



ABOVE AND BEYOND

THE NEWSLETTER OF THE CANADIAN ASSOCIATION OF STUDENT ACTIVITY ADVISORS

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Bonjour de la Belle Province de Québec!



Conference chair, Hugues Bertrand on right, with his CSLC 2010 leaders.

ADVISOR AS ROLE MODEL

Young leaders worry about being a role model: they are afraid that being a “model” means being perfect. Advisors say that it’s OK to make mistakes, but often being a role model means that you hide your mistakes. The real mistake here is not the “making” but the “hiding” of the mistake.

Advisors need to let students know about mistakes that they have made as advisors or as adults, and then outline how they solved the mistake. Young leaders need to learn how to act when they make mistakes. They need to hear your self-talk as you recognize the error then ask them, “What would you do about this?” Praise them when they come up with a good solution to the problem. Students need to know that you are sometimes afraid after making a mistake, recognize its difficulty and then face the issue wisely.

Student leaders will learn from the advisor’s example and know that it’s not whether we make mistakes; it’s what we do and how we react when we make them that is really important.

Michael Brandwein

For the first time in thirteen years, the Canadian Student Leadership Conference returns to the charming province of Quebec next fall. *Big Top 2010: Canadian Youth Performing Above and Beyond* has been three years in the making and promises to be quite a show. The staff and students of Pierrefonds Comprehensive High School and the Lester B Pearson School Board are hard at work preparing for this spectacular event.

This year’s Pre-Conference Tour will take you to our province’s two largest cities: Montreal and Quebec City. The tour begins on Sunday, September 19, and culminates on Tuesday, September 21.

On the first day you will discover Montreal and its many colorful venues and landmarks. Enjoy a fun-filled evening at an authentic Quebec Cabane à Sucre with a 17th century meal and entertainment. The next day, you will travel to Quebec City, our province’s historic capital. Quebec City is one of the oldest fortified cities in Canada. You will follow the footsteps of Montcalm and Wolfe on the Plains of Abraham, visit the Parliament, Place Royale and more. Later that day, you will board the Louis Joliet for a dinner and dance boat cruise on the scenic St. Lawrence. The following morning, you will head out to Shawinigan where you will visit la Cité de l’Énergie, a unique theme park where you will learn about hydro-electricity, pulp and paper and aluminum production. Later that day, you will then travel back to Pierrefonds, the host city and headquarters of CSLC 2010. Visit the website at www.cslc2010.ca for updates and further information.

Big Top 2010 will provide all attendees with unique opportunities to attend inspiring and insightful keynotes, small-group sessions as well as many advisor development sessions. Our aim is to have students and advisors fully discover and appreciate our local culture. On Thursday, September 23rd, you will partake in Amazing Race Montreal which will transport you all over the Island of Montreal.

Don’t wait and be sure to join us for this unique rendez-vous under the Big Top where we will transform the ordinary into the extraordinary! ■

*“Better keep yourself clean
and bright; you are the
window through which you
must see the world.”*

George Bernard Shaw

TRANSITION TIPS

Jeff Gerber, an experienced activity advisor from Waterloo Oxford Secondary School, states that, “An intentional and thorough program designed to welcome and fully integrate Grade 9 students into the school community may well be the most significant initiative a high school leadership group can do to positively impact school culture and enhance student success.”

Here are some transition ideas from schools in the Waterloo Region:

Waterloo Collegiate runs a feeder school leadership conference in April. Teachers from the various feeder schools nominate Grade 8 students who show leadership potential. This conference runs the whole day and is organized by the Waterloo Collegiate leadership group. The future leaders get a taste of leadership topics and the host school has a lead on potential recruits for the upcoming year.

Grand River Collegiate welcomes their new 9’s to a Niner Night that is held in the second or third week of September. The leadership executive hosts the evening and the nines experience a fun evening of spirit games and fun. The students move to various stations around the school which are supervised by the present grade nine teachers. The new students meet new friends and become more comfortable around the school after this night.

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How you can surf the Web and Save the World

What if you could help prevent violence against women? Or give a former child soldier an education and a chance at life? Prevent climate change? Provide a night of shelter for a homeless person? Or, protect endangered species? If you could do all of these just by surfing the web—would you?

