



# Above and Beyond

## CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

VOL 16 NO 2



## CASAA is now CSLA

### CSLC 2013

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The annual Canadian Student Leadership Conference is returning to PEI next school year. Join the motivated student leaders and advisors from across Canada for an unforgettable and exhilarating learning experience.

**Dates:** September 17th to 21st, 2013

**Location:** Montague Regional High,  
Montague, Prince Edward Island

**Website:** [cslc2013.ca](http://cslc2013.ca)

Co-chairs for 2013 are:

Bethany MacLeod

[bxmacleod@edu.pe.ca](mailto:bxmacleod@edu.pe.ca)

Sandra Hicken

[sahicken@edu.pe.ca](mailto:sahicken@edu.pe.ca)

Visit the CASAA website for updates on the pre-conference, advisor accommodations and the Dept. of Canadian Heritage travel grant.

It was in 1990, at the Burnaby CSLC, that a group of advisors decided that Canada needed a name for this national group that was organizing student leadership conferences in Canada. The advisors came from many different backgrounds and the groups they represented in their home schools ranged from SAC to SRC and from student life to student council to student parliament. It was agreed that the new group would become the Canadian Association of Student Activity Advisors or CASAA.

CASAA grew in numbers through the national student leadership conferences and grew in influence through the student leadership resources that were produced or made available online. Before 1990, very few schools in Canada were teaching a leadership class for credit. It was through the network of member advisors and leadership resources that credit courses were developed and student curriculum was shared across the country.

As an association, CASAA has grown over the last 20 years in membership and in national influence. Provincial associations have been modelled on the Activity Advisor name and template. However, it is now time to change and grow once again.

In the past two years, many meetings have been held and grant applications have been written looking for financial support from foundations and corporate groups. All have appreciated the work we do, but are never sure *who* we are exactly. Outside of our group, the Canadian Association of Student Activity Advisors is not really a title that clearly explains who we are or what we do. As a growing national association, we are now reaching outside of our core advisor group for support and we need to be *very* clear about who we are and what we do if we want to get past the first application or initial meeting.

That is why we are now the: Canadian Student Leadership Association.

# Leadership is Everyone's Business

*"I have never seen a monument erected to a pessimist."*

Paul Harvey



After analyzing thousands of personal-best leadership experiences from student leaders around the globe, James Kouzes and Barry Posner state: *leadership is everyone's business*. Leadership is not about position or rank; rather it is about a process that can be understood, grasped and learned. Leadership, just like any other skill in life, can be strengthened through coaching and practice. But no amount of coaching or practice can make much of a difference if you don't care about doing better for yourself as well as for others. Leadership development is fundamentally self-development, and it begins with an exploration of your inner territory.

To outline this exploration, Kouzes and Posner present the *Five Practices and Ten Commitments of Leadership*:

## 1. Model the Way

- Clarify values by finding your voice and affirming shared ideals.
- Set the example by aligning actions and shared values.

## 2. Inspire a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

## 3. Challenge the Process

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.
- Experiment and take risks by constantly generating small wins and learning from experience.

## 4. Enable Others to Act

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

## 5. Encourage the Heart

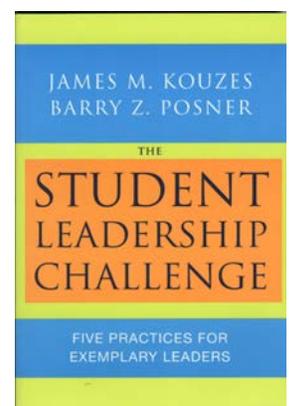
- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

This article is taken from: *The Student Leadership Challenge* an excellent resource now available through CASAA. It is a great text for an academic leadership class.

## POWER UP YOUR TO DO LIST

The "To Do" list is the absolute best tool for getting things done, but the following tips will put some more power to this useful tool:

1. Start each item on the list with a verb. You can write "cupboard" on the list, but "organize cupboard" will prompt you into direct action.
2. Put an estimated time against each item. This will allow you to scan the list and pick off the ones that can be done quickly when you are short of time.
3. Group tasks that are similar or close in proximity. If you have a number of things that must be done in the gym area, put them together on the list.
4. Prioritize the list each morning when you are ready to start. Things will change their status as the week goes on, so an item that wasn't that important on Monday, may now be high priority on Thursday.



