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student leadership

The Student Leadership Training Program

Leaders walk their talk.

Linkage

VOLUME 6 ISSUE 9 THE SLTP ALUMNI NEWSLETTER MAY, 2006

Violence against women & SLTP's White paper



Much of this newsletter will be devoted to SLTP's campaign to Stop The Violence Against Women. Inside you will find references to our recently published White Paper on the subject.

The White paper was a

collaborative effort of the delegates to the InterLead conference who included student leaders and state legislators from CT, MA and RI.

The special focus section begins on page 1 and is continued on pages 10 through 14. The section is marked with an attention getter and special section heading.

All of the usual monthly news on activities, information about SLTP and articles from our staff and alumni are still inside.

Taking a stand By Helen Fitzgerald, CASA Executive Director

Violence against women: we can stop it!

There is an epidemic of violence against young women occurring in our schools. The statistics make the case to call it an epidemic. NBC recently reported that one in five high school women are in an abusive relationship. According to the American Journal of Preventive Medicine, approximately one out of every three high school women who are in a relationship, are in an abusive relationship.

Student and community leaders play an important role in our nation's efforts to stop violence against young women. We have the opportunity to serve as role models for other women, girls, men and boys in regard to the treatment of women and girls. Silence is complicity. Boys need to be taught at a young age that using violence against women is wrong and will not be tolerated. Leaders are in a unique position to communicate this message in a strong, compassionate, and meaningful way. Working in partnership, student leaders

and community leaders together can make enormous strides toward changing attitudes and perceptions surrounding relationship abuse, dating violence, sexual assault, and stalking.



◆ **The first step is awareness.**

Promoting awareness will require persistence. Many simply do not want to believe the reality. Many want to fall back on the excuse that it is the victims fault. Assemblies and training programs are a necessity. Included among the recommendations of almost all of the groups are awareness outreach ideas which vary from presenting "The Yellow Dress" to Public Service Announcements.

◆ **The second step is the acceptance of responsibility.**

This is not about finding fault. This is not about shifting blame. Leaders must accept the responsibility to act. This is not a

Continued on page 10

Conference Profile: Leadership in Athletics



Every day teens are in a battle that is really not a game at all. It is a battle. It is a fight. It is a race . . . for their social lives, for their spirit, for their friends, for their reputation.

Make no mistake, Leadership in Athletics is more than "X's and O's." It is life training.

Today's student athletes are perceived and portrayed in the media as bullies, druggies and cheaters. We believe that

It's real.
It's raw. It gets dangerous.

So are you ready?

Are you?

The Leadership In Athletics program offers extreme training to prepare student athletes for the challenges they face.

perception to be false.

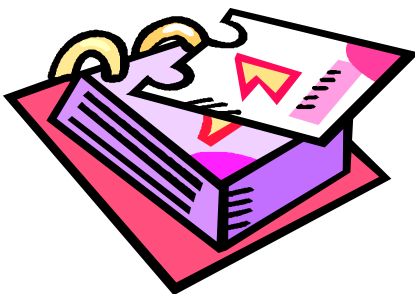
In the two days of training we plan to prepare the student athlete to be an effective leader for their team and for their school.

Athletics can and should inspire the best in student leadership. The athletic field offer many tangible applications for student based leadership.

The conference is scheduled July 27 and 28 at Nichols College. Applications are available on line.

Don't wait. Sign up today.

National Teacher's Day



Mark your calendar. The date is May 9. Celebrate the day by making a difference. Celebrate the day by sharing an affirmation. On each and every one of our personal thankful lists teachers names can be found.

Reach out to one or two of them. Send them a real thank you note. Be specific. Make their

day. When you do, you know that you will also be making the day for all of the students they reach.

In your principal's and adviser's hands



The third and final Mailing of SLTP's entire Application Packets arrived at your school in last week.

Please direct this packet to the students and advisers who are interested in learning how to make a

difference.

Applications for all of our summer conferences are rolling in at this point. We are expecting our highest enrollment to date. (Check the article on page 3 for the available openings as of the publication of this newsletter.) One very important note—because of staffing limitations this year, we may have to restrict the size of some of the

sessions -- so if a particular session is the only one you can attend -- register soon. Applications are readily available on line as pdf files.

Do not be left out.

This Summer—what's available?

Registrations for all our summer conferences are under-way in earnest! There are just over 8 weeks to go before our summer conferences kick off. All of the applications are available on line as pdf files at www.sltp.info

OTS

There is one session which is open to all forms of officer teams – from full cabinets to co-captains – from clubs to classes to student government. (The team requirement is that there must be at least a pair of officers)

July 6-7

LTC

There are four sessions. Although there are just 97 slots available at this point.

