



Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

VOL 17 NO 1



CSLC 2014 is going on vacation – a “Leadership Vacation” to the Central Okanagan School District in the beautiful interior of British Columbia. Your trip to our host city of Kelowna promises to be truly “Your Ticket to Inspiration!”

As proud host of the 30th annual Canadian Student Leadership Conference from September 23 – 27th, 2014, our school district, encompassing 31 elementary schools, six middle schools and six secondary schools, is modelling breakthrough collaboration to bring you an inspirational leadership learning experience.

Four driving hours north-east of Vancouver up and through the dramatic Coast Mountain range, the Okanagan Valley is known as a four seasons playground. Golfing, snowboarding, skiing, boating, cycling and hiking are just the appetizers of the rich and rewarding recreational menu of activities literally right outside our backdoor. Situated on the waters’ edge of the 110-mile long Okanagan Lake and at the point of the lake’s only bridge crossing, the city of Kelowna is the prize apple of the Okanagan Valley’s culture, education, entertainment, orchard and wine industry.

CSLC 2014

The Canadian Student Leadership Conference is the premier student leadership conference in this country. Kelowna will host the 30th anniversary of this conference that has taken place in every province in Canada. The conference has three goals for students and advisors: It is designed to inspire, to motivate and to inform the student leader and teachers delegates over 5 days of networking, seminars and keynotes. The Department of Canadian Heritage has provided subsidies for student travel to these leadership conferences, so stay tuned for further information on CSLC 2014 by visiting the CSLA website.

Conference website: cslc2014.ca

Conference co-chairs:

Norm Bradley
norm.bradley@sd23.bc.ca
Raquel Steen
raquel.steen@sd23.bc.ca

Our organizing committee of 80 strong are thrilled to be bringing CSLC out west. We are committed to preparing a unique conference that will:

- Challenge you as a learner, thinker, innovator, collaborator and contributor
- Enhance leadership skills in student leaders and advisors
- Positively influence school communities across Canada
- Inspire initiative
- Celebrate Canada
- Build a legacy of Canadian leadership capacity, and
- Be fun!

Our conference planning committee is also like a set of parents planning a family trip to Disneyland – we want to keep our trip itinerary a surprise right to the last moment. Where will the pre-conference take you – Vancouver, Whistler or the Okanagan? What keynote speakers will be your tour guides to inspiration? Have you ever celebrated a birthday while on vacation? One thing is for sure, an adventure awaits you in BC, so include us in your travel plans for September 2014.

Our conference theme “Leadership Vacation – Your Ticket to Inspiration” is intended to capture and connect the fun and magic of a vacation experience with leadership learning that will inspire each of us to make our schools, communities, provinces and country better. In the spirit of British Columbia’s greatest hero, Terry Fox, CSLC 2014 will, indeed, “keep things going” in Canada!

Working as ME or as WE?

“It takes courage to grow up and become who you really are.”

e e cummings

Inspiring leadership is essential to help a group of people move from just getting a job done to working together as a team. When people truly feel part of a team, the sense of belonging affects attitudes and actions greatly; members believe they can accomplish things they never thought possible on their own.

If you are a member of a team rather than the leader, your leadership attitude still makes a difference in how other members feel about the team. Informal leadership in any group—team members whom others like to follow—can make or break the team as much as the formal leader. Acknowledging other team members’ skills provides good opportunities to encourage them to take the lead or deal with a particular situation. Recognizing members’ abilities also reinforces the belief that everyone on the team is important, whether you are a leader or not. Similarly, one of the greatest leadership roles you can take as a team member is supporting the person in charge.

