



CSLC 2018

The Canadian Student Leadership Conference will celebrate its 34th anniversary in Alberta in 2018. Join over 1,200 student delegates and advisors in Edmonton, Canada's Festival City.

Dates: Sept. 25 to Sept. 29, 2018

Location: Harry Ainlay High School, Edmonton, Alberta

CSLA has once again applied to the Department of Canadian Heritage for travel grants to defray the cost of student travel to the national conference. This information is available online for the conference.

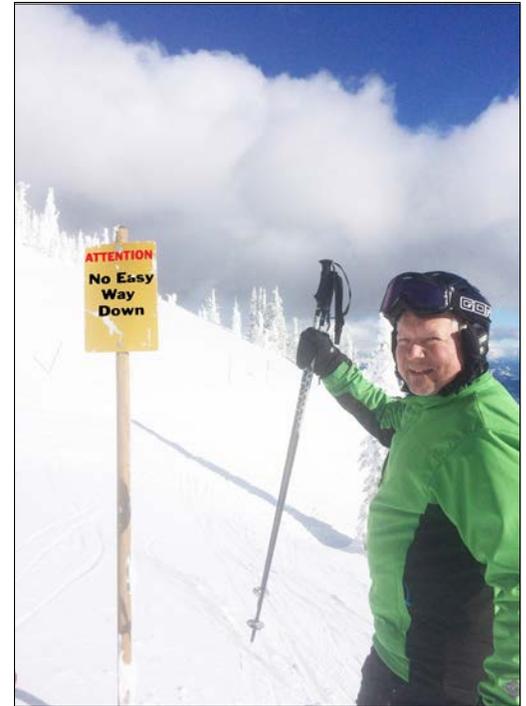
Students will be billeted for the conference with local families. Advisors should book accommodations early at the Delta Hotel in Edmonton South.

Registration for the conference is now open online. You can also register for the pre-conference tour to Jasper and the Edmonton region.

Your co-chairs for CSLC 2018 are:
Gane Olsen
Sue Dvorack
sue.dvorack@epsb.ca

The website for the conference is:
cslc2018.studentleadership.ca

Sometimes the Sign is Right



We have all exited from a major four-lane highway at above the posted speed limit and ignored the ramp sign stating that the exit speed is 70 km/hr. We may possibly slow down to the actual posted speed on the highway to exit on the ramp, but under most conditions we feel the tin sign is wrong and drive in such a manner to prove it so.

Any Saturday morning's local basketball league has parents strolling into your gym under the sign that says "No Food or Drink" with hands full of Timmies and muffins to sit in the bleachers watching their kids dribble and shoot. They are not "on the floor", but the adults cross it dribbling their own double double lane to their seats, ignoring the request painted at the entrance.

I was skiing in Rossland, BC, this past February, when I chanced upon the sign you see in the picture above. Well actually, I put myself in this situation and . . . ummmm . . . the sign was right. I should not have exited the snowcat. However, it was too late as I read the sign after the snowcat had left us on the side of a mountain. The run down the mountain was much slower than you have survived your exit ramp experiences, but I will check my ego in the chalet boot locker from now on and read and heed the signs posted on the hill prior to getting on the lift or in a snowcat.

Not all signs are painted on tin. When students don't show up for a dance or an event, it is often a sign that there was not enough planning and marketing and *not* a sign that "School Spirit Here Sucks!" Teachers are not signing up to chaperone school events is often a sign that they don't feel connected or responsible for school culture. The fact that your Christmas fundraiser has been bringing in less money each year is a sign that it isn't dead yet, but you are slowly killing what was once a good idea. Pay attention to signs – some times they're right.

Dave Conlon

Brand Your Leadership Program

*It may be that those who do
most, dream most.*

Stephen Leacock

Your brand is what other people say about you when you're not in the room.

~ Jeff Bezos, CEO & Founder of Amazon

Purposefully building a brand for your leadership program is a way of sharing the essence of who you are and what you stand for with the rest of the world. A brand consists of more than a recognizable name, logo or tagline. It tells the story of your leadership program in a way that resonates with your audience. It provides others with opportunities to join in meaningful experiences and make emotional connections.

As you work with your leadership students and administration to develop a brand that fits, you'll explore core values, the services you want to provide for others, how you want to feel about yourselves, and how you want to interact with others. If this is done thoughtfully, it will result in a brand that's inviting to all of the students and educators at your school. Being loyal to your brand will help your team members stay true to their core vision of student leadership.