July 11-15;
July 18-22;
August 1-5
and Aug 8-12

ALC

There are four sessions and approximately 14 slots available.

July 12-15;
July 19-22;
August 2-5;
and Aug 9-12

TLC

There is only one session and there is 1 slot left.

July 12-15

Adviser Certification

There is only one session which is open to all teachers, coaches and collegians and there are 8 slots left.

July 27-28

Leadership in Athletics

There is only one session which is open to secondary and collegiate athletes and their coaches and there are 24 slots left.

July 27-28

SLTP Brochures

Currently we have the following brochures posted on line:

- <http://staff.sltp.info/brochures/athleticsflyer.pdf>
- <http://staff.sltp.info/brochures/otsflyer.pdf>
- <http://staff.sltp.info/brochures/LTCflyer.pdf>
- <http://staff.sltp.info/brochures/ALCflyer.pdf>
- <http://staff.sltp.info/brochures/Adviserflyer.pdf>
- <http://staff.sltp.info/brochures/interleadflyer.pdf>
- <http://staff.sltp.info/brochures/Generalflyer.pdf>

Conference Profile: The Officer Training Seminar



Even though leadership does not require holding a title, SLTP recognizes the need to train and prepare student officers for their SPECIFIC roles, which is the role of the Officer Training Seminar.

The primary objective of OTS is “nuts and bolts” preparation for the roles, procedures, duties and responsibilities associated with the traditional student officer and adviser positions.

Separate practical workshops will be held for each of the cardinal offices—president; vice president; secretary and treasurer. Other officerholders or team captains will attend either specific job related workshops or tutorials to be determined by the enrollment.

In addition to the specific officer and adviser workshops, the curriculum includes workshops on building effective teams, calendaring, **modern** meeting management, motive-action, time management, goal setting and project planning.

Since the roles and responsibilities of student officers are interdependent, student officers may only attend this seminar as a

TEAM. The minimum number of officers for each team is 2 which may include any combination of student officers including the adviser.

Registration is limited and since many schools & organizations do not hold their election of officers until later in May or in early June - schools may deposit registrations to hold / reserve spaces for their officer teams.

Applications for OTS can be found on our website www.sltp.info

SLTP offers assistance

At a recent meeting of the Administrative Board (the governing committee for SLTP), a proposal to continue to expand the outreach of SLTP through our Grant program.

This summer the students attending SLTP will be given information about one of our most exciting efforts to exercise STUDENT leadership back in their schools and com-

munities.

CASA will once again sponsor the Leadership Action Grant Program.

In a nutshell, this program is designed to provide funds for a specific project designed by an SLTP graduate.

We all know many ideas for wonderful service projects do not get off the ground because funding cannot be found.

While it will not be possible to fund every idea an SLTP graduate has (at least not yet), we hope to be able to fund several projects this coming Fall..

Details about the program and the grant application process are available on line.

We will have information about the grant program included in the camper manuals and Parent Orientation Packets this summer.

News from the "Real World"

Across Illinois high school sophomores are required to take a driver's education class and to pass a written exam.

The interesting thing is that there is NO exceptions to this rule allowed. It is mandatory. Even for students who are blind or who have disabilities that prevent them from ever getting behind the wheel of a car.

A recent candidate for office in Illinois said, 'it defies logic that blind students are required to take this class. It is a waste of their academic time.'

But the classes are still going on, and no one is exempt.

Leadership in Action Grant Program

The CASA Leadership Action Grant Program has been established to further empower students who graduate from the Student Leadership Training Program by providing the means to engage them as a resource to bring positive community change by supporting their initiative.

Any student who has completed LTC, ALC or TLC and any adviser who has completed our Adviser Certification Conference is eligible to apply for a grant to fund an action plan of their design.

Proposals should be

submitted on the forms provided and must be submitted by September 30. The CASA Administrative Board will select proposals based on the feasibility and community impact. CASA will offer support, advice and various levels of funding to help implement the action plan.

