



Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

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Membership: The Breakfast of Champions

General Mills, the company who brings us Cheerios and Count Chocula, once tested a brand new cereal product based on a bowling theme consisting of healthy vitamin-infested pins and balls. The cereal was a huge hit in the focus groups with the kids, but it never made it to market as the mothers voted it down. The moms didn't like the idea of their kids bowling their breakfast across the table no matter how healthy or fun it was. The moms knew that this was more morning fun than what they were willing to accommodate in their house.

TD CANADA TRUST SCHOLARSHIPS

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 Leadership 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.

The application deadline for 2014 is the beginning of December 2014. Let your students know about this opportunity, and visit the website to learn more: www.tdcanadatrust.com/scholarship

In the house of student leadership, the advisor is the resident Mom. Given ultimate veto power in the parliamentary process, the advisor must let the kids have fun but still be invested in helping the students grow and learn to be healthy leaders. The delicate mom judgement that this veto power produces is that students will choose to lead as long as they can be interested and enthused in the reality and sugar-high-energy of the activities they run. The maternal advisor must allow them enough Count Chocula and Cheerios while teaching them to experience real food as well for their leadership diet.

We all know that the average, real-world Mom acquires her knowledge of breakfast cereal consumption, democracy and power from the direct line of "Because I told you so!" that was passed on by her own mother. Most advisors are not so lucky. They are usually thrust into this democratic position of power and judgement by innocence or ignorance of what being a leadership advisor really entails. Most don't receive the mom manual from the previous advisor. This is where your CSLA membership comes in.

Your CSLA membership is the organic muesli formulated specifically for leadership advisors. It is constituted of numerous healthy nutrients that have been added by experienced advisors across Canada who know more about activities and running a house of leadership than even Steven Harper. Join the nation-wide network of advisors willing to help you get a healthy start to your leadership day. Paraphrasing the words of that lion of leadership, Tony the Tiger, "Your CSLA membership is GRRRRReat!"

Fill in the membership renewal form that is included with this newsletter, or visit the CSLA website at: www.studentleadership.ca

Dave Conlon
CSLA Program Director

Using Technology for Icebreakers

“To be successful you must accept all challenges that come your way. You can’t just accept the ones you like.”

Mike Gafka



When working with student leaders, you must remember that comprehension precedes competence—and this is most evident in their use of technology. They know how to use the technology in their pocket but they are not fully-competent at using this tool. It is through practice and experience that they will become truly proficient and competent.

When they use technology in a supervised classroom setting, it is an opportunity for them to increase their competence. Here is a list of 13 icebreakers or “get to know you” activities that use technology and fit with 21st century students:

1. Have students create a *Pinterest* board with 10 pins that summarizes them.
2. Ask students to create a 30 second podcast that introduces themselves. Then allow students to present them or play them on separate devices as an audio gallery.
3. Create a classroom blog and ask each student to write a blog post introducing themselves to the rest of the classroom.
4. Have students create a quick comic strip to describe themselves or to recreate a recent funny moment in their lives.
5. Use *PollEverywhere* to ask students interesting questions and get to know them as a class, like their favorite subjects, bands or TV shows.
6. Use *GoogleForms* or *SurveyMonkey* to survey students about their interests, academic inclinations, and background info – a 21st century alternative to the “Getting to Know You” info sheet!
7. Have students create word clouds to describe themselves and share with the class.
8. Have students go on a QR code scavenger hunt in teams to get to know each other and learn about your classroom rules in a fun, engaging way.
9. Ask students to create their own *Voki* avatars that introduce themselves to the class. Encourage them to be creative with the backgrounds, characters and details of the avatar to reflect their own personalities and preferences.
10. Have students create graffiti online that speaks to their interests and personalities and share with the class.
11. Have students create mashup videos of themselves with *Weavly* to introduce their interests to the class.
12. Have students create *GeoSettr* challenges of 5 places they have visited.
13. Have students research their birth date in history and share interesting events with the class.

TEACH THE FORMAL HELLO

It sounds a little silly that you have to teach students how to perform a formal hello, but guests and visitors to a school are often first greeted by the student leaders. These guests get a valuable first impression from that first student’s greeting.

The formal hello has four steps:

1. Eye contact
2. Smile
3. Shake hands in a confident manner
4. Introduce yourself (using first and last name).

Confident student leaders can convey a great message of welcome when they provide a warm formal hello. This only comes with practice and you can prepare your students for being something more professional than the typical Walmart greeter.

Aditi Rao

from the website *Teachbytes.com*

The Acknowledgement Project

People need to be recognized, and this activity can be a great way to encourage the positive tone of your school. A simple paper certificate is nice, but here is something with a little more pizzazz to it that celebrates the process of acknowledgement as well as the recipient.

