



Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

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They are not extra!

They are Co-Curricular Activities

On a warm Thursday night in late June, along with 1,100 other parents and friends, we celebrated the graduating class of 2022 in the Woolwich Community Centre. It was the first ever June graduation date for Elmira District Secondary School, as they moved from their traditional fall commencement ceremonies. The program was the same as when I graduated from EDSS and many of the awards had not changed from when I attended commencement. It was a fitting and positive celebration for the grads after a tough couple of years, and the feeling in the rink was joyous.

After the opening remarks, there were 15 leadership awards and 15 scholarship awards given to deserving graduates prior to handing out of diplomas. What I found amazing was that only 4 of the scholarship awards were granted solely on academic success or marks. Eleven of the scholarship awards attached leadership, school involvement or community contributions as part of the requirements that the exemplary recipients demonstrated.

CSLC 2022

The Canadian Student Leadership Conference 2022 is happening again virtually this fall – and you are invited!

Join us online in a virtual and interactive world of Virbela on October 6 – 8, 2022. 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.

Conference Dates: Thursday, October 6 through Saturday, October 8, 2022

Registration: studentleadership.ca/cslc

Cost: \$150/delegate

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

Check out our website for more info.

One of the battles that CSLA and leadership advisors will continue to fight with school admin and academic supporters is about the necessity and importance of co-curricular activities. These are NOT extra-curricular activities. When your premium graduation awards recognize the efforts and contributions outside of the classroom as prerequisites for achieving these awards, schools must not be hypocritical by cancelling or neutering these activities. This activity battle will be more pronounced this year as we try to “catch up” academically from lessons missed during COVID.

When the graduation ceremonies at the end of a school career celebrate the efforts of students and recognizes their accomplishments in and outside of the classroom, you must not lose those opportunities for students to be their best. Teachers must argue and fight to maintain that these co-curricular elements of growth are still provided to students.

CSLA is here to support students and advisors in this world outside of the classroom. Your school culture and climate must be able to provide as many opportunities as possible through arts, athletics, and community involvement. Join us with a membership to have access to information and resources that support co-curricular activities.

Fight the good fight. You make a positive difference in your school and the lives and success of your students.

Dave C.

Look at a day when you are
supremely satisfied at the end.
It's not a day when you lounge
around doing nothing; it's a day
you've had everything to do
and you've done it.

Margaret Thatcher

Wobble Tower

Spirit games are a great way to build a climate of fun as a class challenge or as part of a rally. A great source of these games can be found on the site: stuffyoucanuse.org. It is a site for youth ministry groups and has excellent ideas for spirit games and ice-breakers. All of their material is low-cost, well-organized and made to use immediately.



Game Description

Build the tallest cup tower, but use ping pong balls as each level's foundation and your partner has to lay the foundation from six feet away.

What To Get

- CUPS. You will need a good number of cups. The more teams playing, the more cups you will need.
- PING PONG BALLS. You will need roughly the same number of ping pong balls as you have cups!
- TAPE. You will need enough to create two lines to keep teams separated.

What To Prep

SIX FEET APART. Create an alley of two strips of tape that is six feet apart.

How To Play

CHOOSE CONTESTANTS. You will need two to four teams of two contestants per team. Have them come forward and give one teammate the ping pong balls and the other the cups.

TOSS AND STACK. Set a timer and on "Go", teams will try to build the largest tower before time runs out. One teammate holds a stack of cups in one hand and a single cup in the other. Every time they catch a ping pong ball in the single cup hand they add a new cup on top. The other teammate tosses ping pong balls across the six foot gap trying to land them in the growing tower of cups. The tallest tower at the end of time wins!

TIE BREAKER. If at the end of time you have a tie, go to a shootout model. Have each remaining team toss one ping pong ball. If caught, they add a cup and are still in. If they miss the cup, they are out. Play until you have one team left.

Pro Tips

Have a couple students act as your ping pong ball chasers who will grab the stray balls and reload the throwers if they run out!