Many people have a charity they support or one that is close to their heart, but giving cash donations to help support worthy charities—especially for students—isn’t always financially possible. Now, the Internet has changed the way people can give; people just like you have joined forces with Better The World to surf the Internet and raise money for charity—all without paying a cent.

How it works is simple; when you are surfing the Internet corporations are already paying for you to see their ads. By joining Better The World and downloading its tools, you see ads, but (and here’s the best part) 90% of the ad revenue goes directly to a charity you choose. And, these are all ethical ads from companies that have social responsibility programs, environmentally friendly products, or are non-profits.

Want to know what you can achieve as a member of Better The World? Here are just a few goals our members have helped us reach in the last few months:

- Provided 2 nights of shelter for a person in need
- Paid to send a child to school for a year
- X-rayed a child with a broken arm
- Bought milk to feed an orphaned rhino for a month

Better The World is a Canadian social enterprise whose charity partners include: World Wildlife Fund (WWF), Habitat for Humanity, United Way, Lewa Conservancy, Habitat for Humanity, War Child, Trickle Up, Taking It Global (TIG), The Children’s Miracle Network, KINSA, Care, CANFAR, 5 Days for the Homeless, and the Canadian Breast Cancer Foundation.

It’s easy to do—you can immediately start raising money by:

1. Choosing a charity you are passionate about.
2. Downloading the sidebar
3. Surfing the Internet as usual.

So, for those of you interested in bettering the world, whether you are already giving and want to do more, or you just can’t afford to donate quite yet, Better The World allows you to still help charities you care about. It’s a simple, but highly effective way of combining the power of the Internet and your desire to help make the world a better place.

Plus, Better The World always runs great contests (past winners have won a MacBook, Xbox etc). Keep surfing the web and inviting others for your opportunity to help charity and win some great prizes!

The more people who surf together to help a charity, the more money we can raise! So, please help spread the word and tell your friends!

For more information check us out at www.bettertheworld.com



50 Ways to Say *VERY GOOD*



There are some coaches who believe that you have to be tough to get results. They know from their experience that when a player makes a bad error and you chew them out, the error is not repeated the next play. These same tough people know that when you compliment someone for doing something extraordinarily well the good thing is rarely repeated the next play. What these coaches don't understand is that everyone has a baseline of ability. Good plays are above the baseline and bad plays are below the baseline. All the player is doing is reverting to their baseline when they don't make the error or don't repeat the great play.

However, good coaches know that honest praise increases the baseline of ability and attitude of their players. When you find ways to encourage and praise your students, they will improve and their good plays will improve. They will still make mistakes, but these won't be so dramatic or regular.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance and friendship, he learns to find love in the world.

1. You've got it made.
2. You're on the right track now.
3. You're very good at that.
4. That's much better.
5. I'm happy to see you working like that.
6. You're doing a good job.
7. That's the best you've done.
8. I knew you could do it.
9. Now you've figured it out.
10. Now you have it.
11. GREAT!
12. Keep working—you're getting better.
13. You make it look easy.
14. That's the right way to do it.
15. You're getting better every time.
16. Nice going.
17. SENSATIONAL!
18. That's the way to do it.
19. That's better.
20. Best yet.
21. PERFECT!
22. Much better.
23. TERRIFIC!
24. You've just about mastered that.
25. OUTSTANDING!
26. You did that very well.
27. FANTASTIC!
28. You're really improving.
29. Keep it up!
30. TREMENDOUS!
31. Good thinking.
32. You're doing fine.
33. I like that.
34. SUPERB!
35. Way to go.
36. That's great.
37. I think you've got it now.
38. You figured that out fast.
39. Congratulations, you got it right.
40. That's RIGHT!
41. That's GOOD!
42. I'm proud of the way you worked.
43. That's quite an improvement.
44. You're learning fast.
45. Couldn't have done it better myself.
46. Keep up the good work.
47. EXCELLENT!
48. That's better than ever.
49. I appreciate your hard work.
50. SPLENDID!

"I've had a lot of trouble in my life, some of which actually happened."

Mark Twain

TRANSITION TIPS (CONT'D)

Bluevale Collegiate takes their leadership team on the road to visit their 3 main feeder schools in early December. Student leaders who attended the feeder school make a personal connection with the incoming classes. The student leaders conduct small team building/icebreaker activities. School swag is distributed (lanyards, pens, pins and t-shirts) and given as prizes. A final session on the variety of ways to get involved in school life is presented by the student leaders from Bluevale. This road show builds a connection before the students come to an information evening with their parents.