Ross Thomson, advisor at Craig Kielburger Secondary School in Milton Ontario, initiated this great way to recognize the good people in his school. The Acknowledgement Project asks people to submit nominations for the Frame of Fame. The acknowledgements are then posted on CKSS's twitter feed. Samples of the photos are posted here and the nomination process is listed below:

What's easy, costs nothing, and makes people feel great? Acknowledgement! Here's a simple way we can spread acknowledgement within the school community . . .

Fill out the acknowledgement form. Do so whenever it occurs to you that a staff member or student did something worth acknowledging. Anything. Big or small. Whether they were "supposed" to do it or not. Heck, you can even acknowledge yourself!

The form will be received, and the person acknowledged.

He or she will have the opportunity to have a picture taken in the "frame of fame" -- the picture will be posted on the school's Twitter feed. BAM -- instant public acknowledgement!

The project is open to staff and students of CKSS. Acknowledge someone today!

We acknowledge Ross by putting him in the center frame of our Frame of Fame.



"Whenever you see a successful person you only see the public glories, never the private sacrifices to reach them."

Vaibhav Shah

NO RAIN. NO RAINBOWS!

Have students respond to the quote, "No Rain, No Rainbows!" in a short written format and then discuss the following questions:

Why is rain helpful to some and upsetting to others?

What is the physical reason that a rainbow happens?

What happens when people see a rainbow?

Why do people talk about a pot of gold at the end of a rainbow?

How do all of the above questions relate to our experience of leadership?

Student Leadership in Canada

Where have we come from? **Where are we going?**

In 1983, the students and staff of the Yorkton Regional High School were invited to host the annual provincial leadership conference of 1985. A year later the Premier of Saskatchewan, the Hon. Grant Devine, challenged the Yorkton students to turn the 1985 provincial conference into a national leadership conference. This would be one of Saskatchewan's contributions to the 1985 International Year of the Youth project.

The premier's challenge was accepted by the students and staff of Yorkton Regional High School and the 1985 conference was held on September 18, 19, and 20 in Yorkton. Over eight hundred students and student advisors attended this conference which had for its theme *Youth of Today—Leaders of Tomorrow*. Not only did the people come from all across Canada, but there were strong delegations from five states south of the boarder and one delegate from Mexico City. Among the keynote speakers were Mark Scharenbroich, Pamela Wallin, Laurie Skreslet, Jack Donahue and a host of others from within and outside Canada.

The advisors at the Yorkton conference voted unanimously to support the idea of an annual leadership conference across the nation. Through the interest, effort, and commitment of these advisors, the Canadian Association of Student Government Advisors was born.

The second annual conference was hosted by Salisbury Composite High School, Sherwood Park, Alberta in August 1986. The theme of the conference was *Leadership '86: Success Through Involvement*. It was well-attended by delegates from coast to coast and the then Territories. The advisors worked on developing a constitution, and they elected the first executive of the Association.

In 1990, at the Burnaby Conference, the name of the organization was changed to the Canadian Association of Student Activity Advisors (CASAA) to reflect most accurately the membership of the organization. Not all members are student council advisors; on the contrary, many are responsible for overseeing other student activities in their schools.

In the first decade, the Association saw the creation of provincial student leadership organizations with similar goals and objectives as that of the national organization. In most of our provinces and in The Yukon and The Northwest Territories, annual student leadership conferences were being held.

The national conference, the Canadian Student Leadership Conference (CSLC or C-slick as experienced advisors call it), has now been held in every province and continues to motivate and inspire students and advisors alike. Whether it is in small town PEI or large city Ontario, the message of student leaders and advisors learning skills and working together to make a positive difference in their communities remains strong.

In recent years, we have also witnessed the number of schools developing and offering leadership courses (credit and non-credit) to high school students. These courses have helped individual participants to become more knowledgeable and stronger in providing leadership in their respective schools. Both the national and provincial organizations have helped, and continue to help, to equip individual student leaders with the necessary tools to enable them to be effective leaders.

The association also provides help for those advisors who are seeking assistance, ideas, and the like so that they can become more effective in their responsibilities. Connections are made through the newsletter, *Above and Beyond*, as well as electronic e-bulletins to members. Also, CSLA directors make regular presentations at provincial and regional conferences expanding the knowledge base of advisors.

CSLA has developed print resources starting with the *CASAA Student Activity Sourcebook* made available at the Kitchener conference of 1992, and these materials as well as others are made available through direct sales at conferences and the online store. Five scholarships are now offered annually to celebrate and support the efforts of student leaders across the country.

It was at the 28th CSLC in Weyburn, Saskatchewan, that the name of the association was changed from the Canadian Association of Student Activity Advisors (CASAA) to the Canadian Student Leadership Association (CSLA). The name was changed to better suit the association's present practices of student leadership in Canada.

