



# Above and Beyond

CANADIAN STUDENT LEADERSHIP NEWS AND VIEWS

A CANADIAN STUDENT LEADERSHIP ASSOCIATION PUBLICATION

VOL 20 NO 2



## CSLC 2017

The Canadian Student Leadership Conference returns for its 33rd anniversary to Ontario. Join over 1,000 students and advisors in the tech hub and farmland of the Waterloo Region.

**Dates:** Sept. 26 to Sept. 30, 2017

**Location:** Sir John A. Macdonald Secondary School, Waterloo, Ontario

CSLA has once again applied to the Department of Canadian Heritage for travel grants to defray the cost of student travel to the conference. This information will be available when registration opens for the conference.

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

Registration for the conference will open online at the end of March, 2017. You can register for the pre-conference tour to Toronto and Niagara Falls when registration opens.

Your co-chairs for CSLC 2017 are:

Sandy Millar

[sandy\\_millar@wrdsb.on.ca](mailto:sandy_millar@wrdsb.on.ca)

Stephen Gray

[stephen\\_gray@wrdsb.on.ca](mailto:stephen_gray@wrdsb.on.ca)

The website for the conference is:  
[cslc2017.studentleadership.ca](http://cslc2017.studentleadership.ca)

## There is NO free shipping!

We hate to break it to you, but there is no free shipping. The laws of physics still work in gravity's favour and the changing economics of supply and demand are not any different than they were last week. Despite the fact that your online experience states that if your total purchase exceeds \$35, you get free shipping — you are paying for the shipping. There is no free shipping.

What does this statement mean to our association based on student leadership?

This newsletter is produced by the Canadian Student Leadership Association which is a not-for-profit educational association existing on the efforts and contributions of volunteer teachers and one paid employee. The label of *not-for-profit* is a tax status given by the Canadian Revenue Agency and is not our business plan. This means that this volunteer association must depend on revenue that we can generate from the sales of print resources and memberships that are purchased.

The revenue reality of our present online universe is that Amazon can sell you books and ship them to you for “free” cheaper than we can. Amazon is the face of a disruptive technology that is affecting the economic viability of book-sellers and retail stores across the world. CSLA is not immune, as we are now shipping 30% of the total resources that we used to — and we show the charge for shipping right up front on the invoice.

Our dilemma is that this association now depends on an audience that is used to receiving free shipping. A CSLA membership is the shipping cost of providing a network of support and resources for advisors across Canada. We now have a paid membership that is close to half of what it was before this false concept of free shipping became the norm.

Bluntly stated: please support student leadership in Canada by purchasing a CSLA membership. This is our shipping cost up front. Then we will be able to freely ship you all of these great ideas and provide support to students and advisors across Canada.

Sign up and pay for a membership online at: [www.studentleadership.ca](http://www.studentleadership.ca)

Don't get me started on the myth of free health care.

*Dave Conlon*

*The question is whether or not you choose to disturb the world around you, or if you choose to let it go on as if you had never arrived.*

*Ann Patchett*

## Scholarship Application Basics

Student leaders are the prime candidates for academic and community scholarships, but they have to apply like everyone else. The rule is to apply to scholarships that fit your skills and accomplishments and apply to as many as you can. Consider a \$1000 scholarship as 10 hours of work. If you work 10 hours preparing and applying for this scholarship, you are making \$100 an hour if you receive the scholarship. If you don't receive the scholarship, you have 10 hours of work banked on applying for another scholarship.

### Details Matter

- Eligibility is crucial – if a scholarship application has eligibility requirements, you must meet them to have your application considered for the award. Research and prepare for the scholarships that you are capable of receiving. If you need 80% on your transcript to apply and you have only 79%, you can be sure that the application won't be rounded up in your favour.
- Read the scholarship application carefully to make sure you understand what the scholarship is trying to recognize. Many scholarships will even list criteria of what they are looking for in applications.
- Do not go over the stated length of application. If the scholarship asks for two reference letters, four is not twice as good: this shows that you cannot follow instructions. Practice your answers to make sure they fit before submitting them online.
- Small details like quality paper, clear and proper font type and layout are important. You want to move your application to the top of the pile in any way you can.
- Spelling and grammar mistakes will quickly move you to the "not acceptable" pile.
- The reference letter is an important part of the application: pick a good writer who knows you. Give your reference letter writer a specific list of your accomplishments related to the scholarship application. Make sure the writer is aware of all of the parameters of the scholarship.