Jeremiah Herring
stuffyoucanuse.org

SPIRIT DAY FOR EVERYONE

Favourite T-shirt Day Selfie Day

Students and staff are encouraged to wear a t-shirt that expresses something they have an interest in (sport team, band, movie, tourist destination) or a type of t-shirt (colour, brand, camo, stripes). Then, at selfie stations set up around the school (or go old school and take a polaroid!), students are encouraged to group together with others that have a similar shirt to take a selfie. The photos can then be displayed on a wall and awards can be given out for categories (like largest group, most esoteric t-shirt, farthest away tourist destination, biggest sport fan club).

Student Leadership Awards 2022

One of the most rewarding and yet difficult jobs at the close of the year is to select the CSLA Leadership Award winners. Despite this being a challenging school year, we had over 60 stellar applications from student leaders across the country.

CSLA is pleased to offer twelve \$500.00 annual student awards to exemplary student leaders in Canada. The aim of these awards is to recognize outstanding achievement and contribution to student leadership in secondary schools and communities across Canada.

Our premier award is the Bill Conconi Award. This \$1,000 award acknowledges an emerging student leader who demonstrates exemplary leadership, positive impact and influence on their peers and community, and a selfless contribution to improve the world around them. The Above and Beyond Award will help to secure the legacy of dedicated leadership that the late Bill Conconi has shown over his tenure with CSLA.



Maddison Tory
Henry Wise Wood High School, Calgary, AB
Bill Conconi Award Winner

Maddison jokes that her biggest accomplishment to date is becoming a HUG dealer and founder of her own social enterprise called HUGS, a program committed to improving kids' mental health and quality of life during their hospital stays through experiences, funds and support. She is determined to make a difference through volunteering, fundraising and spreading positivity one HUG at a time.

At school, she is a leader in Link Crew and has completed all three levels of her Student Leader Certification program, she is highly committed to academic excellence achieving honors with distinction.

2021-2022 Canadian Student Leader Award Winners

Madison Byrt	École Olds High School	AB
Sierra Jordan	Halifax West High School	NS
Crystal Kisakye	St. Patrick High School	QC
Oliver Lauer	Fleetwood Park Secondary	BC
Leah Lindsey	Centennial High School	AB
Madalyn McPhee	Kindersley Composite High	SK
Brionna Morrissey	Inuksuk High School	NU
Lydia Ramsay	Lockview High School	NS
Emily Raynor	Beaconsfield High	QC
Anshika Sharma	Maples Collegiate	MB
Sam Taylor	Kitchener-Waterloo Collegiate	ON
Ruhamma Zaheeb	Harbour View High	NB

If you add only a little to a little and do this often, soon that little will become great.

Hesiod 700 BC

EVERYONE HAS A NAME

Students and staff make nametags first period with supplies provided by student council. Students are encouraged to wear their nametag all week. For an inexpensive nametag, use shoelaces as lanyards, plastic tag holders, cut-to-size cardstock for the nametag and crayons to decorate. Ask students to use their favourite colours to design their nametag, encourage students to consciously call people by their names all week, and to talk to people they don't know as well as others. Support staff should participate in this as they are an important part of your school.

