



Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

VOL 24 NO 3



WHAT IS SHAD?

Shad Valley started in Aurora, Ontario in 1981, and it has grown into *Shad Canada* which offers a wide-spread STEAM and entrepreneurship program for students at 19 university campuses each year. More than 19,000 students have completed the Shad program.

The Shad program provides a unique opportunity for students to access university academics, STEAM and entrepreneurship content and hands-on learning experiences that go way beyond the high school curriculum. Participants will have access to community connections with students from across Canada, coaching and guidance from experienced mentors and team participation in Shad's signature STEAM design challenge.

High School students who will be completing Grade 10, 11 (Secondaire IV, V in Quebec) or the international equivalent next year are eligible to apply. **Now** is the time to start thinking about applying this fall for Shad 2022.

Visit: shad.ca for more information

CSLC 2021 is happening virtually this fall – and you are invited to be heard!

Join us online in a virtual and interactive world October 21 – 23, 2021. You will experience all of our favourite parts of CSLC including four keynote speakers, multiple workshop sessions, cultural moments, group energizers, student idea sharing and spirit sessions, and the CSLC Advisor Academy. We have a jam-packed schedule and can't wait for you to experience this conference!

Conference Dates: Thursday, October 21 – Saturday, October 23, 2021

Registration: details found at studentleadership.ca/cslc

Cost: \$150/delegate

Demographic: Built for student leaders in Grade 9-12 & Advisors

Keynotes: Drew Dudley, Carol Leaman, Harnaryan Singh, and others

Time: The conference will operate between 11 a.m. and 8 p.m. ET, daily

You will create your own avatar and walk/navigate around our own private campus. You can dance, clap your hands and walk up to delegates from across Canada and start a conversation. For the three days of CSLC (and one day prior to learn more about navigating around our virtual campus), you will need access to a computer (PC or Mac), where you can download our Event Campus, and a microphone (nothing fancy – your headphones usually have one that works great!) so that you can talk to other CSLC delegates.

View our conference trailer at: studentleadership.ca/cslc

To learn more about the online programs from CSLA this school year, please email: *Maddie Campbell, Operations Coordinator* – mcampbell@studentleadership.ca

How do we engage EVERYONE?

Our universe is made of stories, not of atoms.

Muriel Rukeyser

The activities and events that you run for your school community run the range from activities that require high trust from the participants to low trust. Many student leaders initially attempt to run activities that require high trust from the participants and they are disappointed by the low participation or attendance. Low participation is an indication that more trust or buy-in is required from your school body.

High Trust



Personal Appearance Days

Dress-up days ask for a lot of specific commitment from the participants. If less than 40% of your students participate, it's a sign that you need to gain more buy-in from your students before trying again.

Performance-Based Activities

These competitive activities often happen during lunch or pep rallies. While the more extreme events typically involve only a few students, the goal should be to engage as many students as possible. If the students in the top corners of the gym bleachers would feel uncomfortable doing it, you probably shouldn't be doing it in the first place.

Interpersonal Interactions

This is the act of asking students to engage with one another. If this is the first time doing it, you should gently encourage them to do so. Eg. Candygrams can be sent to your girlfriend or boyfriend, but they can also be sent to good friends or people who have been nice to you.

Crowd Participation

Doing activities as a large group or audience is lower risk because 500 other people are doing "the wave" in your gym. The more people you can involve, the more engaged everyone will be.

Gifting

Gifting is not giving people food as a tradeoff for their participation. Instead, gifting is offering snacks or other items to students without expecting anything in return. These build warm feelings in the participants and can be building blocks to starting trust in your school.

Social Media

Just because a school day ends doesn't mean that your impact does. Create kindness pages to ensure that all students are feeling included.

Marking

Marking is the act of covering your school with positive posters or messages or ideas. Marking is not marketing. Instead of asking for buy-in, you are simply showing students via written messages, that they are cared for and loved. Eg. Placing stars all around your front foyer with students' names, indicating that the stars of the school have arrived.

Low Trust



Scott Backovich Scottbackovich.com

Telling Your Story

A truth that applies to many fields, which can frustrate some as much as it energizes others, is that the person who tells the most compelling story wins. Not who has the best idea, or the right answer. Just whoever tells a story that catches people's attention and gets them to nod their heads.

