.

*Anonymous*

Knowing is not enough; we must apply. Willing is not enough; we must do.

*Von Goethe*

Happiness is as a butterfly which, when pursued, is always beyond our grasp, but which, if you will sit down quietly, may alight upon you.

*Nathaniel Hawthorne*

It still holds true that man is most uniquely human when he turns obstacles into opportunities.

*Eric Hoffer*

## Superstar Leadership

Superstars can build a program for any team or city or even a whole sport. A phenomenon that was described recently has been labelled Superstar Economics. This is where an athlete dominates a sport so dramatically that they tend to get *all* of the attention and *all* of the perks. Tiger Woods is a prime example of this: his prodigious talent means that he gets all of the attention and almost all of the money, and there is very little left for the golfer who is number 78 in the world.

There are gifted student leaders who have demonstrated ability and potential since grade five. For this excellence, they are rewarded with the attention and perks that are commensurate with their abilities. They are the ones who attend the conferences, seminars and retreats that enhance and reward their abilities. They are the students who become conference junkies and know all of the songs and cheers that occur at a conference. They in turn can help to build a program for a school because they are talented, committed and have had the background on how to be leaders.

However, an advisor must make a conscious effort to spread the riches around and avoid superstar leadership. Make sure that your best students don't get all of the glory at the expense of younger or less obvious students. Take the time to find other students who can benefit from the conferences and opportunities that are available.

One of the best ways to find other capable leaders in your school is to ask other teachers who they would recommend as being a student with specific or general leadership skills. I have often been amazed by students that I have taught in a classroom, who were identified by teachers who coached them or worked with them under different circumstances and saw real leadership potential. Many of these students don't see themselves as possessing leadership potential and they are pleasantly surprised when nominated by another teacher.

The more activities that you have being run by different students in your school will broaden the appeal and strength of your activity program.

*Dave Conlon*

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