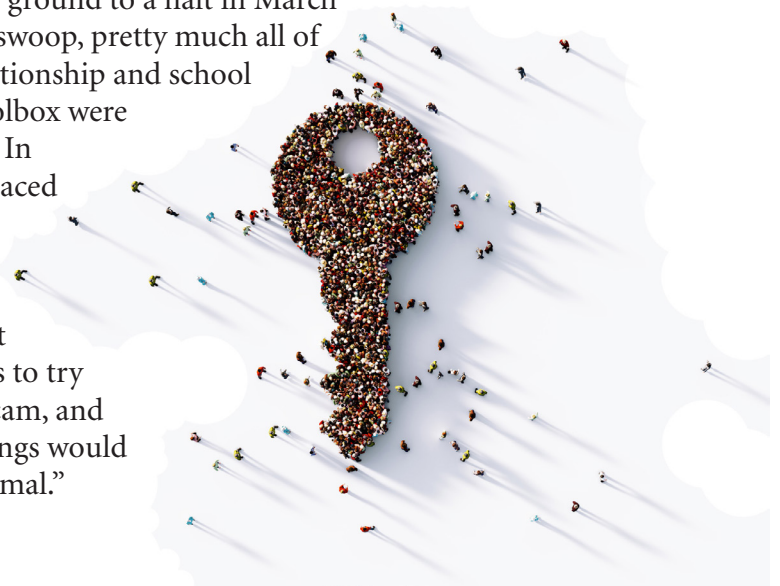
Relationships are Key

In grad school I remember a professor sharing a quotation from the German philosopher Hegel, “The owl of Minerva flies at dusk.” As we couldn’t simply google what the prof was trying to say, someone in the class put up their hand to ask the meaning of the quotation. Our professor explained that the ‘owl of Minerva’ represents wisdom or understanding, and the timing of its flight at dusk was a way of symbolizing that we often understand things better when looking back at them, rather than as we are living through them.

The same principle certainly holds for our work in Student Activities and Student Leadership. There are so many facets to the role it is hard to have a grasp of all of them when starting out in the role. In fact, after nearly 20 years, as my time in full-time education was drawing to a close, I was still learning new things all the time. That is not to say I would do everything differently if I had to do it over again; quite often our first instincts and experiences are pretty good, but there are some things I learned along the way. And with the pace of change being what it has been the last few years, the owl of Minerva seemed to be making more flights than usual!

For as long as I can remember, the staff and students involved in Student Activities or Student Council were the focal point of building relationships and a sense of belonging in schools. Many of the ways we did that involved large numbers of people from the school, or from a specific grade or group in the school, gathering together, engaged in close proximity. Well as we all know, those opportunities ground to a halt in March of 2020. In one fell swoop, pretty much all of the tools in our relationship and school culture building toolbox were no longer available. In their place we embraced social media more than ever, learned the intricacies of Zoom, Google Meet and other platforms to try to connect via webcam, and wondered when things would just go back to “normal.”

Attend a free Meet the Maestros session provided by CLSA to build relationships with other advisors across Canada.



One of the lessons I learned through this period was that the work of building relationships and school culture needed to be shared more widely. As students were now in small cohorts, learning synchronously or asynchronously, and connected to only 1 or 2 educators a semester, it was important for all staff to understand and embrace the role that relationships play in giving education meaning and relevance. All the staff in the school now needed the tools and resources to do that work.



This was a big shift from what I was used to, where the goal was to work with a few key people on staff that “get it”, and leverage those connections to build relationships in the whole school through larger scale events and activities. Now all staff, including those who may have viewed the interruptions and time spent on activities as disruptions to their primary focus on academics, were on the front lines of this important work. In our school we had begun this work by investing in a school-wide social-emotional learning and relationship building curriculum. This gave every member of staff access to training and resources so that they could stand in the gap at the grass-roots level and build the relationships and sense of belonging in their individual classes that our leadership students would have been doing from the top-down, so to speak. Many staff took advantage of the resources and have a new appreciation for the positive impact investing in relationships can have in schools.

While we trust the effects of the pandemic and the limitations it brought on our usual way of conducting large scale events and activities will lessen over time, this important lesson remains: involving and equipping all members of your staff to build relationships is a great way to multiply your efforts and advance your goal of building relationships and a sense of community for all in your school. It increases the buy-in among your school staff, and will uncover new allies for the work you and your students are doing.

Jeff Gerber

The Leadership Advisor Certification Program gives solid PD for advisors looking to expand their knowledge and abilities as a leadership teacher.

CSLA promotes and support relationships with our leadership network of member advisors across Canada. Visit our website for programs and access to resources for you.

You cannot remove struggle from life, but you can improve your ability to handle challenge.

James Clear

Green Eggs and Ham for Leadership

Children's books contain timeless lessons and leadership concepts in easy-to-access, simple, narratives. Dr. Seuss wrote books that many students love and this makes the concepts much more approachable.