# Pizza Anyone?

This is an activity that teaches students about sharing the load. There are leaders who will delegate, but they always seem to keep the best jobs for themselves or their friends. This also can be used to spark a discussion on what kind of slice does life give to some students in our school.

**Focus:** Sharing responsibility

**Supplies:** a large pizza to serve the group and plates/napkins



## Instructions:

Cut the pizza into slices and make some cuts that create some pieces that are obviously bigger than others. Other slices contain only crust, some without any toppings and some that look mangled.

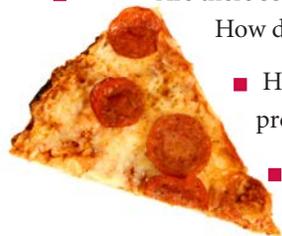


Ask the group if anyone would like a piece of pizza. Call them up one at a time and give each one a piece. Do not let them select their piece. Observe their reactions and note how many students or who does not eat their piece. Watch for those who look at what others got and try to share some of their piece to balance out the distribution. Make sure that everyone knows that the best part of the pizza is reserved for you the distributor.

## Processing:

The experience is made much more powerful by the questions and the discussion that follows the distribution:

- What were the emotions you experienced when you received your piece of pizza?
- What are the best parts of the pizza? Why isn't the answer the same for all people?
- What happens when we keep the best part of the pizza for ourselves?
- How does this compare with assignments that we are given on various projects?
- Are there some parts of a project that appeal to you more than other parts?  
How do you make it known that you want those jobs?
  - How does the type of job we're given affect our attitude about the project? The group? The leaders?
  - Which jobs should we give to the strongest leaders in the group?  
Why?



*"Success consists of going from failure to failure without loss of enthusiasm."*

Winston Churchill

## TEACHING WIN/WIN

We are naturally built to compete to win rather than to co-operate to win, so teaching win/win is important. Have your students stand shaking hands with another person. Now demonstrate how to score points in the exercise. State clearly, "When one person's hand touches the other person's hip with their free hand, he/she scores a point. Your goal is to score as many points as possible." Give the group a one minute round.

After this initial round ask how many points each person has. There will either be win/lose scores (32 to 3) or lose/lose scores (0 to 0). Encourage them in round two to beat their scores. Stress that the goal is "to score as many points as possible."

For a final round, many partners will get the win/win strategy and co-operate in scoring points alternately rather than competing for points.

This activity and more are found in the resource, *10 Minute Lessons*, by Ron Jones. It is available from CSLA online at: [casaa.myshopify.com](http://casaa.myshopify.com)

# Expedition Eliza

Elisa Neven-Pugh is an ambitious Grade 11 girl, who I am proud to share the hallways of Bow Valley High School with. On the weekend of September 22nd, we invited her to join us (the Outdoor Leadership 30 class, and a few other students from different facets of the school) for a hike up Larch Valley, near Lake Louise.

No big deal right? Just a hike. She was simply another student invited. So, why is that so special?

Elisa has cerebral palsy, a condition affecting muscle movement in all parts of the body. Due to this, she is not able to walk on her own. Instead, at school, she travels the halls in an epic electric wheelchair. Thus, for her, this was not just a hike.

“I was very flattered for my sister’s sake that they thought to do this. It wasn’t so much the fact that we were going hiking that made it so impressive; we are a hiking family. It was more so the fact of who we were hiking with. To have fellow peers and teachers excited to get your sister up a mountain is very inspiring!” said Josie Neven-Pugh, Elisa’s sister, who was also a participant in the hike.

For the hike itself, Elisa brought her own chariot-style buggy that we, as a group, worked together to push, pull, lift, and lower around different obstacles on the trail. In total, we covered 4 kilometers of semi-steep trail, and gained 500 meters of elevation.

“I pretty much don’t have to do anything,” Jay, Elisa’s dad, commented during the hike. “This is probably the only time I’m totally fine with four boys picking up my daughter,” he added, as a team of high school boys lifted Elisa through one of eleven switchbacks.



Throughout the entire experience everyone took turns at the task of getting Elisa to the top. She was giggles and smiles for the majority of the journey.

The moment I will remember most is when Elisa and her dad walked together for the last hundred meters or so. He lifted her out of her chair, and carried her to the footpath, where they started a sort of swaying walk, as her dad assisted her in moving her legs. They made slow but steady progress to the crest of the hill. When we could see her and her dad appear, we all stopped whatever we were doing and started to cheer and clap for her.