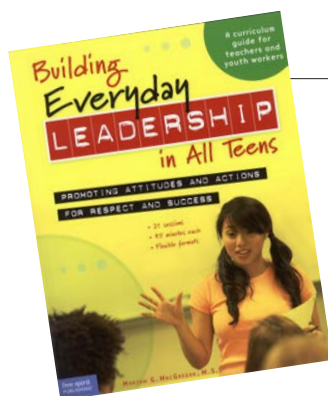
It’s important to realize how a group and team function differently. Consider the following chart to understand the key points:

What Makes a Group	What Makes a Team
Members may feel obligated or forced to be a part of the group	Members want or choose to be part of the team and are proud of their membership
Members aren’t always aware of the group’s goals	Members share a common vision and goal
Members share responsibilities but may also do things themselves because they aren’t sure they can count on others	Members are comfortable sharing duties because they know they can count on others
Members may not trust their leader	Members trust their leader
Trust is not that important to why the group exists	Trust is important to members so the team can continue to succeed
Members don’t expect their leader to look to them for help and prefer not to take on a leadership role if necessary	Members know they can help or take on a leadership role if necessary
Members view moving forward as less important than just getting the job done	Members are active and look for opportunities to move forward; they want to examine how decisions are made and put into action

HOW TO FACILITATE

Being a facilitator is different from being a leader. The facilitator takes an impartial role in the discussion process. Here is how to facilitate:

1. Elicit responses from each individual in the group. Encourage full participation from all.
2. Ask open-ended questions to guide the group process. You are not the answer, but help the group to a full solution.
3. Summarize ideas and opinions that have been expressed. Misinterpretation is avoided this way. Have important points written down for all to see.
4. Avoid giving your personal opinions and ideas. The facilitator is supposed to be impartial.



This article is taken from Building Everyday Leadership in All Teens. It is a great resource for leadership training and is available to order online from CSLA

Unfolding Happiness

Houston Kraft begins this exercise with the thought: *Be loud with love and quiet with criticism. If you look for the good in people, they will show it to you.* One way to build a team at the beginning of the year is to have them affirm the goodness in each other.

Objective: To create a community of positivity. To help build each other up through affirmations and encouragement.

Supplies: paper, notecards

Instructions:

Did you know that you can only fold a piece of paper 7 times?

Separate the group into teams of 7. Give each person one 8x11 piece of paper and one notecard. Have them write their name on the notecard and place it above their paper.



- **5 minutes** In the center of the blank page, write a note of affirmation to yourself. What is something you do really well? What is something you're really proud of this year? Only you will see this. When you're done, fold the paper in half.
- **4 minutes** Move to a new seat. On this person's folded paper (you'll know who it is by their notecard) write something that you really appreciate about them. What is something you've seen them do that you respect or enjoy? When you're done, fold the paper in half.
- **4 minutes** Move to a new seat. If this person was a superhero, what would their superpower be? What would their superhero name be? When done, fold paper in half.
- **3 minutes** Move to a new seat. Write this person a short poem. make it about them in a positive way. When you're done, fold the paper in half.
- **3 minutes** Move to a new seat. Draw a picture of your favourite thing about this person. When you're done, fold the paper in half.
- **2 minutes** Move to a new seat. If you could use one song lyric to describe this person, what would it be? When you're done, fold the paper in half.
- **1 minutes** Move to a new seat. Write one word that describes this person.

Have the group return to their original seats. Instruct them that they can only unfold their paper once a day — it will be a whole week of happiness! We can only fold a piece of paper 7 times, but our ability to encourage others is endless.

This activity is from Houston Kraft, youth speaker. Learn more about Houston at his website: www.houstonkraft.com

“Life’s most urgent question is: what are you doing for others?”

Martin Luther King, Jr.

NAME TAG PLACEMENT

It seems silly to worry about which side to put a name tag on, but it really makes a difference. Although it is easier and automatic for most people to put a name tag on the left side, it is not correct or helpful.

The best placement for a name tag is on the right side. This means that the person shaking hands or greeting has easy eye contact with both the person and the badge as a way to help remember the name or to see where he/she is from. The purpose of a name tag is to allow the other person to read your name easily, so try it and see the real difference!