Lesson

Read class *Green Eggs and Ham* aloud to the group

Discuss with class what are the leadership themes from the book

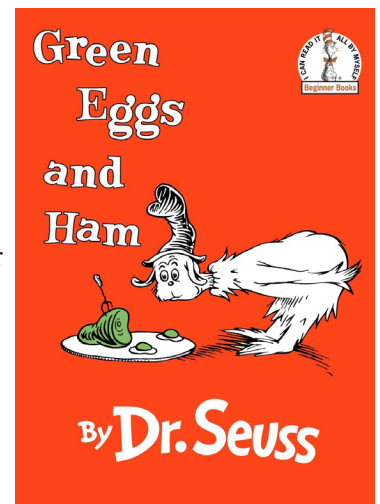
Theme Possibilities

- Try new things
- Be persistent
- Offer different options

Attempt to bring the discussion to how Sam I Am is like leadership students and the character who eventually eats is like the school we are serving.

Green Eggs & Ham Challenge

Have each student independently write down their plan for the following: "Write down something new that you will try in the next week. It can be something you think you don't like but aren't sure or maybe something totally new." Students then choose a *Green Eggs and Ham* buddy. They tell each other what their plan is for the next week. Have them ask questions about why they chose that. Then they remind each other to do it.



Talk about how doing something new like drinking eggnog won't change their world— but developing the mindset of trying new things or revisiting things you didn't like in the past is a great way to live.

Wrap up with telling your students the background on how the book was written. Dr. Seuss was challenged to see if he could write a successful book with only 50 different words. Eg. He could use the word "fox" as many times as he wanted but it only counts as one of the 50 words.

Dr Seuss was a competitive person who was open to the challenge – ready to try something new – the result was a timeless book. Students can learn that challenges provide opportunities for them to grow.

One week later in class have each student report on what they did, how it went, and what growth they were able to achieve.

*Brent Dickson
Centennial High*

THINK OF THE NEIGHBOURS

Living next door to a high school can be at times a challenging proposition for your neighbours. Bow Valley High sends their neighbours a thank you note along with a Kit Kat treat to recognize that challenge. It opens the doors to communication between the school and the community.

Drop off free tickets to school plays and interesting events to the neighbours. Let them know when exciting sports events are happening in your gym. When you make your neighbours aware of all of the positive things that are happening at your school, your community views the challenges differently.

An Introvert in Administration

How is it even possible? How can that be? OR . . . “Yeah, right – you’re not even close to being an introvert!”

Ah, but I am. And, like so many other introverts, I have a work persona, which sometimes makes me feel like there are two of me. The “work me” works very hard at being “on.” Whatever is happening outside of my school life does not come into work with me. I have too many people who need me to be present for them to have my headspace occupied by outside matters. Although not a morning person, I cheerfully greet people – staff and students alike – and am genuinely interested in anything that they would like to share with me.

I walk the halls, I have conversations, I take phone calls and answer emails. I participate in meetings, as both presenter and observer. I plan, I counsel, I do lunch duty. On days when I don’t have duty, I sometimes sit in the foyer and talk to students. My door is always open, and I feel guilty on the days when my computer demands more of my time than it should.

Then I go home and put on my mom hat. There’s meal prep, dinner conversations, homework, bathtime, story and song time, and then bedtime for my youngest. At that point, my switch flips, and I have to recharge.

I need silence – no, I crave it. My brain and body need time to just be quiet. I never thought I’d be someone who gave up watching TV, but here I am. At the end of the day, I need my walk with the dog, my weight training, and my books. The only time I turn on TV now is to fall asleep – which is a real catch 22 – I’d love to start a new series, but by the time I’m emotionally ready to turn on the TV, I am within minutes of drifting off.

I’m willing to bet that there are a lot of introverts in education, and a lot in administration. We’re observers, and one should never mistake our silence for apathy or disinterest. We just like to gather our thoughts before adding our opinions. We are great at listening to our staff and students, and when they come to us for advice, we take the time to really listen before jumping into the conversation. We know that we can put our heads down and get to the hard stuff because for some of us, that quiet work is our best.

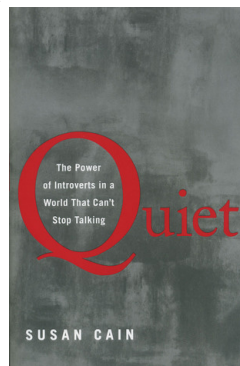
Introverts are notorious for being behind-the-scenes workers, and that’s part of the dichotomy of being an administrator; while it seems like what we do is “in front,” so very much of what makes our job distinct is the bits we’re doing that no one sees. The not-so-glamorous things that have to be done, like writing reports and grabbing a plunger when the custodian is on lunch and the toilet is clogged. It needs to be done, so we do it.