Grant Requirements

- Must be initiated by a graduate of SLTP (LTC, ALC, TLC or Adviser Certification Conference)
- Must be planned and carried out by school aged youth

- Must improve or benefit the community
- Must have at least one adult supervisor
- Must submit complete grant application by deadline
- Must interview with the Grant Committee
- Must make available a presentation to the SLTP community to discuss the successes and failures

Alumni Voices Bulletin Board

bb

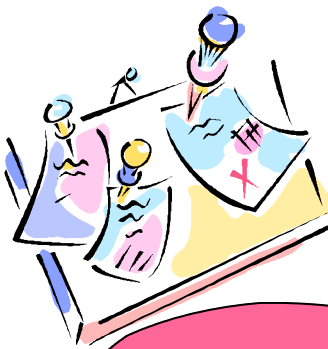
Cell Phones

Use your phone's calendar. Most cell phones have a calendar where you can put in information and

Get Organized

then your phone will send you a text message two days before the event and the mourning of the event. If you always use your cell phone like I do then you can't get around not knowing what you have to (or get to) get done.—Ali Beretta

GET RID OF CLUTTER
Organization is a crucial skill that many people lack. Clutter controls lives and often hinders us from progressing. We need to take a deep breath and let go of all the stress and "clutter" we possess. Sometimes, when in reality, we can't do everything, we feel that they need to do everything, prioritize. First we need to tackle the "need-to's" before we can tackle the "get-to's?" -- Erica Pieroni



WRITE IT DOWN!!!!

Write it down! Whether in a notebook, binder or day planner...write down ideas, people, events, anything that you need to remember later. If you're at a meeting, make sure someone is taking "minutes" or something like them. Writing stuff down keeps everything fresh in your memory, so a good idea doesn't go to waste, and you don't forget when you said you'd be somewhere. —Liz Duclos



Thank you!

Thank you,
Thank you for all the love, support and encouragement before during and after my marathon run. I was able to raise enough money to fund a student for LTC this summer.
Love, Meg

Lame Excuse Files

"I don't have a ride home"

The lamest excuse that I hear (quite often) for not participating is some version of "no one else is going to." There is so much that students could add to their community if there was not so much fear of stepping out of the crowd. By taking that positive step, students get the reward not only of the activity, but also of getting to be true to themselves.

"I'm not good enough." It seems that many people lack the confidence to be able to get involved in their school.

"I've never met them, why do I need to help



them?"

"I am not going to be at this school next year, so why should I care?"

"Are any of my friends going?"

Submitted by Liz Duclos, Farrar Cooper, Erica Pieroni, Sally Kiss,

bb 2

The Alumni Bulletin Board



We have four court yards inside our building, but no students may enter them, except for yearbook photos.

Last June following a water fight at the school's only bubbler, our vice principal took a nutty and made a rule that water bottles were illegal. She even shut off the bubbler even though it was over 90 degrees outside.

Our school decided to crack down on tardiness this year. Any student arriving after 9:00 without

a parent is not admitted. After an orange was used to clog a bathroom, fruit sales were halted in the cafeteria.

Almost a school rule, a candidate for school committee declared that all students in activities or riding school buses should be given a drug test. He lost the election.

A requirement for our varsity basketball is that during the season players may not be involved in any other activity.

Best reasons to go to camp



The best reason to go to camp is to learn how to come out of your shell.
Sally Kiss

The best reason to go to camp is that everyone, in some individual

way, finds themselves capable of doing something they didn't think possible. Not only is that an awesome thing to find out for oneself, but it is also something campers can bring back to their communities, families, and friends.

Farrar Cooper

ABSOLUTELY BEST reason to come to camp:

camp changes your mindset; in school with group issues i tackle them with the question :if i were at SLTP how would we solve this? this way i get some great solutions to common group problems and i get

to remember camp each time there is a problem.

Ali Beretta

One reason—wow, this is crazy! It has to be the investment in yourself.

Sarah Bourbeau

Because we can make a difference, and camp makes us see that.

Laura Murphy

Today my answer is for the life-long friendships you make. I went to camp quite a few years ago now, and the friends I made there are still with me today.

Carolyn Labuda



Many restaurants offer Fundraising Nights, or something like them. Places will donate a small portion of one night's profits to your organization. They are a great way to get students out of school to raise money, and usually, good food and good times come out of them! They require little work other than a lot of advertising, and they're wicked fun! Plus, the restaurant will thank you for the extra support.

- Liz Duclos

Alumni Voices—taking a stand

This month's question: Should schools make service mandatory for

YES by Farrar Cooper, SLTP Alumni Board

At SLTP we think of service as a “get to” instead of a “have to.” Students, however, usually hear their peers talk about service as a requirement. Not many will start a “requirement” when most of us are fairly busy already.

I am in favor of a com-

munity service requirement because it gives students a push to try something that will benefit themselves, the community, and that they may well enjoy; it is a chance to truly learn that service is a “get to.”