A brand is more than a t-shirt that says "Leadership" – that's what the converted say it is. Scott Stratten says, "Your mission statement isn't what you say it is – it's what the customer says it is." Your brand is what the students in your hallways say "Student Leadership" is. Know what people are saying about you even if it hurts. If it hurts to know, then it's definitely time to change.

RESPOND VS. REACT BY TEXT

Student leaders must learn the key difference between **responding** and **reacting**. The phone in their hand is continually demanding that they acknowledge something that demands their immediate attention. Under pressure, many people allow their emotions to generate the answer rather than considering the details and providing a response.

Poor decisions are made when people react because the emotions are controlling the delivery. Texting by its nature is something that requires an immediate response, but taking some time to answer allows the response to be more measured. This is a reality of communication that students face daily.

When students understand the difference, they are able to control the tendency to overreact in leadership situations that should receive a calm, rational response.



The visibility of your brand can extend to all of your events, a presence on social media, slideshows for the student body, articles in the local paper, displays at Parents' Night, presentations to Grade 8 students, a brochure that describes your program and highlights its benefits, a thank-you luncheon for coaches/advisors, an annual awards assembly that

highlights leadership qualities and much more. The most important thing and the most difficult is creating a consistent tone of voice for each of these ways people interact with student leadership. Make a template for communications that students can follow with the same logos and fonts each time.

The visibility and positivity of your brand will make it an asset in the school and community. This makes it easier to gain the ongoing support and resources necessary to provide positive experiences for others. When a new principal arrives, your existing, strong brand will help you establish a positive working relationship.

Karen Kettle

Start with Simon

Simon Sinek has written two books that all leadership advisors should read. “*Start with Why*” and “*Leaders Eat Last*” are both excellent primers for leadership teachers working with high school students.



If you aren't in over your head, how do you know how tall you are?

T.S. Eliot

The following article is excerpted from INC. Magazine (which is another good read for leadership advisors):

Here are Simon Sinek's top five tips on leadership for young people:

1. Don't confuse a leadership position with being a leader.

You can be a leader in any group you're a part of, and at any level in your experience. "Leadership," according to Sinek, "has nothing to do with rank," and "achieving a leadership position does not necessarily make you a leader."

2. Be a student of leadership.

Don't think that just because you are in high school it doesn't matter: Anyone can be a student of leadership. Leadership is a journey and you must continually develop and learn on your steps to becoming a better leader.

3. Be a giver.

Good leaders are supporters and givers. Give to the people with you and the people you interact with. Don't see the world as zero sum, where what someone else achieves is at your expense.

4. Start practicing early.

Leadership—like anything else—requires practice, both to hone your style and expertise and also to develop and grow into a style that ultimately fits who you are and who you want to become.

5. Be a good follower.

Good followers have a strong work ethic; are honest and trustworthy and responsible. They make a leader's job easier by helping to solve problems and by being a valuable and trustworthy confidant.

*Andy Molinsky
from Inc. magazine, Feb. 2018*

WHEN-WHAT-WHO LIST

A Leadership classroom can be a busy place and a common question is, "Who's in charge of this activity?" This question can be asked by people entering your work space for the first time or by people who work there all the time.

In a prominent place in the room, post a list that has all of your events categorized under **When-What-Who**. This will identify each activity to a person-in-charge and a completion date.

Each person running the activity can then have their own Who—What—When list that defines the jobs to be completed before the activity happens. This is a great refinement of the **To Do** list, because it identifies the person in charge and the date an item is to be accomplished.

Building a Youth Policy

Prime Minister Justin Trudeau has announced the launch of cross-Canada consultations on a first-ever Youth Policy for Canada. The Government of Canada is eager to hear what matters most to young people and how the federal government can ensure youth voices are part of decision-making. A website has been launched to support this engagement – youthaction.ca – and you are encouraged to share it widely with your networks and inspire as many young people as possible to be involved in – and more importantly, to lead – these discussions.



The (Youth) Council will not be dismissed as the “kids’ table.” Young Canadians deserve their own spot at the highest level of government, and will have the opportunity to share policy advice directly with me.

The philosophy behind this initiative is simple: If a young person wants to serve their community, they should have the opportunity to do so. We should be able to connect young people to organizations that want to connect to them. And we should do more for youth who want to do more of what they are already doing.

Justin Trudeau

The website provides youth with a number of ways to share their views: by answering questions on matters of interest, by participating in online discussions or by posting video comments. In addition to a calendar of events, resources are provided on the site for young people to lead a dialogue in their own community. We also encourage organizations to host dialogues in collaboration with local youth.