There are a lot of us, working quietly and diligently, observing, noting and planning. Perhaps we are solar powered – I certainly feel that this is the case for me, as the long, dark days of winter make me sluggish (but that’s a topic for another day)...

Introverts unite. Separately.

Jennifer White
jenniferwhite@nlesd.ca

CSLA recommends Susan Cain’s book for all advisors, introverted or not.



There’s no single answer that will solve all of our future problems. There’s no magic bullet. Instead, there are thousands of answers—at least. You can be one of them if you choose to be.

Octavia Butler

GOOGLE TRAINING WHEELS

High school is the safest place to practice leadership skills—and real-life leadership takes lots of practice. When you are learning to ride a bike, you will often start with training wheels and the protective presence of a parent. When you are learning to lead, you have a teacher advisor helping you from concept to completion.

The CSLA Google Drive contains the collective “training wheels” of over 30 years of advisor advice and resources. This material is available to all CSLA members and is invaluable in the practice of leadership within the school setting. Take the time to become a member and make this part of your training process.

studentleadership.ca/membership

**Fight for the things that you
care about, but do it in a way
that will lead others to join you.**

Ruth Bader Ginsburg

Above and Beyond

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To learn more about membership, go to:

www.studentleadership.ca/join/

You can contact us at:

CSLA Publications

268 West Acres Drive

Guelph, ON N1H 7P1

Tel: 1 519 222 6718

info@studentleadership.ca

**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
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www.friesens.com/yearbook

Reach the Horizon Grant

This past school year, with the help of the Government of Canada, CSLA was able to award twenty \$500-\$1000 grants, known as the Reach the Horizon grant, to students who attend the Horizons Leadership conferences. These grants provide students with the resources to lead a project, event, or program in their school or community to make a positive difference.

Some projects realized with these grants this year were a Rockathon at Centennial High School or Calgary, Alberta, and a teamwork room at École Mathieu-Martin of Dieppe, New Brunswick.

Through the fundraising event for the Alberta Children's Hospital and witnessing the fruits of their labor as students worked collaboratively in a new space, students from both schools learned valuable lessons, such as the importance of giving back to a meaningful cause and the importance of team chemistry. They all were rewarded by the pride they felt by making a positive difference in their respective communities.

To learn more about bringing a Horizons Leadership Conference to your school and Reach the Horizon grants, visit www.studentleadership.ca/horizons.

HORIZONS **CONGRÈS LEADERSHIP CONFERENCE**

Lors de la dernière année scolaire, avec l'aide du gouvernement du Canada, l'ACLÉ a pu attribuer vingt bourses de 500 \$ à 1 000 \$, connues sous le nom de bourses « Reach the Horizon », aux élèves qui assistent aux conférences de leadership Horizons. Ces subventions fournissent aux élèves les ressources nécessaires pour diriger un projet, un événement ou un programme dans leur école ou leur communauté afin de faire une différence positive.

Certains projets réalisés avec ces subventions cette année étaient un Rockathon à l'école secondaire Centennial de Calgary, en Alberta, et une salle de travail d'équipe à l'école Mathieu-Martin de Dieppe, au Nouveau-Brunswick.

Grâce à l'événement de collecte de fonds pour le Alberta Children's Hospital et en voyant les fruits de leur travail alors que des élèves travaillaient en collaboration dans un nouvel espace, les élèves des deux écoles ont appris de précieuses leçons, telles que l'importance de redonner à une cause significative et l'importance de la chimie d'équipe. Ils ont tous été récompensés par la fierté qu'ils ont ressentie en faisant une différence positive dans leurs communautés respectives.

Pour en savoir plus sur l'organisation d'une Conférence de leadership Horizons dans votre école et les subventions « Reach the Horizon », visitez www.studentleadership.ca/horizons.

Canada 