



Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

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The Rules of Just Havin' Fun!

There is nothing more exciting and more fun than tobogganing on a great hill. Since I'm now 57 years old, it has been a long time since I've been on a toboggan — with the last runs being with my children. We tend to look at adults tobogganing by themselves as a bit of a Forest Gump factor, so as much as I missed the thrill of descent, I've waited to revisit the hill with my grandchildren. It has totally been worth the wait.

My grandson is four years old, and going with him now gives me the permission to ride the hill once again on my red toboggan. Other thrillseekers think that it's cute that the Grampster is hurtling down the hill hooting and hollering with all the other kids. Little do they know that this is not for show: This is for fun!

Even when you are four and having fun, you have to observe the rules of the hill. One of the rules is that no ride is complete until the toboggan is returned to the top of the hill. The Grampster loves the hill, but he doesn't love trucking down to the bottom to bring your toboggan back up for his ride. Also, when you return up the hill, you are not supposed to walk in the track that others have made, even though it may be easier to walk there. This keeps everyone safe and happy.

All of the spirit and pep rally activities that we do in our schools are intended as "fun", yet we must not lose sight of the fact that there must still be rules for these activities, no matter how childish they may appear. People who choose to participate in these spirit activities agree to have fun, but the rules must be clear and adhered to throughout the event. Things will end in fun when everyone is safe and playing well with others. Those who choose to ignore the rules must be asked to leave the game. When this is done, all participants understand the seriousness of "fun". Finally, our student leaders know that they have to put things back the way they found them, just as they must return the toboggan to the top of the hill when they are done the run.

Spirit activities will be memorable for our students long after they have left our hallways. Keep some simple rules in mind, and everyone will have fun even when they are over the hill like the Grampster.

Dave Conlon

CSLC 2015

Registration is now open online for the 31st annual Canadian Student Leadership Conference. It is being held at Halifax West High School on Sept. 22–26. There is a pre-conference tour that is filling up quickly as well, so you should visit the conference website at: cslc2015.studentleadership.ca

The theme for this year's conference is *Leadership 360: When giving is receiving*. It is our belief that when leading, the experience comes full circle, like the compass, guiding us on a round trip to making a difference in the lives of others in our communities while making a difference in our own lives.

You can contact conference chairs Sandra Starratt or Phil Goora for more information:

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The Sneetches are Teachas

“Too often we enjoy the comfort of opinion without the discomfort of thought.”

John F. Kennedy



Children’s stories are a great way to access powerful and meaningful discussions. *The Sneetches*, by Dr. Suess, is a deceptively simple story that can be used to teach about stereotypes, equal rights, social action, privilege and racial awareness.

In *The Sneetches*, some Sneetches had green stars on their bellies while others did not. “Those stars weren’t so big. They were really so small. You might think that such a thing wouldn’t matter at all.” However, the stars served as a source of discrimination until Sylvester McMonkey McBean came to town with a machine to add and remove stars, forcing the Sneetches to question their differences.

Questions for Discussion

1. What makes the Sneetches different from one another?
2. How do the Sneetches treat those who are different from them?
3. What truly makes a Sneetch a Sneetch?
4. How do you know that one thing is different from another thing? Is it based on things you can see, things you cannot see, or both?
5. Are there any situations in which it is okay to treat two things differently because they are different? Imagine that one person in this class is really smart. Should they be treated differently?
6. Is there a rule we can apply to determine when it is okay to treat others differently and when it is not? How does this rule apply to the Sneetches?
7. Little toddlers look at all the different breeds of dogs and still say “dog”. What does this tell you about their world view? How does this world view change?
8. How can we effectively change the perception of people in our school and community?

Activity

Pretend that Sylvester McMonkey McBean never visited the Sneetches with his special machine. It’s up to you to solve the segregation and discrimination issues taking place on their beaches. Write a letter to the Sneetches with your plan. Be sure to include specific steps they should take to achieve equal rights in their world.

“But McBean was quite wrong, I’m quite happy to say.
That the Sneetches got really quite smart on that day.
The day they decided that Sneetches are Sneetches,
And not what kind of Sneetch is the best on the beaches.
That day, all the Sneetches forgot about stars and whether
They had one, or not, upon thars.”

KEEPING IT CLEAN

Incognito Cleanup

Dirty hallways and waste-filled lunch rooms create a feeling of discontent and contribute to a poor school atmosphere. Young people are often unaware that this mess affects their success. Have a group of your friends volunteer to assist the custodial staff and clean up your school area after hours. This will help to make your whole school invested in maintaining a clean learning environment.

Custodial TLC

Many custodians feel stressed and unappreciated. They were the first victims of many of the cutbacks in education. Take the time to show appreciation to your custodial staff. Include the night shift as well on your thank you treats. Have the leadership group sign a yearbook and thank the custodial staff at the end of the year.