What is a Youth Policy?

A youth policy is a commitment to create a vision for youth – by youth, which can guide the priorities and actions of governments and society, and ensure that youth voices are heard and respected.

The Government of Canada wants to make this commitment and create a Youth Policy that will be a tool to help achieve goals that are important to youth and that will have a meaningful, long-lasting impact for all young Canadians.

A youth policy can take many forms and that's why we want to hear from the diverse Canadian youth to shape it. There are many examples to consider from around the world. Some include strategies that map out a vision of youth (e.g. National Strategy for Young Australians) and may include guidelines (e.g. Germany's Guidelines for a New Federal Youth Policy) or themes (e.g. Japan's Vision for Children and Young People). Measures of youth outcomes can be included (e.g. Ontario's Stepping up: A Strategic Framework to Help Ontario's Youth Succeed) and specific actions or investments may be included (e.g. Quebec's La Stratégie d'action jeunesse 2016-2021, available in French only.) Some countries have also chosen to implement legislation (e.g. Finland's Youth Act) to ensure that government commitments to youth are concrete.

The general definition of youth is the period from childhood to independence, and Statistics Canada collects data on youth from ages 15 to 34. While the objective of our engagement is to hear directly from Canada's youth, others with particular expertise are welcome to share their ideas.

We need your help to . . .

- identify issues important to youth and find solutions to improve the lives of young Canadians;
- examine the supports that enable all youth, regardless of their background, to be Canada's leaders; and
- understand how youth want their voices to be heard and how youth want to influence the Government of Canada's actions and decisions.

As you think about your response, you may want to have more information about how youth in Canada are doing. Statistics Canada has put together a comprehensive set of statistics in their document, A Portrait of Canadian Youth.

You may also be interested in learning more about the wide range of Government of Canada youth services and initiatives that already exist. You can also find out about commitments that the Government of Canada has made regarding youth in the 2017 Budget.

Some issues or ideas may fall outside the purview of the Government of Canada's youth policy (e.g. more properly fall under the responsibility of provincial, territorial or municipal governments) or would benefit from the perspective of our Indigenous partners. Nevertheless, we encourage you to submit your ideas and we will be sure to share them as appropriate.

There are many ways to get involved and share your views on the youth policy, so let's get started! Stay connected and follow #CdaYouthAction!

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Young Canadians are the most educated, most connected, and most diverse generation of youth that this country has ever seen. They are shaping our communities in ways that couldn't have been imagined even 20 years ago. Yet I know many young Canadians can – and want to be – more engaged.

With the right opportunities and support, we can empower more youth to take the stage. Wherever that stage may be – at town halls or global conferences, at home or around the world – our government wants to help.

Justin Trudeau



Simply Amazing Door Holder Project

Your brain is like Velcro for negative experiences and like Teflon for positive ones.

Rick Hanson



By its very nature, *Random Acts of Kindness Day* is a non-random event. Bob Kline, advisor from Huron Heights in Kitchener, believes that moments of true kindness can be planned and not random. He believes that when a person does something kind – both the receiver and the giver feel good – so he then posits that if a group of people from a school community perform an organized, simple act of kindness, it ends up looking and feeling amazing for a whole school.

The leadership class at Huron went ahead and planned the “Simply Amazing Door Holder Project” which was designed to run for a full second semester. A Google Sheet was made available for students and staff to sign up to open specific doors for each of the 93 days of the semester. The sign-up sheet had 11 spots in total for each entrance door at the school, but most people signed up for the front doors of the building.

Small prizes were given to anyone or any group that dressed in a theme. Some groups brought portable speakers to give the entrance to the day a personal, musical note. The school’s tech department opened their day with a construction theme.

Students were allowed to sign up for a maximum of 5 days, since one of the goals was to involve non-leadership students and to mix staff with students.

Students and staff commented on how something so simple and kind made their day start off on the right foot. Each day was filled and gladly swung open by the kind staff and students of Huron Heights.

If you want to introduce the door concept to your school, view the WestJet video on YouTube about the story of Josh Yandt – *The Doorman*.

Bob Kline
Huron Heights Secondary School
Kitchener, Ontario

THANK THE BOSS AT HOME

Staff members who contribute a lot to activities and coaching at your school must also spend a lot of time away from home. Send a short note to the staff member’s spouse or significant other recognizing the effort, but also thanking the people at home for making sacrifices. This will recognize the patience and understanding that has to occur at the home front.

Leadership class could offer a baby-sitting service or pet sitting option to give the couple some time together. Just letting the person at home know that the contributions to your school community are appreciated will mean a lot to build and recognize the home support.