The NUMERATI Cannot Count People Count

1. The Theorem

Stephen Baker wrote the book “Numerati” in 2008 to describe how a movement in society turns people into numbers to determine their tendencies, abilities and preferences. The book states that this approach is predicting and altering our modern behaviour. The name, Numerati, was chosen by Baker to echo the Illuminati who are said to seek to covertly control society and establish a New World Order.

Wikipedia notes that Baker argued in 2008 “that the massive amounts of personal digital data, typically generated by most people in an advanced technological society, are being secretly monitored and modeled by commercially motivated mathematicians who seek to profit from and control human behavior.” We can see from the recent case of Edward Snowden that this is not too far-fetched a scenario as the US government and others are amassing large amounts of numbers that create digital dossiers of each one of us.

1

2. The Problem

Education has experienced the influence of the Numerati with the proliferation of standardized tests and data-driven decision making happening at every school board and Ministry of Education in Canada. There is nothing wrong with using numbers to improve education for students. What has happened though, is that now only the data drives the decision making process, and we lose sight of the human beings involved in the process of education. Data is no longer a useful tool in the toolbox of making educational policy, it is now the only tool.

2

3. The Result

When numbers dominate policy, the human aspect of education is discounted. This means that the numbers-based curriculum dominate. Sciences and Math are placed at the top of the academic pyramid and the humanities reside at the bottom. Ken Robinson points this out in his excellent TED talk on creativity and he states that budgets are formulated accordingly.

3

Everything is now being put into a number. Our weather reports now give a 20% chance of showers. This means it probably isn't going to rain, but people who don't understand probabilities take an umbrella. These same people make educational decisions based on data they don't comprehend.

4

The real result in Education is the continued eradication of activities and programs that enhance and promote the intangible experiences of school. It is difficult to quantify the school play, strings programs or the badminton team, so they are the first to be cut with budget cuts.

4. The Solutions

The Numerati only support numerical results generated by data and need to have tangible proof of the contribution of activities and extra-curriculars to the academic success of students. The student engagement activities must not be seen as “extra” but as co-curricular support for student success.

Solution one

Professor Douglas Willms from the University of New Brunswick has empirical evidence from studies that show that students who are engaged in the life of the school, engaged in their own learning, and engaged by what and how they are learning are far less likely to fall through the cracks. And so, as Prof. Willms points out, we now see student engagement as a necessary condition for learning and achievement.

Prof. Willms was part of a major publication from the Canadian Education Association, *What Did you Do in School Today?* that broke engagement into three distinct dimensions:

- **Social Engagement:** A sense of belonging and participation in school life
- **Academic or Institutional Engagement:** Participation in the formal requirements of schooling
- **Intellectual Engagement:** A serious emotional and cognitive investment in learning, using higher order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.

The students who are truly engaged in school put extra effort into their studies and are motivated to learn. The truly engaged learner is engaged intellectually, institutionally and most importantly socially.

Solution two

Let X=Student Activities is an alliance of leadership teachers in the US who are gathering data on the importance and contribution of student activities to academic success. They have the studies that show that participation in student activities increases students’ standardized test scores, GPAs, graduation rates, college acceptance rates and college success rates. Participation in student activities practically eliminates the likelihood that a student will choose to drop out of high school.

Student activities develop core social and emotional skills while reducing high-risk behavioral problems and long term public assistance needs. Finally, student activities are a bargain, as the average school district in the US spends less than 3% of their overall operating budget to support them.

Homework

1. Visit the website LetXequalSA.com
2. Join the Facebook page for Let X=Student Activities
3. Forward articles you find in the media to your decision makers about the importance of co-curricular activities.
4. Watch and forward Sir Ken Robinson’s TED talks at ted.com
5. Contact Prof. Doug Willms at UNB and ask him for more information on the data supporting student engagement.



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“Flatter me, and I may not believe you. Criticize me, and I may not like you. Ignore me, and I may not forgive you. Encourage me, and I will not forget you.”