EDSS lets their grade nines out 10 minutes early in the period before lunch during the first week of school. The new students are then greeted in the cafeteria by the leadership class and shown where to sit and how the lunch process works. After they have finished their lunch, the nines are then brought to the double gym for a different session each day. Icebreakers, spirit games and activity information is provided. The final Friday lunch hour is a presentation by Motivational Media with the student leaders running the post-presentation discussion.

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Making loans to the working poor

The Entrepreneurial Studies class at Elmira District Secondary School spent their semester learning entrepreneurial and business skills, and they were responsible for running small projects that generated over \$1325 in real money. As a class, they wanted to do something positive for a charity with their class capital. The concept of micro loans being used in poor countries was discussed in class, so the class visited the Kiva website to learn more about how their money could make a lasting and regenerative impact in poor countries around the globe.

To date, the class has made 16 loans to entrepreneurs in 12 different countries. The loans have ranged from \$25 to \$100, and 4 loans have already been paid back in full. This means that more entrepreneurs can be helped when the loan is being paid back to the EDSS Kiva account. Read more below to learn about this great opportunity to make a difference with your charitable donations in the developing world.

Dave Conlon

What is Kiva?

Kiva is the world’s first person-to-person micro-lending website, empowering individuals to lend directly to unique entrepreneurs around the globe. Kiva’s mission is to connect people through lending for the sake of alleviating poverty everywhere around the globe.

The people you see on Kiva’s site are real individuals in need of funding — not marketing material. When you browse entrepreneurs’ profiles on the site, choose someone to lend to, and then make a loan, you are helping a real person make great strides towards economic independence and improve life for themselves, their family, and their community. Throughout the course of the loan (usually 6-12 months), you will receive email journal updates and track repayments. Then, when you get your loan money back, you can relend to someone else in need. This means that your initial donation does not stop. Your money keeps giving opportunities to more entrepreneurs around the world.

Kiva partners with existing expert microfinance institutions. In doing so, they gain access to outstanding entrepreneurs from impoverished communities world-wide. Their partners are experts in choosing qualified entrepreneurs. That said, they are usually short on funds. Through Kiva, the partners upload their entrepreneur profiles directly to the site so you can lend to them. When you do, not only do you get a unique experience connecting to a specific entrepreneur on the other side of the planet, but Kiva’s microfinance partners can do more of what they do, more efficiently.

What is microfinance?

“Microfinance is the supply of loans, savings, and other basic financial services to the poor.” (CGAP)

The financial services of microfinance usually involve small amounts of money – small loans, small savings etc. – the term “microfinance” helps to differentiate these services from those which formal banks provide. Someone who doesn’t have a lot of money isn’t likely to want to take out a \$5,000 loan, or be able to open a savings account with an opening balance of \$1,000. Hence – “micro”.

MFI posts an entrepreneur's photo and loan information on www.kiva.org



Kiva users browse profiles, select an entrepreneur, and then loan money using a PayPal account



Kiva wires the loaned funds to the MFI partner, who in turn disburses them to the entrepreneur.



Why would poor people need financial services?

It's easy to imagine poor people don't need financial services, but when you think about it they are using these types of services already, although they might look a little different to us.

Poor people save all the time, although mostly in informal ways. They invest in assets such as gold, jewelry, domestic animals, building materials, and things that can be easily exchanged for cash. They may set aside corn from their harvest to sell at a later date. They bury cash in the garden or stash it under the mattress. They participate in informal savings groups where everyone contributes a small amount of cash each day, week, or month, and is successively awarded the pot on a rotating basis. Some of these groups allow members to borrow from the pot as well. The poor also give their money to neighbors to hold or pay local cash collectors to keep it safe.

Why don't they just go to a bank?

The poor can rarely access services through what we know as a bank. They often have informal financial relationships and some of these are with a criminal element or fraudulent background. The average peasant farmer has no savings account, collateral or credit record. They probably don't have the literacy to fill out the forms needed to get an official loan. The major banks are not in the business of helping those without money. Banks make more money on large loans than they do on small ones, so dealing with the poor is not cost effective.