Sara Nilles

Oregon Association of Student Councils

The Tech Savvy Advisor

The world of technology is always changing and many teachers decide to “wait until things settle down” before they venture into learning a new piece of hardware or software. The problem is that the greater percentage of teachers are not with the learning curve but are always behind it. The world of education has changed and teachers now have a dizzying world of knowledge and resources right at their fingertips. Teachers no longer have to wait for the librarian to gather a pile of books to allow the class to proceed on a research project. The information and tools are there for the educated and proficient learner to use immediately.

One of the problems is that advisors are intimidated by the huge amount of knowledge they feel they must acquire to become competent. The real key is to acquire just a working knowledge rather than an expert’s knowledge. You need to develop an attitude of perseverance and a willingness to open the hood and poke and prod. Finally, always have a student who is an expert who can step in when your efforts exhaust your knowledge.

Here are 5 skills that any leadership advisor should master:

Know your sound and video systems

You should know how to set up your basic sound system and make it work because you cannot always rely on your AV person to be there. This includes how to patch in sound from your different video projectors. Almost every presentation includes video, so you must know how to use the varied projectors at your school.

Troubleshoot your own tech

You know how embarrassing it is to waste time in a classroom when the video projection is not co-operating, so think how it is in front of a whole school assembly. Just knowing which cords go where and how to reconnect to WiFi is the minimum. You need a basic knowledge of the workings of the wired world at your school.

Learn how to present smoothly

There is nothing more annoying to an audience than waiting for a new device to start up. Glitches wreck a stellar presentation because your audience is used to the world of professional concerts and displays. Any major presentation will switch between screens and applications, so learn how to make these transitions smooth and effortless.

Move beyond the bullets

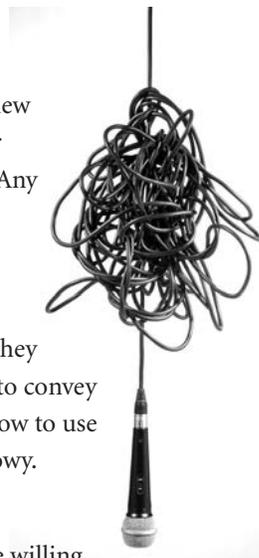
People laugh at the “how to do a bad Powerpoint lessons” but then they don’t correct those errors in their own presentations. Take the time to convey your information in an interesting and comprehensive way. Learn how to use the graphic display tools in a way that is informative rather than showy.

Stay Curious

Be willing to try new things and stay connected with people who are willing to share their expertise. You don’t have to be on the bleeding edge of tech, but learn from others who have successfully implemented programs in their classrooms. When you explore, things will take longer than expected. Be patient and flexible, and you will become competent sooner than you think.

“A lot of people have gone further than they thought they could because someone else thought they could.”

Zig Ziglar



ZOMBIE BLOOD DRIVE

The Walking Dead is a very popular program that can drive the success of an important community event. Think of having your local zombies run the next blood donor clinic. You can run a clinic at your school, as the minimum age for donation is 17.

Canadian Blood Services is willing to train student leaders how to run blood donation clinics in your school. They have a Young Blood for Life program that you can learn more about on their website at: www.blood.ca

Trust

I often ask people in team building and leadership programs for a definition of trust. The responses are consistent. First, there is a long silence, as if I had asked them a trick question or maybe they had not ever really thought about it. Finally, the descriptions trickle out: Belief, honesty, faith, being there for someone . . .

The difficulty in defining trust in a plain and succinct way may be that trust has so many sides to it. It is a priceless jewel with many facets. We say “trust” in English, but other cultures and languages emphasize various aspects of trust.

I like the following definition of trust because it includes the attitude of the trust relationship as well as the behaviour:

Trust is a psychological state in which one party is willing, “to be vulnerable to the action of another party based on the expectation that the other will perform a particular action important to the trustor.”

Mayer, Davis, & Schoorman

How much trust is enough?

Suppose that you are trying to cross from one cliff to another one that is a hundred feet away. It is five thousand feet down to the rocks below. Fortunately, you have a one-inch thick piece of rope that is capable of holding up several tons. There is a difficulty though, because you only have fifty feet of rope. I say, “Do not worry! I have fifty feet of thread. We can tie my thread to your rope and tie that to trees on either cliff, then you can go across. You decline my offer and I respond, “What is the matter? Don’t you trust the rope?” “Yes,” you say, “I trust the rope, but I do not trust the thread.”

Then let’s change the story and make it ninety feet of rope and only ten feet of thread. You’re still not comfortable. Then suppose we make it ninety-nine feet of rope and only one foot of thread . . . one inch of thread? You see, if you have one inch of thread, you will be just as dead on the rocks below as if you tried to cross on a hundred feet of thread.