I acted as photographer that day, and though I had to view the experience through a lens most of the time, that moment was truly powerful. To realize so suddenly, just how much someone with a physical disability depends so much on other people is overwhelming. It made me value the use of my own two legs, and, in hindsight, recognize how significant it is to do something for people like this everyday.



Elisa is an active figure in our school and our community, and her contributions are a tribute to her outstanding character and personality; the fact that she doesn't let her "chair" stop her is remarkable.

"To have a group of students take a Saturday off for this event is amazing, and it restores my faith in teenagers," concluded John Davidson, BVHS Social Studies teacher and supervisor for the trip, on the post trip talk in the bus. Elisa also made a point of thanking us, "For taking time out of our short lives to help someone like [her] out, it really means a lot!" What I will take away most from that day is the overwhelming sense of pride I felt for my school, as it truly showed what an accepting and determined crowd it has produced. "Thank you for helping this Bobcat climb a mountain," Elisa added in an interview later in the week.



This experience will be one that is likely never forgotten by those who participated. It truly reveals the relationship-based, positive, and inclusive culture that is foundational at our school, very much a part of programs such as the Outdoor Leadership program.

After all, among other things, being a Bobcat means creating meaningful memories, taking on new opportunities to grow, and extending a hand to others any time we can. Being a Bobcat means building up our learning community through activities such as this that help us develop lasting relationships through amazing experiences wherever we can make them together.

*The writer and photographer is Natalie Andrews. She is a student at Bow Valley High in Cochrane, Alberta.*

*Scott Thompson, leadership teacher, started this project after a conversation at CSLC 2011. His comment was that "for an entire day I was able to watch kids be awesome and fully immerse themselves in the deeper facets of servant leadership and truly take responsibility and care for someone who had to have complete trust in us. I found it to be a very emotional day to watch kids, hear Elisa's feedback, watch the countenance of those around us change and beam with pride in our kids and to be a proud teacher and feel "this is teaching".*

*“Today you are You, that is truer than true. There is no one alive who is Youer than You.”*

*Dr. Seuss*

## Letter to a Leader



The old-fashioned letter will still get a response from even the very famous if it is written well. The following assignment is a way of spicing up your leadership curriculum by inviting real world leaders to visit your class. All letters must be reviewed by the teacher before they are sent.

### **Assignment:**

Your task is to write a letter to a person whom you think exhibits strong leadership or who plays an important role in his or her organization. This could be anyone from the prime minister of Canada to the CEO of a successful small business in your area.

The purpose of the letter is to invite your prospective guest to our Leadership Class as a guest speaker. In your letter you should request that they come and tell us about how they use leadership skills in their job and what they feel are important qualities of leadership for today's world.

Dull, thoughtless writing will not be accepted for this assignment. You are required to write a letter that is engaging, thoughtful, witty, charming, persuasive, and maybe even humorous. Be thoughtful and do not be unoriginal. Unoriginal is boring. Unoriginal is ordinary. Unoriginal is a bad grade.

When writing this letter, consider the following techniques for engaging and persuading your audience:

### **Engaging**

- Give sincere compliments.
- Make a connection to the reader by showing that you know what they have accomplished and what changes they have made.
- Pick a theme or metaphor that they will appreciate.

### **Persuading**

- Make the invitation attractive. You should explain how coming to the class will be a good experience for them, not just us.
- Give thoughtful reasons for them to come. Appeal to the reader's kindness, generosity, and wisdom. In doing so, you will be regarded as an intelligent and thoughtful person.
- Show a sincere interest in the reader. Mention facts about the person that only a true admirer or fan would know. (this means research more than the first few hits on Google)

The guest speakers who speak to the class will learn about the young leaders in front of them, and the student leaders will learn more about leadership in the world beyond school from experts in their field.

### **ME LIKE ME**

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It is healthy for students to understand that we all seem to wear masks that present an outside version of "me" and also have another inside version of "me" as well. Have them try the following activity:

Each participant is given a piece of paper and asked to cut out a face shape. Eyes and mouth can be cut out as well. Each person then decorates the face. One side represents what they think people see/know/believe about them on the outside or what they show the world. The other side of the face represents what they feel about themselves or what people do not know or see about them. The participants then share the two "me's" in a small group.

This activity is especially important in this Facebook world that students create for themselves. A valuable discussion should happen about what their presented Facebook face is about and what it represents.