Morgen Housel

Scott Thompson of Bow Valley High points out that "if you're not telling your story, someone else is, and it's probably not the version you want told." As an example, their school ran a very successful activity with Christmas hampers, helping 12 families in their school area. These were families in need and their children would be attending Bow Valley High in the future. Scott told the story of the need and the success of the activity and broadcasted it to the school community – this effort made it the dominant story. This avoided someone else talking about how much time the kids missed from his or her class doing this charity thing. The negative story was silenced because Scott took the effort to tell the positive story to the school community.



Think about what your school wants more of. Tell those real stories of success in academics, attendance and community outreach that happen in your school. Make the stories of success the dominant story that is told in your school community to promote more success.

A group identity story will remind, renew, and inspire people about what they have accomplished in the past, what they stand for . . . the organization's shared narrative defines identity and a shared purpose.

Christine Cavanaugh-Simmons

Good leaders tell three stories:

- Who am I?
- Who are we?
- Where are we going?

When those stories are told in a positive mode, it builds success for all in the group.

Steven Spielberg pointed this out:

The most amazing thing for me is that every single person who sees a movie brings a whole set of unique experiences. But through careful manipulation and good storytelling, you can get everybody to clap at the same time, to laugh at the same time, and to be afraid at the same time.

In telling your story to the community, you are not fabricating a fictional version of your school's accomplishments. You are proactively involved in making the positive stories the dominant ones that are told.

Some people will never like you because your spirit irritates their demons.

Denzel Washington

MAKING IT FOR GRANTED

There are lots of small local grants that are available for community projects. Make it a leadership assignment for your students to apply for these grants. Doug Primrose, from Yale Secondary in Abbotsford, showed his students how to fill in a grant application properly as his lesson, and then challenged his class to find the grants and apply for them.

The students were amazed when they received these grants and then learned to keep their receipts and manage a plan and budget to bring the community outreach to a successful close.

The government of Canada provides small grants to youth involved in community service projects through their Rising Youth Grant. Check it out here: www.risingyouth.ca

MOM AND DAD SPIRITWEAR

At John Caldwell School in New Brunswick, Marco LeBlanc promotes his spiritwear to the whole community. They are a K-12 school in Grand Falls and they proud to be the Golden Knights. On their order form there are items for a Golden Knight Mom and Golden Knight Dad. This is a great way to get the whole family involved in the positive culture of your school.

TD Scholarships for Community Leadership



Working Together to Celebrate Our Young Leaders of Today and Tomorrow

Spring has almost sprung! That also means the arrival of interview time here at TD Scholarships for Community Leadership! Twenty of your students from across Canada will be awarded four-year post-secondary scholarships on June 3, 2021. As long as students continue to show community leadership, we will continue to award scholarships!

What is different this year?

While community leadership has certainly looked different during the COVID-19 pandemic, we have been both amazed and thrilled at your students' unwavering commitment to giving back. Indeed, we received more applications than ever in 2021! Some students have found different ways to continue established projects, while others have stepped up in creative ways to help their neighbours in need during lockdowns. Although many extracurricular activities have been cancelled in compliance with social distancing protocols, students and teachers have shown great resilience in pivoting all kinds of activities towards a virtual format.

What continues this year?

TD remains committed to opening doors for a more inclusive and sustainable tomorrow, with the conditions for everyone to succeed in a changing world. TD Scholarships for Community Leadership continue to be offered to students who, like TD, support change, nurture progress, and contribute to making the world a better place. We are looking for students who have shown exceptional initiative in making a meaningful and lasting difference in their community. It's not just about marks in the classroom, but rather the marks they have made on the world around them.

Students in their final year of high school (outside Quebec) or in Quebec's CEGEP year are eligible to apply by mid-November of their graduating year. From thousands of applicants, we then select twenty recipients who have demonstrated consistent and outstanding dedication to solving a community problem or making their community a better place.

Each TD Scholar receives four years of post-secondary support, including:

- tuition (up to \$10,000 per year)
- stipend for living expenses (\$7500 per year)
- offers of summer employment – with TD or our charitable partners

TD Scholars also receive networking and mentorship support and become part of our TD Scholars network of more than 500 recipients and alumni.

We can't do it without you!