Leadership Bootcamp

In your school, there are many students filling positions of leadership outside of the leadership class or student council. Most of these students are so wrapped up in serving their school community that building relationships with other leaders can get lost in the events and obligations of the semester. A Leadership Bootcamp can play a key part in bringing these student leaders who work outside of the timetable together with your student council members. It is healthy for these students to get to know each other personally, rather than just with a passing “hi” in the hallways.

At John Diefenbaker High School in Calgary, Leadership Bootcamp was run as a voluntary activity during the exam break. During this 90-minute experience, grade 10, 11 and 12 leadership students were thrown together in a mix of ages and leadership levels.

Participant Zarnaab Zafar describes her Bootcamp experience at John Diefenbaker High as the following:

When you think of a pillar, you think of something that is standing tall, and strong. In our leadership class, the six pillars we focus on are communication, unity, commitment, perseverance, trust and honesty, and relationships. Our day began with a puzzle challenge, where the teams of people had to work together to put a puzzle together as fast as they could. This was where the pillars of communication, and unity were brought into play. Students needed to communicate with their team members so that they could complete the puzzle efficiently, and the students had to be united because this was a challenge that needed to be completed as a team. After that, numerous other challenges were completed that also revolved around the six leadership pillars. One of our final challenges was running to the local Superstore to buy products for a snack – this challenge required perseverance, and unity because for some people the run to Superstore was difficult, but they had to persevere, and the teams of students, despite any setbacks, had to remain united with one another.

Our last challenge was our cook-off, but there was the twist that we had to swap the ingredients we bought with the other teams. The final challenge brought all of our pillars together – all of the teams of students had to practice good *communication* when they

spoke about their dishes, *unity* when creating the dish, and *perseverance* when teams were given ingredients that were not as good as their original ones. They had to show *trust* and *honesty* because they needed to trust that their teams were able to create something out of what they were given, which ultimately built on the *relationships* component because all of these things helped to bring our leadership class together, and start the second half of our leadership semester with new memories, excitement, and a stronger connection to our fellow classmates within the school.



Allie Miller
Diefenbaker Leadership, Calgary

We are more often frightened than hurt; and we suffer more from imagination than from reality.

Seneca

CONSENSUS THUMBS

Voting on an issue creates winners and losers, so understanding how to reach consensus is valuable. One step towards understanding consensus is to use a voting process that doesn't create the divisions of winners and losers.

The first step is to define consensus for the group. They must understand that a general agreement must be reached by the group and this means that some people may not be in total agreement, but they are willing to work with the decision made.

There are three positions for this voting procedure:

- Thumb up:** I agree with the decision
- Thumb sideways:** It isn't what I want, but I will support and participate
- Thumb down:** I do not support. We need further discussion.

The group must understand that consensus is reached when there are no individuals with a thumbs down. Even if there is one thumbs down, you have majority rules, not true consensus.

You can fail at what you don't want, so you might as well take a chance on doing what you love.

Jim Carrey

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/

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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

This newsletter has been printed with the generous support of Friesen Yearbooks.
www.friesens.com/yearbook

As Good as My Word



It is important to have an understanding of your personal philosophy as a young leader. When you define your personal philosophy, you immediately have a goal and an identity. This exercise attempts to have students explore creating a statement and finding a word that encapsulates their personal philosophy. Some students have already chosen to tattoo themselves with their personal philosophy.

Materials: recording of “*Hakuna Matata*” from the movie *The Lion King* or some other song that has a clear personal philosophy

Procedure:

- Instruct the class to listen carefully as you play the song “*Hakuna Matata*” from *The Lion King*. When the song is over, ask students to think about their own personal philosophy of life.
- Ask them to write a short description of their philosophy of life. Explore what kind of statements would be included in this.
- Instruct students to create an original word that will stand for their personal philosophy and define the word. For example, “I believe everyone should participate in direct service to others. It makes you feel good and it helps others, which makes them feel good.” My original word: *Toorooku*. It means: Experience both sides of a smile.
- Students then update their Instagram or Facebook pages with this word that is then tied to a picture.

Processing:

Have the students write their words in a personal license plate style and submit it to the class. Let class members guess which tag belongs to each student. Have students explain to the class how they came up with their original word. Conduct a discussion about personal philosophy—as a leader, is it important that others know what your philosophy is? Have students find a song that matches and expresses their personal word and philosophy and play it for the class.

Adonna Meyer

From *More Leadership Lessons* available online from CSLA