# Introducing and Thanking Speakers

A very simple skill to learn is the correct and polite way to introduce and thank guest speakers. It is encapsulated in the formulas of GATO and T-CUT:

## Introduction (GATO)

Be sure to privately introduce yourself to the speaker prior to the formal introduction. Example: “Hello, my name is . . . , and I will be introducing you today. Welcome to our school. I am looking forward very much to hearing your presentation.”

**G** – Greet the speaker by their full name:

Example: “On behalf of the student of Maple Secondary School, I would like to welcome (name of speaker) to our assembly.”

**A** – Acknowledge who the speaker represents:

“We are all looking forward to (your motivational talk or the opportunities that you will be presenting to us.)”

**TO** – Turn Over the presentation to the speaker.

Example: “So, without further delay, I’ll turn the microphone over to (name of speaker).” Seek applause from the audience by clapping your hands in welcome.

## Thank (T-CUT)

At the end of the presentation, position yourself at the front of the room close to the speaker and visible to the audience.

**T** – Thank the speaker by their full name.

Example: “On behalf of the students at Maple Secondary School, I would like to thank (name of speaker) for coming to speak to us today.

**C** – Comment on something about their presentation.

Example: “Your ideas, suggestions and examples were not only motivational but inspirational and we are excited to get involved/attend/investigate.”

**U** – Useful Describe how the information will be of use to the audience.

Example: “I know that we are all very interested in the opportunity to (name example) and I personally will be looking up your website for more information.

**T** – Thank the speaker again and shake their hand.

Example: “So . . . thanks again, (name of speaker), for taking the time out of your busy schedule to visit our school and speak to us.” Encourage applause from the audience by clapping your hands.

*DiAnne Simonson  
R. A. McMath Secondary School*

*“We should be careful to get out of an experience only the wisdom that is in it – and stop there – lest we be like the cat that sits down on a hot stove-lid. She will never sit down on a hot stove-lid again, and that is well; but also she will never sit down on a cold one any more. ”*

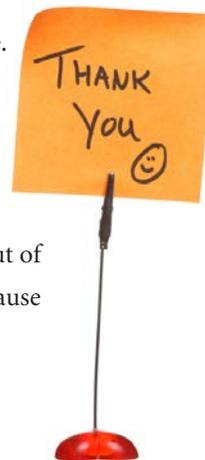
*Mark Twain*

## THE SILENT INTERVIEW

It is interesting to learn how much we can communicate to others without actually speaking.

In this exercise, people find a partner. Partner A first tells Partner B three things about himself without speaking. Then, Partner B tells Partner A three things about herself without speaking. The Partners then match up with another pair and tell them about their partners using words. Partners are not allowed to correct the information at this point. After everyone has shared, the mistakes may be corrected.

This short, silent exercise allows students to explore how details can be communicated in a correct or incorrect fashion. It is also important to learn what happens when improper information is shared.



*“Don’t let yesterday use  
up too much of today.”*

*Will Rogers*

### **Above and Beyond**

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

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

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](http://studentleadership.ca)**



**Canadian  
Student  
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Association**

## **Sharing the Good Stuff**

Student leaders can play favourites because they want to please their friends and please the people who know them. It is important for them to understand that as student leaders they must share all the “good stuff” equally. They must also understand that this “stuff” can be attention and time rather than tangible goodies. The following exercise works well with your group of leaders.



**Time:** 5 minutes

**Materials:** enough small pieces of wrapped candy for the group (that make crinkling noises when you open them)

### **Exercise:**

- Have participants stand in a circle with their hands out, eyes shut, and without talking. Tell them to trust you and remain quiet until you ask them to open their eyes at the end of the exercise.
- Place the piece of wrapped candy in each person’s hand but skip 4 people from different parts of the circle.
- Once you are finished delivering the candy, open yours noisily and then have the group open their eyes.

### **Debriefing questions:**

Ask them to raise their hand if they realized when they opened their eyes that they did not get the candy that others got. How did this feel?

Ask those who raised their hands if they knew others were getting something that they did not when their eyes were closed. How did this feel?

Ask the rest to raise their hand if they knew that others did NOT have a candy.

Ask the people with candy how they felt when they opened their eyes.

Consider how this is an experience that happens in your school.

Ask the group how we “share our candy”—or our time and energy—with those students who need our attention.

*Jill Esplin*

*[www.leadingforlife.com](http://www.leadingforlife.com)*

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