The organization continues to expand and most recently has added the Advisor Certification process to its support system. Advisors can become stronger through their participation and completion of the three-stage certification process.

History of Canadian Student Leadership Conferences

1st Conference (1985) Yorkton, Saskatchewan Yorkton Regional High School	9th Conference (1993) Bishop's Falls, Newfoundland Leo Burke Academy	17th Conference (2001) Lower Sackville, Nova Scotia Sackville High School	24th Conference (2008) Summerside, PEI Three Oaks Senior High
2nd Conference (1986) Sherwood Park, Alberta Salisbury Composite High School	10th Conference (1994) Yorkton, Saskatchewan Yorkton Regional High School	18th Conference (2002) Saskatoon, Saskatchewan Saskatoon Schools	25th Conference (2009) Cochrane and Olds, Alberta Olds High School and Bow Valley High School
3rd Conference (1987) London, Ontario H. B. Beal Secondary School	11th Conference (1995) Bathurst, New Brunswick Bathurst High School and École Secondaire Nepisiguit	19th Conference (2003) St. John's, Newfoundland Prince of Wales Collegiate	26th Conference (2010) Pierrefonds, Quebec Pierrefonds Comprehensive High
4th Conference (1988) Lower Sackville, Nova Scotia Sackville High School	12th Conference (1996) Edmonton, Alberta Harry Ainlay High School	20th Conference (2004) Mission and Abbotsford, British Columbia Heritage Park Secondary and Yale Secondary School	27th Conference (2011) Corner Brook, Newfoundland Corner Brook Regional High
5th Conference (1989) Pointe Claire, Québec John Rennie High School	13th Conference (1997) Pierrefonds, Québec Riverdale High School	21st Conference (2005) Lloydminster and Wainwright, Alberta Wainwright High School, Lloydminster Comprehensive High School and Holy Rosary High School	28th Conference (2012) Weyburn, Saskatchewan Weyburn Comprehensive High
6th Conference (1990) Burnaby, British Columbia Burnaby South Secondary School	14th Conference (1998) Kamloops, British Columbia Kamloops School District	22nd Conference (2006) Fredericton, New Brunswick Fredericton High School	29th Conference (2013) Montague, PEI Montague Regional High School
7th Conference (1991) Brandon, Manitoba Vincent Massy High School	15th Conference (1999) Waterloo, Ontario Waterloo Collegiate Institute	23rd Conference (2007) London, Ontario H. B. Beal Secondary School	30th Conference (2014) Kelowna, British Columbia Kelowna Secondary School
8th Conference (1992) Kitchener, Ontario Forest Heights Collegiate Institute	16th Conference (2000) Winnipeg, Manitoba St. John's Ravenscourt School		

“The leader of the past was a person who knew how to tell. The leader of the future will be a person who knows how to ask.”

Peter Drucker

OPTIMUM SIZE OF COUNCIL

The military would tell you from years of experience that you need a minimum of a core group of 8 people to be truly effective.

General Rick Hillier speaks of the 2 natural fighters who will be in a random group of 8. One natural leader will have trouble and can not always motivate the others by him or herself. There needs to be the potential for support coming from the group.

The potential for a small number of people to have a positive effect is great. A grouping that has a “shine” on it will attract people who want to be there. This is how you build momentum for your program.

In reality, only two people out of a thousand can make that shining difference. General Hillier calls it contagious heroism.

To deal with a larger group, group a class of 24 into 3 sections of 8 plus a leader (platoon).

Defining Expectations

As you assign or elect students into leadership positions for the next year, it is important to make expectations clear about what the job of being a student leader at your school is really about. This means that they have an understanding that the position that they have been elected or selected for has greater responsibilities than just being a student at your school. Make sure that you give the list of expectations a positive spin rather than calling it the “Rules of Leadership Positions” or the granite-bound “Commandments of Behaviour.” Entitle the expectation contract the “Journey to Successful Leadership.”

Positive expectations will promote positive behaviour, so the following are suggested as ways to help define those expectations:

The Best I Can Do

No one is perfect, so we don’t ask for perfect leaders. As a student leader, you will always try your best to do what you can do to move your personal leadership journey further down the road to success.

Proud (fill in your school’s mascot)

It is an honour to be part of the leadership team. Feel honoured and show honour to the program by helping in every way that you can.

Be What You Want to See

You are obvious to staff and students because of your position in leadership. You have certain obligations to display, so don’t let the position down.

Leave a Legacy

This leadership position will give you invaluable experiences because of your participation this year. Find ways to give something back to this school that lasts beyond just your time here.

Ask, “What do leaders do?”

Things need to get done and not all are glorifying. Some things will seem like they are below you or someone else’s job. Act and talk and walk like a leader in this school.