### Polish Your Application

- Be specific about what you have accomplished. Being in charge of the food committee for a fundraiser is much more important than just participating in that local fundraiser. Scholarships recognize *initiative* not intention.
- Proof-read all of the answers in your application. The essay must be written in your voice, but you should have someone help you polish the writing.
- Know what the qualifications are for the scholarship and address your answers and accomplishments to the outline.
- Use a personal but professional style of writing. Do not use emoticons or social network abbreviations on your online application.
- Make sure your application is complete before you send it in. Make a list of all of the requirements and check each off as you prepare your final package.
- Google your name to ensure that you have a professional online presence. Use a clean email address, such as *firstname.lastname@gmail.com* Review your Facebook and Instagram accounts and remove inappropriate and immature material.

Remember: **You receive a scholarship: you don't win it.**

"Winning" implies that luck was involved. There is a lot of hard work that must be done in applying and presenting yourself as a viable candidate for receiving a scholarship.

### PROCESSING IS VITAL

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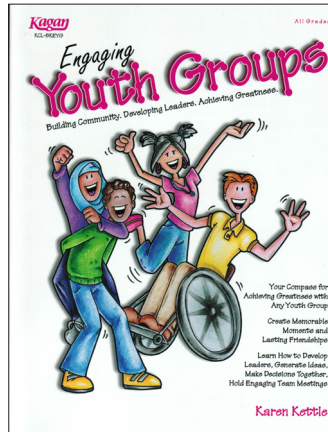
The true element of learning happens after an event. This is the learning that sticks and gives us experience.

In order for a student leader to learn and have experience stick, they must be taught the importance of debriefing their experience. It is very simple and can be done in these four steps:

1. *What happened?*
2. *Why did it happen?*
3. *What does it mean?*
4. *How can I use it?*

# Guided Discussion for Event Planning

An advisor provides the structures of a guided discussion to allow the students to be in charge, but still experience the planning along a checklist structure. Students will have an idea about how to plan an event, but the final success of an event will depend upon some things that get missed. Even pilots who have flown for over 20 years depend on a pre-flight checklist for their next flight. Providing students with a checklist of event planning items allows them to be prepared for success. Here is an event checklist that students can follow pre-flight:



- What is the overall purpose of our event?
- Who needs to give us permission to run this event?
- What is the best date and time of day for our event?
- What is the best location or facility?
- Who will be involved in running our event?
- Who will be involved in participating?
- What will I do to encourage all my friends to participate?
- What financial aspects do we need to consider?
- Whose expertise can we draw on in planning and running our event?
- What needs to be done to set up for the event?
- What do we need to do to manage garbage and recycling?
- How can we maximize the number of people who will participate?
- How will we welcome people to our event?
- What needs to be done to clean up after?
- What jobs need to be delegated?
- Is our event weather dependent? What is our rain plan?
- How do we want people at our event to feel?
- Does our event inconvenience anyone? How can we reduce that?
- What safety issues (physical, social, emotional) do we need to address?
- In what creative ways can we advertise for our event?
- What supervision needs to be provided?
- What do we need to consider in creating a timeline for our event?
- Who will we need to thank after the event has been completed?
- What have we learned from running successful events in the past?
- What have we learned from running unsuccessful events in the past?
- What criteria should we use to judge the success of our event?

This material is taken from the new resource available online from CLSA. It is called:  
*Engaging Youth Groups: Building Community. Developing Leaders. Achieving Greatness.*  
by Karen Kettle

*Nobody who ever gave his  
best regretted it.*

George S. Halas

## CHOCOLATE BAR PUNS

A thank you candy in the mailbox is much sweeter with a pun.

*examples:*

Your help really raises the bar!  
We'd have to be nuts not to appreciate you!