The Kiva website gives you a picture, complete background and how much of a loan the entrepreneur requires to enhance their own business.

If you give a man a fish, you feed him for a day. If you teach him how to fish, you feed him for a lifetime. But, if you allow him to buy fishing equipment, he can feed his family and improve his community as well. Micro-finance through Kiva makes this possible for every poor fisherman, carpenter, seamstress and shop owner in the developing world. Once your loan has been paid back, you are free to help another poor person in the developing world.

This article has been put together with information from the website: kiva.org.

Total value of all loans made through Kiva:	\$82,894,610
Number of Kiva Lenders:	529,403
Number of countries represented by Kiva Lenders:	183
Number of entrepreneurs that have received a loan through Kiva:	200,790
Number of loans that have been funded through Kiva:	118,638
Percentage of Kiva loans which have been made to women entrepreneurs:	82.86%
Number of Kiva Field Partners (microfinance institutions Kiva partners with):	107
Current repayment rate (all partners):	98.61%

“It is the greatest of all mistakes to do nothing because you can only do a little.”
Sydney Smith

MORE TRANSITION TIPS

Forest Heights Collegiate runs a “Girls Night IN” in February. Workshops and presentations are run for the grade 8 girls. It is a self-esteem theme for the workshops and presentations and girls theme for the fun.

Preston High School runs a grade 9 dance. This dance is for only the new Panthers in the school and is hosted by senior students. The seniors must apply to be present and are instructed to ask the nines to dance.

Waterloo Oxford Secondary prepares a summer mailout that is specific to the incoming grade nines. It outlines all of the activities and opportunities that await them when they arrive. The present student leaders receive specific instructions on their role as a welcoming member of the leadership group.

Jacob Hespeler Secondary School runs a breakfast for the grade nines in the second week of school. The food is prepared and served by the administration and grade nine teachers. This is a positive start to a day after the initial fears have been allayed and more connections are fostered here.

Pat on the Back

Focus: To increase the understanding of the value of positive reinforcement.

Group Size: Entire class

Time Required: One 15-minute session

Materials: Masking tape
One per student: construction paper, scissors, non-permanent fine-point felt markers

Setting: Standard classroom

Process

1. On the construction paper, have students outline and cut out their right and left hands. (It works best to make the outline much larger than real life.)
2. Tape these “hands” on the back of each student.
3. With all the students standing, explain that each student is to tour the room and write one compliment or “thank you for…” on all of the “hands” that they meet on the tour. Use fine tipped felt markers for this as it shows up better than pencil. The teacher should participate in this activity, making sure that all students are getting positive “pats on the back” and adding their own praises as needed.
4. After time has been allowed for all students to write, have members remove their “hands” and read the “Pats on the Back” given by their classmates.
5. Processing questions:
 - Make the observation that every time this exercise is done, every person reads all the comments on their hands. Why?
 - How do you feel about your “hands”?
 - What are the benefits of giving compliments?
 - How can we practice put-ups rather than put-downs in our school?
 - The hands are nice to reflect on during times when you are feeling “put down”. Encourage students to write the date on the back and save their hands.

Variation: This activity can be done with very large groups but it takes more time. A large group may do it in the time frame suggested above by breaking the group in half or in thirds.

This exercise is taken from the book *Starting in the Middle: Leadership Designs for Middle Level Students*. This resource is available from CASAA. ■



Superlative Qualities for Character

It is difficult to reach a goal if you can't see it. It is even more difficult to behave in a certain way if you have never seen this behaviour modeled or demonstrated. One way to encourage good qualities in people is to have them understood as a quality and then assigned to specific individuals that you know have met or have heard about.

Have students define in their own words the following character qualities:

Greatness	Integrity	Creativity
Humility	Efficiency	Sincerity
Dedication	Foresight	Generosity
Intelligence	Perseverance	Decisiveness
Capability	Inner beauty	Faith
Compassion	Initiative	Honesty
Sensitivity	Competence	Individuality
Understanding	Self-control	Accomplishment

After they have defined the quality, have them list some people they know from past and present history who have demonstrated this quality.