Teachers, guidance counsellors, and other advisors play critical roles in helping students receive scholarships. Remember -

- You are a critical source of information for students. Please tell them about TD Scholarships and the many other Canadian scholarships to which they can apply. For more information, please consult the list of web resources at the end of this article.
- You give them the confidence to apply. If you believe in them, they believe in themselves – and that makes all the difference.
- You write the letters of reference we need to verify their applications. While we realize that these letters are often time-consuming to write, they truly do help our reviewers understand the full picture of what students have done, why they do it, how they work with others, and how they compare to other students you have known in your career. We really appreciate the time and effort you put into helping students and the scholarship providers through these letters.

What's next?

We will complete our interviews for the Class of 2021 TD Scholars in late March. The successful candidates will be notified in April, with a public announcement and on-line awards ceremony in early June. Then – we start again for next September, looking for the Class of 2022!

Anything I should do right now?

It is never too early to talk to students in grades 9, 10, and 11 about their post-secondary plans. The autumn of Grade 12 is a crazy time – so younger students should be starting to make their plans right now.

Last thought

Working together, we change the course of students' lives. COVID does not alter that. We have all found ways to move forward, and we will do that again next year as things gradually return to normal. Whatever the circumstances, we are thrilled to support these amazing students, and very grateful to you, for all you do to support them through high school and CEGEP, and all you do to help us put emerging community leaders together with TD Scholarships. Canada's future is very bright! Thank you!!!

Resources:

- <https://www.td.com/scholarships>
- <https://www.universitystudy.ca/>
- <https://www.scholarshipscanada.com/>
- <https://www.waystopayforschool.com/>



**TD READY
COMMITMENT**

A Year of Positive Change

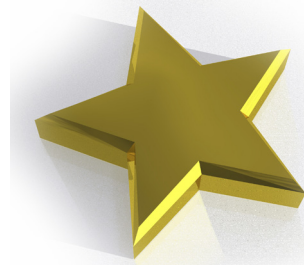
The difference between winning and losing is most often not quitting.

Walt Disney

Advisors, our hats are off to you for all you have done to adapt and grow during the past school year. Before you head out to enjoy a relaxing summer, we have a few program notes that might help kick-start the planning for your 2021-2022 school year. CSLA has lots of programs to offer you and your student leaders. For more information on the SLCP and other programs, contact Maddie Campbell at: mcampbell@studentleadership.ca

Student Leadership Certification Program (SLCP)

www.studentleadership.ca/slcp



The SLCP is our pandemic gold star that has brought over 750 student leaders together to develop and grow their skills. This is a 4-level, self-directed online leadership program for student leaders across Canada that covers all facets of leadership from the early stages of facilitating events to community outreach, school culture and climate, and understanding more about yourself as a leader.

The online program is a great option for integration into your existing class and curriculum and can be used as a SHSM certification within Ontario high schools. With over 90 modules of content and two special projects, the SLCP is a great way to grow your leadership curriculum, enhance your extra-curriculars and inspire student leaders to make an impact in their school and community. We can also create a fully customizable classroom for you and your students to learn where you can add your own unique lessons and materials on top of the program content.

“I have really enjoyed using the CSLA Leadership Course this year! The content, videos, and assignments are engaging and reflective, and they lead to great student discussions. We will be using these modules again next year for our Leadership Class!”

Carmaine Hall, Teacher, Calgary, AB

This online program would be a great way to train your incoming student leaders over the summer for a headstart on next school year.

Class registration is now open, and we will have your unique space ready to go for September of 2021. Contact our team to set up a live look at a classroom and get your students ready for back-to-school!

By doing the Student Leadership Certification Program, I was able to learn many useful skills and improve myself as a leader. I got the chance to learn from strong leaders who possess great leadership skills themselves. I believe that I can also be a great student leader.

Grade 12 student



The ULTIMATE Paper Airplane Competition

This activity will build teamwork as well as teach students the basics of aerodynamics and the importance of creativity and design.

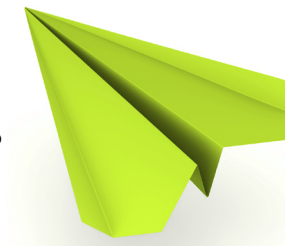
Students join in teams of three or four. There are four rounds to the competition, so four students in a group is ideal. Assign each group a colour and have them come up with a team name.