**Reese's Pieces:** We really love you to PIECES!

**Rolos:** Thanks for rolling up your sleeves and helping

**Mars:** You are out of this world.

**Snickers:** Thanks for all the giggles

**Skor:** We really SKOR'd getting you as a teacher

**3 Musketeers:** To someone who does the work of three people — thanks!

**M&M's:** You are truly Marvelous & Magnificent

**Smarties:** Thanks for making us Smartier

**Kit Kat:** You deserve a break today

**Jr. Mints:** Thank you for your com-mit-MINT!

**Crunchie:** You always help out in a CRUNCH!

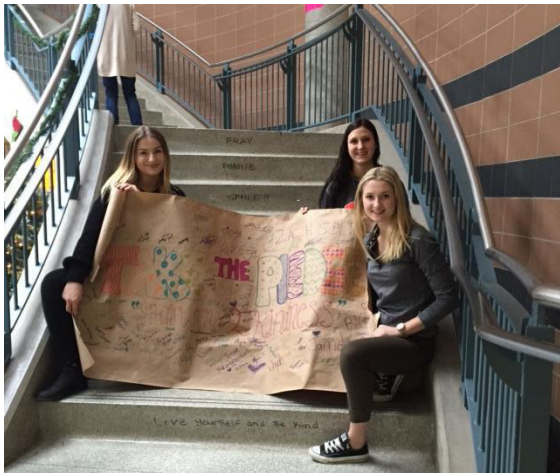
# The 20% Project

*Leadership projects help students improve their school.*

*The 20% Project is a part of the leadership class at St. Benedict Catholic Secondary School. Students are expected to spend 20% of their time (one class a week) working on this project and it is worth 20% of their final mark.*

If your students don't think they can change the world, give them a chance to take their first steps by changing a part of their own little world. At St. Benedict Catholic Secondary, in Cambridge, students in the Servant Leadership course (IDC4UX) have a rare opportunity to put their learning into practice at their own school with the "20% Project". For the past few years, we have implemented a culminating activity in the course that challenges students to solve a problem at St. Benedict with a personal connection to them. Student leaders are encouraged to think about how they can improve the community, whether it is a social justice campaign that they feel passionate about, or a practical solution to a pet peeve of theirs.

The 20% Project gives students one day a week to think, research, plan, develop, implement, and evaluate a solution. Students are encouraged to choose a project that will motivate them, that will inspire others, and will make a difference in our school. They are told to choose something that has always been burning in their heart, but they never had the time to work on it.



*Leadership students display their anti-bullying pledge banner on the "Steps to Kindness" on Kindness Day*

Student projects have included a fundraising day for Skills Canada with a trades competition and cake decorating demonstration; a mental health awareness day with guest speakers and inspirational posters; a proposal for artificial turf on the football field; an awareness campaign about international exchange students with a chopsticks tutorial; an implementation of a social council responsible for gathering student input; a Facebook page for homework help; and, implementing a program to include students with special needs in the social events of our school.

Every week, students have the full class time (75 minutes) on Friday to do whatever they want on the project in the classroom or around the school. Students can perform Internet research, conduct surveys in classrooms, or meet with teachers and/or administration to discuss their proposal or get approval to implement the project.

At the beginning of the period, students must conference with the teacher about their plan for the period and receive constructive feedback before continuing with the project. At the end of the day, each student is also required to write a blog entry that documents their progress on the project and, in an effort to build collaboration, they must comment on at least one other student project. The blended learning environment encourages 21st century digital communication skills, as well as motivation for students to keep working.





*Students with special needs join the Leadership class for a musical performance at the Christmas assembly*

Not all projects end in success.

Students discover that following their passion isn't as easy as they had hoped. They often run up against unforeseen obstacles that not only teach them about school policies and procedures, but also force them to use problem-solving skills to work around the bureaucracy. If they're not truly motivated, they will easily give up.

Many students also struggle with personal communications because they are used to talking to people in the digital world. When the project requires them to ask for—and conduct—a meeting with a teacher or vice-principal, they struggle to get up the nerve to speak one-on-one. They will simply send an email and wait for the person to reply. As time slips away, they will be forced to meet face-to-face to get results and, if they are not passionate about the project, they will avoid that personal contact.

Even in failure, students learn so much. They might recognize how much time and effort is required for capital projects, such as replacing a gym floor or inviting fast food franchises into the cafeteria, or learn why laptops in the library would never work because of the lack of supervision or not enough money in the school budget.