William Arthur Ward

GROUP THINK

Make a slide, overhead or poster with the following numbers:

1,001
2,000
9
40
1,000
50

Start by uncovering the first number and have the group say it together. Cover it back up and repeat until they are very energetic about saying the first number. Next, uncover the numbers one at a time and have the group say the numbers in unison and add them together. Now progress through the list one-by-one and have each person write the total at the end on a piece of paper.

About half the group will have the correct total, 4,100 while the other half will have an answer of 5,000.

Process why the energy of the activity takes over and causes a simple error in addition. Apply this to cases of group think.

What are you for?

On a recent *Live Different* humanitarian trip to Thailand, I was working with our volunteers at a children’s home with 125 kids – all of them stateless and rescued out of slavery and exploitation. I remember one afternoon: we were playing a raucous volleyball game with a big group of kids from the home. We were all just being ourselves – no past, no regrets, just loving life. It was a highlight of the whole trip for me because it felt so good being focused on enjoying the moment and leading a group of people in an experience that was changing them in more ways than any of us could see. I wanted to bottle up the feeling and be able to recall it when I would need it again in the future!

In that moment, I thought of a recent Mother Teresa quote that a friend shared with me. It can be summed up in this simple statement: “I am not against war. I am for peace.” For me, there is a lifetime of thoughts summed up in that simple phrase. And lately, I have been pushing myself to seek out my own answer to the questions that this poses to each of us. What am I for?

I know what I am against. I am against exploitation. I am against injustice. I am against cruelty, greed and selfish gain. I am against apathy and excuses.

But what am I ‘for’? This question is much more difficult to ascertain for ourselves. We spend so much of our time focusing on how to make the wrong right and how to undo the damage, looking over our shoulders at the past and judging what we find there that we can lose sight of the present that we are in.

So much of our lives, our culture, and our life’s education is about drawing a line in the sand: “Do this, don’t do that. Judge the bad and find a reason to point to. Here’s the list of why we are right and they are wrong. They did that, they are wrong, and now they must pay.” But I have come to realize that I am starting to truly connect with what I am for and what I want to be know for. As a leader, I feel the need to define it for myself, and hopefully help those that I lead to begin to do the same.

- *I am for grace.* When others come to me, I want them to know that they will feel acceptance, empathy, and understanding.
- *I am for kindness.* I want my friends and those I lead to feel safe and assured that they will always be treated with kindness. Someday that kindness could be the very thing that changes the course of their lives.
- *I am for hope.* The hope that there is power in my life, and in each of the lives that I encounter to make a difference in this world. Hope changes perspective, and perspective opens our eyes to possibilities.

Keeping this approach in mind would help shape the student engagement we are looking for. When we decide we are for something, we lean into it, we are energized by ways to make it better, make it more accessible, make it more applicable.

What are you for?

Christal Earle

Live Different has been passionate since 2000 about making a difference in the lives of the people they encounter through high school presentations, humanitarian outreach programs and leadership development opportunities. Check them out at livedifferent.com



Negotiating Agreement

The most common form of negotiation is the taking and giving up of positions. One form of this activity occurs at garage sales and is referred to as haggling. Someone states that they want \$20 and you offer them \$10 knowing that both of you will meet somewhere around the middle.



The above example produces an agreement, but it is not true negotiation. Leaders must learn to negotiate efficiently and to do so in a way that does not damage their relationship with the person or group that they are negotiating with.

There are 5 steps or phases to a successful negotiation:

Step 1: Why are we meeting now?

Frame the purpose of the meeting and the points that need discussion. Face the person directly, speak in a credible tone and maintain eye contact. Establish that you are equal in intent to the party that you are negotiating with.

Step 2: Gathering information

Gather information from the other side necessary to reach an agreement. The host becomes approachable by moving to a 90 degree angle to the other person and takes notes.

Step 3: Creating Options

Explore the options that would be beneficial to both parties. No party wants to feel like they “gave in” to the other side. Remain approachable but firm.