Such is the nature of trust. It connects us; it allows us to go places we could not have gone on our own, and yet, it must be solid or tragedy and doubt can break the connection and divert our paths. In the story above, the thread could be that part of a relationship in which someone is not fully committed, or perhaps he is willing to help but is not able.

I may see the thread for what it is, and never put my full weight into the relationship, just so that I do not break the connection. I could leave the relationship and go for more rope, hoping that the other person will still be there when I returned. Or perhaps, I might let the thread and my rope just stay there without any intention of using it, like an acquaintance friended on Facebook. Or maybe, I could communicate with the other person and let him know that I see the thread and need rope instead. He might have some rope, or know someone who does. Regardless, we would know right away if this relationship could serve its intended purpose, or not, and we could both be better for knowing it.

Sam Sikes

Photo Finish Activity

Props

Ropes or tape to mark the start and finish line
Camera or video (optional)

Objective

Everyone on a team crosses a finish line at exactly the same time and then discuss what caused them to pick their judges. This task is deceptively difficult because it challenges a team's ability to coordinate its movements.

Preparation

Find a location that has approximately 10 metres between a starting line and a finish line. Give the instructions to the team and stand at the finish line as the team does the activity.

Instructions

- Please choose two of your most trustworthy people. They will have a special role as you do the activity.
- This activity is called photo finish. Everyone must start behind the starting line and go toward the finish line, crossing the finish line at exactly the same time. Imagine that the finish line is an invisible plane, so that if anyone breaks the plane ahead or behind anyone else, you will have to return to the starting line and start again.
- The two people you selected as your most trustworthy members will be the line judges and they will be very tough when evaluating your performance. The team has an unlimited number of tries (although you might need to establish a time limit for the activity).

Rules

Start at the starting line

Cross the line/plane at the finish at exactly the same time.

If everyone doesn't cross the finish at the same time, you must restart.

Teams generally take six or more "runs" before they finish simultaneously. The facilitator should join in the line judge role.

A camera or video is great to use and show the team later.

Discussion

How did you finally succeed?

What efforts did you make that really were not necessary?

What was it about the two "most trustworthy" people that caused you to select them in the first place?

Discuss your interactions with your line judges.

If you knew you were going to do this activity again, how would you choose your line judges?

In what circumstances is it important to choose trustworthy people to hold people accountable?

Did anyone feel upset that they were not chosen as "most trustworthy"? Why?

Both the article and activity above are from Sam Sikes new book, "A Foundation of Trust".

You can purchase this book from his website at www.doingworks.com or at www.amazon.com



Teamwork — Sticking Together

“Real leaders are ordinary people with extraordinary determinations.”

John Seaman Garns



How many drops of water can you put on a penny without them overflowing? Can you fit more on the “heads” side or on the “tails” side? Why does the water seem to form a bubble over the penny as you add more drops? What happens if you used soapy water or rubbing alcohol? It all has to do with surface tension and how some molecules (like water) seem to stick together.

Consider your family: Do you stick together? How do you feel when you have a safety net, so even if you mess up there are always people to pull you back? Who is your safety net?

Activity

Drops of water on a penny

1. Put the penny on a small piece of paper towel.
2. Hold dropper at 45° angle when dropping water on the penny.
3. Do not touch the tip of the dropper to the water on the penny.
4. Count only the full drops of water that fall onto the penny.

How many drops of water can you drop on a penny before the water spills over?

Heads _____ your guess trial I _____ trial 2 _____
Tails _____ your guess trial I _____ trial 2 _____

When you put water drops on a penny, the drops pile up into a dome because of surface tension. Surface tension is produced by the force of attraction between water molecules. Within the liquid, each water molecule is attracted to its neighbouring molecules, making them “stick” together. The water molecules at the top, however, “stick” only to the water molecules next to and below them. That’s because there are none above them. This unbalanced attractive force causes the water to act as if it had a thin “skin” on the surface. As you add more drops, the force of gravity becomes stronger than the force of attraction among the water molecules at the surface. This causes the water to spill over the edge of the coin.

Soap in the water breaks up the bonding nature of the water and lessens the surface tension. You will notice that no “bubble” forms as you drop the soapy water on the top of a penny. Rubbing alcohol is the same. The bonds between the molecules do not have the same force of attraction, therefore the soapy water does not have the same surface tension as regular water.

Surface tension is an inward and downward pulling force. Each molecule of water is pulled equally by every other molecule in the liquid. Since the molecules at the top don’t have others above them they are pulled inward and that is what helps create the domed look of the water on the penny. There are forces in our lives that pull us in a direction too.