At the end of the semester, students make a brief “TED Talk” presentation to the class and special guests, including any teacher or administrator involved in the projects. Whether students have successfully changed the school or end up disappointed in not accomplishing their goals, each and every one of them has learned more about their leadership skills and the hard work required to make their dreams come true.

*John Curtis  
St. Benedict Catholic Secondary School  
Cambridge, ON*



*Phys Ed teacher, Nat Dufresne, talks about healthy active living at a Mental Health Symposium organized by a Leadership student*

*When you're different,  
sometimes you don't see  
the millions of people who  
accept you for what you are.  
All you notice is the person  
who doesn't.*

*Jodi Picoult*

## What I have learned

So often in my travels around this country I hear students say, "I want to start something, I just don't know where to start." My response is always the same, "Start where you are, write down what you want to do, and dedicate your every day to doing one thing that will move you towards that goal."

What I have learned is that true dedication is really important: worry about how to perfect your idea once it is out there, concentrate less on strategizing and analyzing how to do something perfectly. Work on dedicating your days to being productive in small, positive ways. It does not matter what the goal is: what matters is what you do to get it out there.

What I have learned is that the keys to any progress are two things: one – a complete discontent with the status quo, and two – a relentless pursuit to try and change it. If you implement those two behaviours, you are well on your way to accomplishing your goal. If what you are doing gets hard, it means it is worth it.

I remember an event from the not so distant past; I was hired to work with a school, in the form of facilitating a presentation (Those who know me, know I love speaking with students). When I started doing this job of presenting to students, just over five years ago, it was hard – some days were great, some were hard (never bad), but hard. On this one particular day, I was on my way to a presentation that was about an hour away from home and just as I was ready to leave, I turned on my car and recognized that my fuel was very low. I quickly hopped on my phone and saw that I had zero funds available. What was I to do? It would have been very easy to call the school and tell them I had car trouble and would have to reschedule.

What I did was drive to the school, hoping the entire way that I would make it – about two kilometers from the school my car ran out of gas. I had no choice but to walk the rest of the way. My only thought was to do a good job at the school and worry about the rest of the day after. Fortunately for me, the school paid me while I was there. I found that the closest bank was just over four km's away, so I walked to the bank, deposited the cheque, walked over to Canadian Tire bought a gas can and some gas, and then made my way back to the car. After filling up my car and driving home, I remember asking myself if quitting my great teaching job to do these student presentations was really worth it? And without hesitation, my answer to myself was "yes".

What I've learned from that experience is that the people who get the most out of this world are the ones who have an infinite capacity to keep on going, no matter the problem. Don't limit yourself. There will be times when things are not going your way and you seem to run out of gas. Keep taking another first step in that positive direction: you will be happy you did.

*Nick Foley  
Move for Inclusion  
Celebrate the Hero  
Good sport  
For speaking inquiries contact:  
Nick@celebratethehero.com*



### KAHOOT IT!

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This online software allows you to create trivia games in minutes. You create a series of multiple-choice questions that can be answered from any mobile device and the results are displayed to the group. Videos, images and diagrams can be added to increase engagement.

Use this game as a spirit-building event in a space such as a cafeteria where everyone can see the results whether they are playing or not. Enhance an existing activity such as Pi Day with a contest answering facts related to pi(e) in general.

Kahoots (created games) can be saved on the system and shared with others. You can check the site and Pinterest for existing games.

Website: [getkahoot.com](https://getkahoot.com)

# So you think you can DJ?

*Tell me and I forget, teach me and I remember, involve me and I learn.*

The *So You Think You Can DJ* school competition has been happening at Bramalea Secondary School for the last four years. Students practice at lunchtime and then receive the opportunity to compete in front of their peers and Grade 8 students. The top four winners from the school's DJ crew go on to compete at the annual *So You Think You Can DJ* Finale in the spring of 2017. The winners this year were: DJs Soft Touch, KG, Z & Bones. Special thank you to the awesome sponsors, Skullcandy Canada, Pioneer DJ Canada, Zip DJ and Serato for helping to making this possible.