The students are then asked to answer individually and then be ready to discuss the following questions as a group:

1. How difficult was it to identify personal characteristics?
2. Why was it difficult or easy?
3. How difficult would it be to identify superlative characteristics of others in this class/community?
4. Is there a difference between inside and outside characteristics? Why?
5. How do people whom you know communicate the different characteristics?
6. How do you communicate your personal characteristics?
7. Which personal characteristics affect your relationships with others?
8. What character qualities do we expect out of our leaders in this school?

One aspect of this exercise is to understand that the substance of a person includes many things; each person is more than a single quality. However, we can aspire to those superlative qualities that some people exhibit. ■



“He who sees a need and waits to be asked for help is as unkind as if he had refused it.”

Dante Alighieri

SPIRIT GAMES

Chopstick Soup

Transfer as many beans as possible from one bowl to another using only the chopsticks provided. No hands. Dropped beans must be returned to the start.

Tarp Tangle

Each team of 6-10 stands on a tarp. They must fold the tarp in half without stepping on the ground. The first time a player touches the ground, the whole team must start over, the 2nd time a player loses the use of an arm or a leg and the rest of the team must help them stay on the tarp.

Bobsleds

Teams of 6-10 make a trough out of magazines and use it to transfer 10 golf balls from a starting pylon to an ending pylon. Players may not touch the balls with body parts. They may not walk while the golf ball is in the part of the magazine trough that they are holding. The finish line is made longer than the group, so members must move to the front of the line to keep the ball moving. All dropped balls must be returned to the beginning.

Treacherous Transfer

Groups of 6 stand on a gym bench. They are then told to arrange themselves from tallest to shortest without falling off the bench. Then they are told to arrange themselves in birth order. First team in the correct order wins.

“A politician is a man who thinks of the next election; while the leader thinks of the next generation.”

James Freeman Clarke

Above and Beyond

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

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Canadian Association of Student Activity Advisors

Resources

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



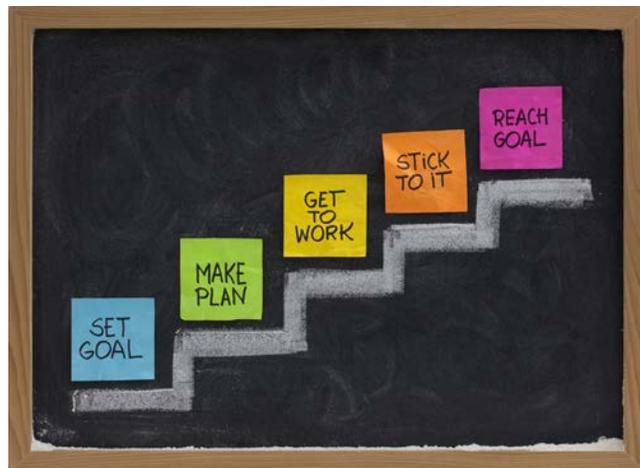
CANADIAN ASSOCIATION OF
STUDENT ACTIVITY ADVISORS
EMPOWERING YOUTH TO MAKE A DIFFERENCE

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Different Types of Goals

There are three distinct types of goals. Student leaders must have goals, but it is much more effective for your program if they have the right kind of goals.

1. **Subjective goals** – focus is on having spirit or doing your best. These goals are general and provide no definite target.
 2. **Performance goals** – focus is on improvements relative to one’s own past performances. Performance goal setting has been clearly shown to improve performance. Difficult goals are more effective in enhancing performance than easy goals and explicit ones are more effective than general ‘do your best’ ones.
 3. **Outcome goals** – focus is on having a specific number of people come to a dance or winning a fundraising competition. These goals focus on the results of a contest, a goal over which student leaders have at best only partial control – they may put in their best-ever effort and yet fail to achieve their aim.
- Goals direct and focus the student leader’s attention and subsequent action on important aspects of the task.
 - Goals help the student leader to mobilize effort. Goals not only increase immediate effort but also help prolong effort and increased persistence and commitment over a longer period of time.
 - Goals tend to lead student leaders to employ new learning strategies to assist in achieving their goals.



When students focus on ‘outcome’ or winning goals, which are not achieved, they often decrease their effort, or lose motivation with a resulting loss of performance standard. Unlike outcome goals, performance goals are both in the student leader’s control and are flexible. When properly employed, performance goals assist the young leader in forming realistic expectations. This, in time, results in optimal levels of self-confidence and motivation and ultimately in better performances.