NO by Sally Kiss, SLTP Alumni Board

I do not think that schools should require community service to graduate. At camp we talk a lot about how community service is a “get to”. If it were a requirement then it would become a “have to”.

No one likes “have

tos”.

Yes, it would be great if more people became involved, but I don't think that this is the best way of going about it because it takes away from what community service is all about; helping others because you want

to.

Yes by Lauren Nutter, SLTP Alumni Board

If by making it mandatory, schools would get more involved systematically then I think the idea is sound.

Imagine the impact if all around the community there were groups of high

school students visibly performing service to the community, that might make it easier for the schools to gain support when they need financial assistance.

No by Laura Murphy, SLTP Alumni Board

Instead of seeking ways to add requirements—which is just another way of implying that students are not doing what they should be. What about seeking more ways to recognize the efforts of the

kids who are performing community service?

Jim points out that our generation performs more service than any before it—yet most schools do nothing to recognize the students who are

making the difference.

In my mind I prefer reward instead of implied punishment.

What's in the future for SLTP?

Obviously we have a full summer ahead — but even before and after that SLTP will be busy.

- ◆ Next summer, SLTP will add a new conference entitled “A Leadership Practicum” which will combine travel, service and learning. We plan to take a group to Costa Rica for a week filled of practical hands on leadership and service.
- ◆ Next week, the majority of state legislators in CT, AM and RI will receive copies of the White Paper.
- ◆ The SLTP Administrative Board has undertaken to write a write paper for school administrators and legislators concerning Student Activities.
- ◆ In the next six months, the Alumni Association will be

sponsoring state wide service events in Connecticut, Rhode Island and Massachusetts — details will appear on our website and via email.

- ◆ This summer, SLTP will sponsor TWELVE conferences beginning with OTS.
- ◆ This summer, SLTP will debut a new version of our play, “stop, look and listen.” The play centers on what leaders can do about bullying.
- ◆ Applications to join the 2007 SLTP staff are available on line and are due the second week of August.
- ◆ The Leadership Action Grant Program will sponsor several community service projects initiated by SLTP alumni this Fall.

- ◆ This Fall, SLTP will be sponsoring a day long leadership conference in New York City.
- ◆ The Core Adviser Seminar will be held this Fall for advisers and coaches across New England.

Join us. We pledge to continue to stand up for what is right, even if we are standing alone. We pledge to continue to do everything we can to empower student leaders.

Thank you—webbie to webbie!



Thank you for all of the contributions, notes and emails in support for our newsletter during this academic year.

This issue will probably be the final full edition for this year as we must concentrate all of our effort in the next

two months on preparation for the summer conferences.

Just a reminder that contributions, suggestions for the SLTP newsletter are quite welcome. Send them to: jim@sltp.info

We'll see you “at camp.” Good luck closing out the school year.

The 2006 SLTP Conference Schedule

Where leaders learn HOW to make a difference!

- **InterLead—the Inter-State Student Leadership Forum**
April 2
- **Officer Training Seminar**
July 6 - 7
- **Leadership Training Conferences (4)**
July 11 - 15; July 18 - 22;
Aug 1 - 5; Aug 8 - 12

- **Advanced Leadership Conferences (4)**

July 12 - 15; July 19 - 22;
Aug 2 - 5; Aug 9 - 12

- **Leadership in Athletics**

July 27 - 28

- **Adviser Certification**

July 27 - 28

- **The Leadership Center**

July 12 - 15

- ◆ **The ReEnergizer**

November 25, 2006

We're on the Web!

www.sltp.info

Information for Parents, Teachers, Students,

Administrators

Applications *

Photos

Conference Profile: The Adviser Certification

Among the most critical pieces in the puzzle that is student activities, is the piece representing the adviser. In order to stage an active, responsible activity, student leaders need advisers well versed in leadership training. Let SLTP help you to grow your program.

Everyone involved in student activities understands the value of cocurricular programs to both school and community. That value has been acclaimed in virtually every national study of our system of education. Yet very little training has been offered for the advisers, sponsors or coaches who are charged with those activities.

Essentially this program provides the opportunity to learn and

master the techniques and methodology of advisership. It is a comprehensive program quite unlike most hour long workshops and even day long seminars that merely skim the surface by offering only idea sharing. To begin with, our program reviews the basic skill areas that are essential to successful advisership - *organization, group process, structure, project planning, involvement, motivation and leadership training*, then we approach the step by step progression through all the aspects of activity programming as teacher preparation.