Round ONE: Target Round

In the first round, you will assign a target, like a basket or a pylon, and a spot from which to throw. One member from each team will throw a plane, with the goal being to land it as close to the target as possible.

Round TWO: Hang-Time Round

In the second round, you need a stopwatch (use the one on your iPhone). One member from each team will throw a plane while you time how long it stays in the air, with the goal being to fly as long as possible. It makes no difference where the planes land, only how much time they stay airborne.



Round THREE: Accuracy Round

In the third round, choose a straight line and a starting point along the line. One member from each team will throw a plane along the path, with the goal being to land the plane as close to the middle of the path as possible. It makes no difference how far the planes travel, only how accurate they are in relation to the path. Establish an acceptable minimum distance for a throw to count so that participants don't simply drop the plane on the line.

Round FOUR: Distance Round

In the final round, find a nice open area and assign a starting spot. One member from each team will throw a plane, with the goal being for the plane to fly as far as possible.

In each round, 10 points will be awarded to the first-place plane and 9 to the second-place and so on.

Students can experiment with other adjustments too, including how hard to throw the plane – some planes fly better with a less aggressive launch. After some time to practice, give students a two-minute warning so they can come together and make their final decisions with their teammates.

Tell students that as a team, they will need to research and make at least four airplanes, one to fly in each round. The keys during the building phase are to work as a team and to work carefully and precisely.

Find more ideas like this at: thethinkerbuilder.com

Above all, it's the quality of your relationships that will determine the quality of your life.

Esther Perel

TOO MUCH SPIRIT FOR SOME

St. Peter's Catholic Secondary in Barrie has an outrageous and spirited colour clash day held each fall. The energy is off the charts in the building, and it is too much for some. One teacher took a personal day each year to avoid the chaos that was encouraged by students and staff.

It was an empathetic leadership student who suggested running a Board Game room during their Colour Clash day for the introverts in the school population. The room is now up and running each spirit day, and the introverted teacher now volunteers to chaperone that activity.

LEADERSHIP BUDDIES

Each teacher at Yale Secondary is assigned a leadership buddy from the leadership class. This means that when *Pyjama Day* is announced, the student leadership buddy approaches their teacher buddy and lets them know that Thursday is PJ Day and that he/she will be checking in to see if they are real buddies.

This will also work when Jersey Day is announced – the leadership buddy checks with the teacher and says that they can provide their buddy with a jersey if they don't have one. It makes the memos personal and puts the information right in front of the teacher with a "buddy", who also brings them treats throughout the year.

*Be yourself;
everyone else is taken.*

Oscar Wilde

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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

Finding the Permission to do Something

Some of the questions from students that we get during our Horizons conferences are about the need to make a difference. The theme of Horizons is about taking advantage of an opportunity and making something positive happen in your school or community. One of the questions often asked from a student leader to the speaker is usually framed as: How do I know what to do as my passion?

A great answer is given by the blogger, Morgan Housel:

A 13-year-old girl being killed by a drunk driver is something everyone will agree is atrocious. Yet, virtually all of us will say it's atrocious without taking further action. But Candace Lightner's daughter was that 13-year-old girl, so she created Mothers Against Drunk Driving to do something about it. Personal experience is often what pushes you from "I get it" to "I get it so well that I'm going to do something about it."

Student leaders are still at the stage where actual personal experience is not in the greatest supply. They have the intrinsic motivation, but they lack the inspiration to choose a path – some are almost waiting for permission. If their grandparent died of cancer or is a victim of Alzheimer's, that life event suddenly gives the young person the personal experience and the permission "to do something about it."

I often remind students that Terry Fox was an ordinary, kid from Port Coquitlam, BC. Even as an amputee, he was athletic and was a member of Rick Hansen's wheelchair basketball team that won 3 national championships.

However, students must understand that it is the average person who decides "to do something about it" that makes a difference. Terry Fox became the icon that we see him as *after* he found that he had granted himself permission – and there were lots of people who said he was crazy to start – and implemented his *Marathon of Hope*.

When you hear a young person say, "Somebody should do something about that." Tell them that they have just given themselves permission to do it, and they now have the ability to make real, positive change happen.

Dave Conlon