Step 4: Decision

Ask the other party for the decision they are willing to make. Strive to achieve a win/win position that meets as many needs of both parties as possible. Assume a straight, still position maintaining eye contact.

Step 5: Thank you

Leave the negotiation on a positive and respectful tone. Look directly into the person’s eyes when you shake their hand. Be genuine in your thanks.

Body language and eye contact are very essential parts of any negotiation. If you want to work with the other party, you must maintain eye contact and have an open body position. You can change the tone of a negotiation immediately with negative or positive body language.

When leaders learn to negotiate without giving in, they have polished another skill in their leadership toolbox.

This article is adapted from “*Inspiring Leadership in Teens*” by Ric Stuecker

“The greatest obstacle to discovering the shape of the earth, the continents, and the oceans was not ignorance but the illusion of knowledge.”

Daniel J. Boorstin

RAPPING ABOUT ME

Give each person in a group an equal length of string. One person begins wrapping the string around their index finger and while doing so, tells the group about themselves. The goal is for the person to continue talking until the string is completely wrapped around their finger.

This allows each person more time to talk about themselves and provides a kinesthetic activity coupled with a verbal activity. Often when they stop talking, they stop wrapping. However, rapping and wrapping appears to be equal for all in the group.

The shy people seem to be more able to speak once you have them involved in a simple physical activity. It also encourages participants to talk at length about their experiences, rather than give one or two word answers.

“By recording your dreams and goals on paper, you set in motion the process of becoming the person you most want to be. Put your future in good hands — your own.”

Mark Victor Hansen

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

You can contact us at:

CSLA Publications
268 West Acres Drive
Guelph, ON N1H 7P1
Tel: 1 519 222 6718
Fax: 1 519 821 0035

**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
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Association**

Project Gearshift

Teen driver safety is a huge issue in Canada—while young people only make up 13% of licensed drivers, they account for approximately one quarter of all road-related injuries and fatalities. Most of these injuries and deaths can be prevented and Project Gearshift is all about driving that change. For people to change their behaviour, they have to know there is an issue and how to solve it.

Parachute, a national injury prevention organization, is proud to present Project Gearshift, with the support of State Farm. Project Gearshift gives you the tools to take this important messaging into the classroom and into the community. Through these components, students can prioritize teen driver safety issues in your area, engage people in the conversation and create change around real issues. Students across Canada will be addressing a variety of problems, from jaywalking to drug-impaired driving, from public transit hours to reckless driving. This will culminate with a National Teen Driver Safety Week at the end of the month (October 21-25), with events being held in Ottawa.

Project Gearshift is a national movement. Students and their staff advisors are encouraged to join forces with local law enforcement, regional health units and community leaders to bring more voices to the campaign. The Project Gearshift Task Force benefits from a national network of road safety professionals who will be spreading the word about Project Gearshift. You can also look forward to blog posts from six Project Gearshift Ambassadors who have been enlisted from three engaged secondary schools involved in the program from coast-to-coast.

The website, *ProjectGearshift.ca*, is the rallying point for the campaign for students and their advisors to share their experiences and to access campaign resources. A collection of easy-to-implement, Peer Leadership Initiatives is available for download and feature activity ideas to involve the student body and the greater community. The Peer Leadership Initiatives encourage students to use ambient marketing techniques to bring attention to teen driver safety in an impactful way.

The corporate supporter, State Farm, will be running their Celebrate My Drive campaign again this year in parallel to Project Gearshift. Schools from select Canadian provinces are encouraged to register at *CelebrateMyDrive.com* for their high school to have the chance of winning 1 of 10 \$100,000 grants, 1 of 90 \$25,000 grants, or 1 of 2 private concerts by a chart-topping artist.



Track the continuing progress of students across Canada on ProjectGearshift.ca. Staff advisors are encouraged to contact this group for additional opportunities, support and recognition at projectgearshift@parachutecanada.org or 647-776-5100

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www.friesens.com/yearbook