Fundamentally we hold that successful advisership is the result of actively teaching and pre-

paring students to lead themselves. So the intent of the program is to enable and prepare advisers to teach leadership skills to their students. As a result, our program is experiential in nature.

The registration fee covers program materials and meals for the four days. The dorm and classrooms are air-conditioned. The program materials include: a leadership manual, an adviser's manual, a book of ideas, an adviser's "toolbox", a program shirt, and a photo cd.

Registration is limited. Professional Development Points will be awarded.

Applications and more information can be found on line. You owe it to your advisers to give them a chance to attend SLTP too!

Get them to join us—July 27 & 28

Leadership Lessoning: Conflict proactivity—the SLTP way—fist to 5



Often the biggest conflict catalyst in groups is also one of the tools that groups use to conduct their business "efficiently." Most groups utilize some form of Parliamentary Procedure which relies on the concept of majority rules. A majority vote on most motions requires 51 percent of the members to agree. That leaves 49 percent disagreeing, doesn't it? As should be imagined and envisioned this minority voting group is ripe for resentment and conflict.

One way to avoid this black hole of negativity is to include consensus building into the decision

making process. The idea behind consensus is not to have every group member agree, but simply that everyone holds a position that they can at least support an idea. Incorporated into this concept is the time saving idea that allows groups to address the issues and concerns of the minority without rehashing or arguing the majority opinion.

The method we advocate at OTS is a technique called "Fist to five." To begin the leaders restates the group's position (perhaps the motion on the floor) and asks everyone to display their degree of support by displaying one of the following hand signals:

- ◆ **5 fingers** *It's a great idea and I will be one of the leaders working on it.*
- ◆ **4 fingers** *It's a great idea and I will work on it.*
- ◆ **3 fingers** *I support this idea, but I am not crazy about it.*
- ◆ **2 fingers** *It is not my first*

choice, but I can support the idea.

- ◆ **1 finger** *I don't agree, but I promise not to block it.*

- ◆ **Fist** *I completely disagree with this idea and I will try to block it if you try to accomplish it.*

Members who display fewer than three fingers are the root of the opposition and they are the people with the issues and concerns that most need to be addressed. By inviting them to articulate their concerns, the entire group can address the issues (not personalities) and hopefully resolve them. Frequently this will allow / enable those who don't support an idea the opportunity to persuade others to withdraw their support and thus save an organization from a costly error.

Stop the violence!



Special Section

What is a White Paper?

What is a White Paper?

The term *white paper* is an offshoot of the term *white book*, which is an official publication of a national government. A famous white paper example is the *Winston Churchill White Paper of 1922*, which addressed political conflict in Palestine.

A white paper typically argues a specific position or solution to a problem. Although white papers take their roots in governmental policy, they have become a common tool used in business to introduce technology innovations and products.

White papers are powerful tools used to help key decision-makers and influencers justify imple-

menting solutions.

Ours is not a research driven paper. We offer no statistics. We offer no charts. We present no graphs. We are not presenting the case to prove that violence against women exists. **We are stating that it exists** and presenting the solutions recommended by a group of leaders.

Ours is more in line with a government style approach. We will be offering educated opinions. This opinion paper is different and unique in that it is a collaborative opinion of student leaders and community leaders.

It is a leaders opinion paper on what to do and say regarding violence against women.

It does not offer ONE solution -- it offers many.

Kudos go out to Ashley Robshaw for collating and typing the reports from each of the Forum Groups, to the 16 Forum Facilitators, to the alumni and staff who recruited the legislators and to the AB and staff for editing the White Paper.

As an organization, we should be very proud of this position paper.

Where is the White Paper?

You will find SLTP's White Paper, **Violence against young women**, posted on line as a PDF file.

<http://www.sltp.info/publications/ViolenceWhitePaper.pdf>

Taking a stand continued from page 1

school problem, it is not a community problem, it is not a problem for the police – it is an epidemic.

- ◆ **The third step is to arrange a conversation about solutions.**

The conversation should include ALL of the community leaders. Representatives of every community group should partake in the discussion from elected officials to clergy and including student

leaders. The task is the same as we assigned the groups at the InterLead, namely to determine what can be SAID and what can be DONE.

- ◆ **The final step is putting the plans in motion.**

This means doing whatever it takes. There are lives at stake. Not just the lives of the women in danger, but all the lives of those whom they touch. As the

plans are created, they must be implemented. Since training will be necessary for teachers, students and administrators – begin there. Get the training. Make the plans. Save the lives.