Respect Everyone Including Yourself

You are responsible to the students who voted for you or the staff who selected you. Avoid put-downs and keep everyone safe from verbal and physical harm. When you respect yourself, you will not ingest something that will harm your health or ability to function as a leader.



Letter to Myself

This is an opportunity for personal reflection at the end of a school year full of leadership activities. Now is the time to also set some goals for personal growth within the group. It is recommended that you do this activity just before your final events in June and then mail the letters back to the students in June of the next school year.

You can begin the activity by summarizing your observations of growth and development with this group of student leaders over the year. They will have their own view of what has happened, but challenge them to think about what they are going to do with these lessons and experiences of the past year. With teens using keyboards and phones as their means of expressing themselves today, using a pen and nice stationery will be a change that will slow the process of expression down and leave room for reflection. The fact that they will be receiving an important handwritten piece of communication in the mail will be unique enough as they know the sender quite well!



“There is no abstract art. You must start with something.”

Pablo Picasso

Outline what they are about to do by saying something like the following:

You are going to write a letter to a very special person—you! In your letter to yourself, write about where you see yourself one year from today. As you write to yourself, think about reading the letter in the future. You may want to write about certain goals, expectations and vision that you have for yourself. Or if you’re dealing with a difficult situation right now, maybe you’ll want to describe what’s happening so you can check in with yourself about it. These letters are private. No one will read them except for you. Once you’ve finished your letter, seal it in your envelope and hand it to me. I will mail it to you one year from today, so use an address that will be accessible to you.

You can put your return address on the students’ letters, as those that don’t make it to the intended recipients will be returned to you so you can attempt to reach the individuals in another way.

Allow some time for sharing after the group has finished. Ask them if they want to talk about any specific goals or vision they have expressed in the letters. Have the group discuss what being part of this experience has taught them about themselves.

from *Teambuilding with Teens*
Mariam G. MacGregor

RUBBER BAND LEADERS

Everyone has a leadership style that is natural to them. It is the way that they feel most comfortable when they are in charge of a situation. The key with training student leaders comes from expanding their abilities and experiences as a young leader.

An extroverted leader can stretch their abilities to be more “quiet” and an introverted leader can stretch their skills to become more “loud”. However, you must remember that both will revert back to their core to be comfortable. The best way to comfort an introverted leader is to tell them that they don’t have to be this “loud” all the time. They can stretch outside of their comfort zone to meet the situation that it demands.

Good leaders have an elasticity that still returns to a core behaviour. This is necessary because different situations require them to be handled in new ways that are not always natural to the leader.

"A group becomes a team when each member is sure enough of himself and his contribution to praise the skills of the others."

Norman Shidle

Above and Beyond

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To learn more about membership, go to www.studentleadership.ca/join/

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**Canadian Student
Leadership Association**

Resources

Be sure to visit the CSLA website for more lesson plans, activity ideas and a complete list of resources.
studentleadership.ca



**Canadian
Student
Leadership
Association**

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www.friesens.com/yearbook

Your Membership: Sailing into Leadership

CSLA has a mission to provide leadership opportunities for students across Canada. When your school becomes a member of CSLA, your students can choose from a wider variety of opportunities such as the following:

The Oriole Youth Adventure Challenge is a 5-day leadership program aboard HMCS Oriole in beautiful Victoria, B.C. Now in its 9th year, the Oriole YAC is an exciting opportunity for secondary school students to come aboard a tall ship and develop their leadership skills. While on board, participants will set sail inside the waters off Victoria and in the Gulf Islands, and learn, through lectures and hands-on practice, how to become a capable Oriole crew member. Oriole participants build confidence, motivation, and trust, while learning how to work together to become a responsible sailing crew.

The students learn teamwork by hauling lines, shining brass and living in the spartan conditions that Oriole affords. Beyond teamwork, the sail training instills in each individual a great respect for the forces of nature. With Oriole cracking along at 12 knots under reefed sail in 35 knots of wind, it is easy to appreciate the power of the wind and sea. There is nothing like a sailing ship to bring home the challenges facing a ship's crew at sea. The individual and group confidence that this builds is incalculable but obvious after a week at sea.

Most of the previous student participants have never worked on a sailing vessel in their lives. The only things that are required are a willingness to work and a desire to participate in new experiences. There is also room on each sailing for an adult chaperone from a CSLA member school.

The Oriole YAC occurs in the first few weeks of April.

The Oriole Youth Adventure Challenge is a partnership between the Canadian Student Leadership Association and the Royal Canadian Navy.

This is just one of the many opportunities that a CSLA membership provides. The most important benefit of a membership is the network of advisors that your school joins. You become part of the leadership team across Canada, sailing the waters of leadership and charting course for the success of your student leaders.

You can download a membership renewal form from the CSLA website at:

www.studentleadership.ca