Steve Spangler

You will find great ideas and resources for science and leadership demonstrations at the website: stevespanglerscience.com

LEADERSHIP POTLUCKS

The sharing of food can build meaningful relationships. Consider holding potluck meetings for your student leadership group. A different student in the group volunteers to host a potluck dinner. Have it one Sunday a month from 5–7 pm. This is a no-phone zone for the duration of the evening. It gives the individuals in your group a chance to meet outside of school and a chance for the parents to meet the students who are involved with their child. With the many ethnic foods available, it is also an excellent opportunity for your leaders to expand their palates and understand where their fellow students come from.

Stuck in a Bucket

A little boy and girl were on the beach building a sand castle and playing in the waves, when they came upon a man who was fishing in the surf. They asked him what he was catching, and he replied that the sea was full of crabs and he was going to catch all that he could and then have a delicious dinner of crab legs and watermelon.

The children noticed that there were at least 7 crabs already in the bucket, but it looked like they were trying to escape. The children thought that he might not have anything for dinner soon if he didn't put a lid on the bucket, so they said, "You better put a lid on the bucket or all of the crabs you are going to have for dinner will escape."

The man replied, "Well, you see, when these crabs are in the bucket and one tries to crawl away, another crab will reach out with its pincers and pull it back into the bucket. Because of that reason, I will have a delicious dinner tonight. None of my crabs will get away!"

Consider your life and how it might apply to the above story and the two possible endings below:

Ending #1

There are times when we want to do something different and we try to get out of the bucket (our life as we know it.) But we might stray from the good values we were brought up with. We choose bad habits or hang out with the wrong people. It is good that we have this group/class/team/family to pull us back, to welcome us back into a loving and caring group.

Ending #2

There may be times we want to do something different — change a negative habit to a positive one, get better grades, get a better job, work towards reaching a goal, leave the environment that we are in — but there are always people who will try to pull us back and stop us from becoming something better. That is when we need extra strength to pull harder and get past those negative influences. Don't let other choose your fate and pull you back into the bucket.

Questions

1. What are some of the forces in your life right now that are pulling you in various directions. Are they positive forces or negative forces? How do you tell?
2. Which way are you being pulled now by your friends?
3. When is it better to stick with the group and when is it better to break free from the pull of the group?



"You've got to get up every morning with determination if you're going to go to bed with satisfaction."

George Lorimer

POWER PEP RALLIES

Pep rally power depends on pumping the energy level high for the entire period. To ensure that you can pack all that energy and planning into a meaningful rally, keep them short. Plan for 20 minutes of fun and energy. This means that you only take 5 minutes off each class of the day and use the travel time to the gym from the lunch period. If you are planning a short rally, the team or group gets highlighted and the material can be high quality. When your rally only takes 20 minutes and is of high quality, you get fewer complaints from staff about missing class time on curriculum.

“Nobody can go back and start a new beginning, but anyone can start today and make a new ending.”

Maria Robinson

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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Boost Your Students Careers with HIGH FIVE®

For many of you, spring is the first glimpse of summer, the time to start thinking about ending the school year well, setting exams and gearing up to spend more time with family and friends.

For your students, it may mean the time to start thinking about summer jobs; what kinds of jobs might be available to them, and how and where to apply.

According to Statistics Canada, 59% of jobs in recreation are given to those under the age of 25. This includes jobs as camp leaders, coaching assistants, guides in local, provincial and national parks, supporting roles in facilities such as arenas, fields and pools, leaders at resorts and tourist attractions, as well as sports clubs. Even in-home care for school-aged children is on the rise for student work placements.

These positions receive hundreds of thousands of applicants each year. How can you help your students set themselves apart to be successful in securing summer employment?

HIGH FIVE® training is a great way to provide tangible job skills and knowledge that students can use in part-time, summer or future career opportunities. Founded by Parks and Recreation Ontario, HIGH FIVE is a national quality standard that helps organizations provide positive experiences to children in programs. The foundational HIGH FIVE training, the Principles of Healthy Child Development (PHCD), teaches learners that their involvement and relationships with kids can have a lasting impact on their overall health and well-being, which has several ties to curriculum outcomes in Health and Physical Education, Family Studies, Humanities and Social Science.

HIGH FIVE National Director, LJ Bartle says, “A competitive job market is something that all of us face at many stages throughout our lives. Schools can help students become more successful by offering PHCD training as a part of curriculum, in their co-op, career studies, or even as an option for the greater community as a continuing education program. More than 100,000 leaders nationwide have taken PHCD training and today many recreation service providers demand this training as a requirement for employment.”

By training your students in HIGH FIVE you would be providing them with:

- A nationally recognized certification for working with kids
- Valuable job skills including program planning, communication, teamwork and problem solving
- Resources and a set of Principles that they can refer back to when encountering a challenging situation
- Tools to be making decisions based on research in healthy child development
- Confidence in making a positive difference in kid’s lives that will last a lifetime



The best way to play™

To learn more, contact your HIGH FIVE Provincial or Territorial Authorized Provider by visiting www.HIGHFIVE.org