Special Section

Stop the violence!

What is dating violence?

Dating Violence is defined as an abusive relationship.

Abuse can be many things.

- Verbal abuse is using name calling or threats to control and demean the value of the other person
- Physical abuse is hitting or inflicting bodily injury
- Emotional abuse involves mind games to control or to cause

feelings of inferiority and often feelings of obligation to the abuser

- Sexual abuse is unwanted sexual contact of ANY kind with or without threats or violence and without consent

The common links are power and control. Abusers abuse to feel powerful and in control.

ONE IN THREE.

**SAY
SOMETHING.**

DO SOMETHING.

What to do when you see abuse

When you see it happening — SAY SOMETHING!

One of the reasons abusers continue to abuse is because they can get away with it. When you see it and do not say anything—you give the abuser your permission to continue.

Most of the time NO ONE ever says anything to them.

And the main reason victims stay in relationships is because they think it is NORMAL. No one said anything to make them feel otherwise!

The simple act of someone saying something and calling an action abusive is enough to get both victims and abusers thinking.

How do you know when to do or say something?

Relationships are not perfect. Everyone has fights miscommunications, and rough periods, so how do you know when a relationship is becoming abusive? The key is to look for the warning signs, recognize patterns and then be willing to act.

Trust your instincts. If you see or hear something that you are uncomfortable with or that crosses the line. Go with the feeling.

There are lots of warning

signs. Check out the article on the next page.

Keep two things in mind: Intent and Pattern.

Intent is the reason why the person is treating the other badly. The behavior defines the intent. If someone is calling a person 50 times a day, they are not checking on them, they are attempting to control them.

Pattern is the frequency of the behavior and when it occurs. Yelling during an argument may

not be abusive, however yelling to keep a person in line is. For example yelling when a person is slightly late, or yelling when a person is too happy, or yelling when a person gets phone calls — that is abusive.

Look for the context.

Stop the violence!

Special Section

Little things you can do to make a difference

- **SPEAK UP.** When you see something wrongful happening—speak up. Even if it is simply to the people around you. If you do not say anything—you are going along with it.
- **DON'T LAUGH** at sexist jokes. Don't perpetuate the intimidation.
- **CHOOSE YOUR WORDS.** Be mindful of the words you use. Don't denigrate or demean others.
- **BE PRESENT.** It is important to stand up for what is right, but do not get yourself into dangerous situations.
- **BE AWARE.** Pay attention to how your friends treat others.
- **PAY ATTENTION** to the people around you. Is there someone who is uncomfortable? Act to help them.
- **IF YOU SEE VIOLENCE,** try to interrupt it SAFELY. Make a noise, ask the person for the time. Say someone is coming.
- **ACCEPT NO EXCUSES.** Bad days are not enough
- **TALK ABOUT IT.** Awareness is one of the best deterrents to abuse

Warning signs!

When one person:

- Monitors the other person
- Is extremely jealous
- Tells them when to eat—what to eat—what not to eat
- Cannot control their anger
- Constantly directs the other person's actions

- Tells the other person how to dress, what to say, what to do

And the other person:

- Goes through dramatic changes in dress, personality, grades, opinions
- Tries to cover up injuries
- Becomes isolated from friends and family

- Makes excuses for the other person
- Seeks permission and attention from the other person constantly

Eliminate the excuses!

Here are the **lamest** excuses we have heard for NOT getting involved:

- It is none of my business
- She must want to be abused, who am I to tell her she cannot have what she wants
- Someone else should do something—like her parents
- I talked to her once already
- There is nothing I can do, I am only one person
- But they love each other
- He needs her
- He really doesn't mean it
- He doesn't know any better
- He will grow out of it
- She can't live without him
- They look so good together
- It is really not his fault
- He has a short temper

Stop the violence!



Special Section

Other students have made the difference

In East Brunswick, NJ four teens stepped up to make a stand against relationship violence.

The four young women formed a group called TEAR: Teens Experiencing Abusive Relationships. Three of them had been in abusive relationships while in high school. They formed the group to raise awareness and to stop the abuse.

Their website is:
teensagainstabuse.org

It contains a great deal of information about how to make a difference for your school and community.

**80% OF
GIRLS IN
ABUSIVE
RELATIONSHIP
S CONTINUE TO
DATE THE
ABUSER!**

Where to begin at your school and community

The first thing to do is to enlist your principal, then with his/her help call together a group of students, community leaders, school personnel. Present this group with a report on violence against women. Then as a group complete these four steps:

- **State the problem.** Define what the problems

are. The definition will lead to a discussion of problems within the problem.