The Math Thru Music (MTM) DJ program combines numeracy with DJ'ing to create the ultimate learning experience for students. No matter the choice of music, math plays a huge part in being a DJ and the MTM program connects the dots. Learning DJ skills also works to improve a student's skill set for employment. The program helps students learn the craft of DJ'ing while developing technique, self-confidence, and self-esteem. The school trained DJ's bring the program into the elementary schools on a weekly basis to provide mentorship, teach DJ skills and ease the anxiety associated with transitions.

This program has grown from 8 students initially and now involves 40 students at the high school level and 40 from the elementary feeder schools. Part of the intent of the program is to ease the transition into secondary school, so 10 Bramalea students act as mentors for the elementary students. There is no cost to the students to participate and it is a mixture of girls and boys who choose to be a part of the program.

The students don't feel targeted for a "special program" as they choose to participate in something that they want to learn. This unique program builds social skills such as leadership and self-confidence. The students unknowingly enhance their self-esteem and build a connection to a social group.

For more information contact:

*Joseph Khargie, Executive Director*

*TAHO | Foundation*

*E: joseph.khargie@tahofoundation.org*

*When someone tells me 'no,' it doesn't mean I can't do it, it simply means I can't do it with them.*

*Karen E. Quinones Miller*

## ACTIVITY HACKS

Turn your asphalt desert into art. There is a huge canvas outside every school so use washable sidewalk paint to create posters, directions and doodles. Check out [www.sidewalkchalkpaint.com](http://www.sidewalkchalkpaint.com) for ideas and unique products more than chalk sticks.

Nobody wants those old metal filing cabinets. New cupboards are too expensive, so use them as storage drawers in your activity space.

Check in student backpacks at dances and events. Use numbered, wooden clothespins to clip to the item, and then mark the student's hand with the corresponding number.

Make a portable ice-chest out of a garbage can on wheels. Check a janitorial supply company near you for these large plastic buckets on wheels. (pull don't push!)



*To be successful you must  
accept all challenges that  
come your way. You can't just  
accept the ones you like.*

*Mike Gafka*

### **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/](http://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](http://studentleadership.ca)**



**Canadian  
Student  
Leadership  
Association**

This newsletter has been printed  
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[www.friesens.com/yearbook](http://www.friesens.com/yearbook)

## **Can the Cans for Food Banks**

Part of our mandate in student leadership is to encourage giving and teach our students how to contribute to charity. We do this through small local efforts such as food drives and in larger ways, such as organizing trips to a foreign country to help with building a library. It is valuable to examine the end results of what our well-intentioned charity causes the recipients. It is not enough that we feel good and special when we give: schools should take the effort and time to look at how our giving can be efficiently channeled to the receiver's economic and personal benefit.

When a need arises, we often want to give something tangible rather than cash because we are afraid that our donations will disappear into "administration" rather than help the affected people on the ground. This well-intentioned behaviour happened during the Fort McMurray fire where truckloads of diapers and toiletries were donated only to end up wasted. If you are going to trust a charity to do good work, you have to entrust it with what you money you can give.

How many of us, when asked to donate to the local food bank, go to the cupboard and find the items that you haven't used in the last six months or longer? Consider whether the food bank really needs another can of creamed corn to sit on their shelves.

- When in doubt, donate peanut butter and canned fish
- Most food banks post a list of what they need on their website

It is an economic reality, but the local food bank would prefer that you give them \$1 in cash rather than that can of creamed corn.

- The Calgary Food Bank states they can turn your \$1 worth of cash into \$5 worth of food that they know their clients need because food banks can buy in bulk.

It is wonderful that you show up with a cube van full of pounds of food, but the random assortment causes a logistical nightmare on the loading dock and in the warehouse.

- Take the time to arrange your food donations into similar types to alleviate the huge effort of sorting at their end.

Food banks don't want to tell you up front what to donate because they don't want to alienate the good Samaritan in all of us. When charities appear picky, people tend to think that they don't need our help.

- Ask them what types of things they need right now and where their stocks are lowest.

The castle of cans in the front foyer looks good in the school newsletter because it shows tangible efforts by the students.

- Putting a candy cane thermometer in the foyer showing how much cash was raised for the Christmas food drive is one way of making it tangible.

Please continue to give and teach your students this important lesson, but take the time to consider the best way to be truly helpful to the charity of your choice.