- **Research the problem.** Find out everything you need to know, check out all of your resources—statistics, people—whatever you need to know to develop a plan.
- **Create an ACTION Plan.**

What solutions can you put into place? What steps towards solutions can you put into place?

- **Do it!** Make sure you have everything and everyone you need and then: Put the plan to work.

Facing the issues—teacher inaction

One of the commonly stated sub-problems student groups face when they undertake an anti-violence or “take back the corridors” campaign is that *teachers don't do anything about abuse.*

Instead of finding that a roadblock or a reason to stop—determine WHY that

appears to be true.

A common concern among teachers is that they do not know what to look for and they do not know what to SAY or DO when they see it.

Another common concern is that the school has no policy on sexual harassment

or the administration does not want to deal with the issue.

If these are included among your teacher concerns—then make sure your ACTION PLAN addresses those concerns. Include **training and policy review** elements.

Stop the violence!



Special Section

Facing the issues—Student Awareness

Another sub-problem that must be faced is the lack of student awareness of the issue. Most kids think it is just normal and some even think it is just part of life.

Increasing student awareness is fundamental to any solution.

Special performances and presentations are good places to start. Hire “the Yellow Dress” or “Silence is NOT an option.”

Include poster campaigns.

Make presentations to all of the clubs and activities. Make presentations at the middle schools.

Seek the involvement of the SRO, school nurse, and the health education teachers.

Run ribbon campaigns.

Involve every student organization (clubs and

sports) and involve as many students as possible in the campaign.

**DO
SOMETHING.**

**SAY
SOMETHING.**

**STOP THE
VIOLENCE!**

Facing the issues—lack of teacher awareness

Face this one head on as well. If the teachers are not saying anything, chances are they do not know the signs or they do not know what to say.

You might include these approaches:

- Make a “things to say”

poster for the teacher’s lounge

- Sponsor an In Service to educate teachers on the signs of abuse and to train them on what to do and to say
- Sponsor a speaker.
- Form a joint committee of

teachers and students.

- Seek teacher input for a viable sexual harassment policy (one that can be enforced)

Facing the issues –community support

A vital ingredient to turning aside a culture of abuse is the involvement and support of your community and the community leadership.

Increase the community awareness through presentations, through meetings, through PSAs, through emails

and through phone calls, reach out past the walls of your school.

Seek to involve:

- The school officials: The school committee, the elementary and middle school principals, the superintendent, health educators, nurses and SROs

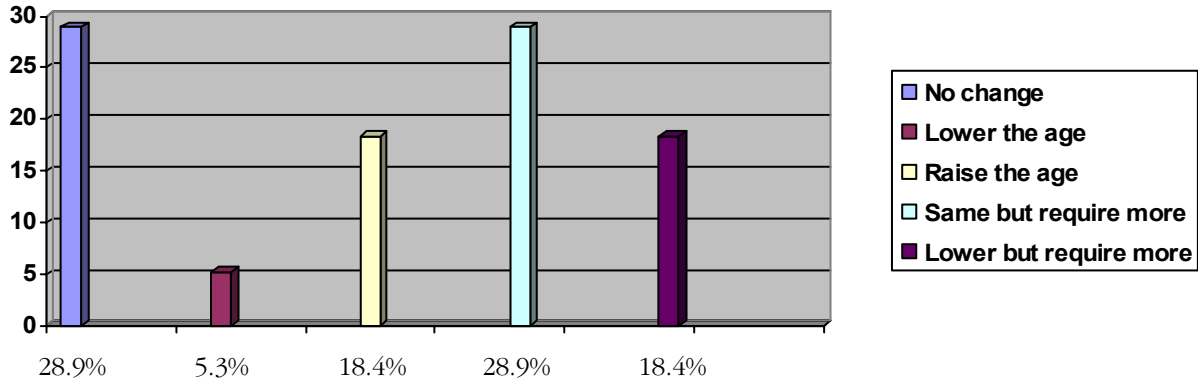
- The town officials: police chief; selectmen; youth coordinator; heads of the community organizations (Rotary; Lions; etc.)
- State officials: legislators, etc.

Involving the community will lead to increased awareness and support.

And the Survey says ...

Last month on the SLTP home page, we asked the question:

Should states change the minimum age to apply for a drivers license or permit?



I voted "no change" by Helen Fitzgerald, **CASA Executive Director**

Life is complex. Therefore the difficulties and problems we face will almost always involve difficult and complex solutions. Simplistic solutions won't cut it.

Massachusetts has suffered a spike in the number of teen driving accidents involving alcohol.

No one advocates teen drunk driving, but anyone who believes that legislating our way out of the problem is the way to go, is either deliberately ignorant or naïve.

Please consider the following:

- ◆ With the collapse of public higher education funding here in the east, there is virtually no way any middle class student can afford not to put some money away for college. Earning that money requires a driving license.
- ◆ Education and not legislation is the only proven method to decrease teen drunk driving.
- ◆ Punishing a whole generation

for the mistakes of a few, is unjust at best.

- ◆ Nationally the statistics are not going in the same direction as in Massachusetts
- ◆ The elimination of awareness programs like DARE and SADD has more to do with this problem than many would like to admit.

I voted "raise the age" by Debra Alworth, **HS Vice Principal**

This is a "no brainer." Our students drink and drive. Since we cannot stop them from drinking, we must stop them from driving.

In the past several years our school has had to cope with the tragedy of death from an alcohol related accident twice. A school in our neighboring town has had to cope with it 4 times. Those deaths tear a school community apart. I am in

favor of anything that will help end wakes for high school students.

Driving is not a right. It is a privilege. One that can and should be restricted to eliminate irresponsibility.

At three of our dances this year, we had to detain dozens of students due to intoxication. Many of those students planned to drive. Week-end bingeing is out of control. And

now we are facing prom season and graduation. It scares me to death.

If only seniors could drive that would simplify things dramatically. It would also have the additional benefit of decreasing accidents for teens overall.

From where I sit by Jim Fitzgerald, SLTP Administrative Director



Being thankful

Being thankful is most difficult during difficult times. Yet it is exactly when we have the strongest need to be thankful. A thankful list is easy to visit when times are good, and if that is all we use it for then it is most underused.

Each of us have had plenty of people, plenty of events, plenty of things to be thankful for. When times get tough, when life throws us a curve, we need to maximize all of the valuable contributions that have helped us to be who we are.

Visiting a thankful list does not require a ceremony, or candles, or chanting, or sitting in a weird position, all you need is your memory. I visit my list often. And I think that is important. It is important that we make it a habit. Wish lists and second guessing are the ultimate mind traps, and thankful lists are like a 'get out of jail free card' for your mind.

The lists we all have share a lot of commonalities – they are certainly populated with lots of extraordinary people. Many of whom are family, many are friends, and every now and then, there are some perfect

strangers. All of these people left footprints on our minds and spirits. All contributed. Revisiting your thankful list is a way of saying thank you all over again.

When I find myself especially troubled, I will extend my visit to my thankful list to go beyond the people who have shaped my life. I will visit the things and events. Typically it goes something like this:

I am thankful for the difficulties I experienced as a teen; for the tragic illness my father faced with courage and dignity. These experiences became lessons I learned in becoming a man. Lessons my father was skilled enough to debrief.

I am thankful for the painful need for acceptance I had as a teen. The need gave me an understanding and empathy for others. The experience shaped my ability to give myself away and to demonstrate caring through attentiveness and listening.

I am thankful for all of the feelings of inadequacy that I have felt and do feel all too regularly. Having felt the pain of failure, I know that the fear of failure is the worst of all human fears – and that knowledge makes me a more understanding teacher.

I am thankful for all of the self doubt that rages within me,

as it presses me to prove myself to myself and it allows me to really empathize with student leaders.

I am thankful for the love given me by my parents. The impossible loss of my father taught me by example of my mother's equal loss and how strong a person can be in the face of the unthinkable. Her dignity, compassion and strength were beyond my comprehension and yet, through her example, I grew.

I am thankful for all of the curiosity I have and for the drive to learn.

I am thankful for all the willing and wanting students who I have had contact with over the past 30 plus years.

I am thankful for the courage to continue our program, when the only logical thing to do was to bail out 12 years ago.

I am thankful for all the love I have been given, for all the love I have shared, and for all the love yet to be shared.

And most importantly of all, I am thankful that I learned that love is the answer to all the questions, fears and desires.

Time is running out—DO NOT BE LEFT OUT!



The remainder of the school year is now measured in just double figures, and it is not just the seniors who are doing a count-down. That means that before you know it SLTP will throw open its door to welcome hundreds of kids to the experience of their lifetimes.

Don't be left out!

Come and join us again this summer. Bring your friends. Send in your application now. The applications are starting to roll in, and soon choices may be limited.

If you are thinking about ALC – please keep in mind that there were 175 kids who attended LTC last summer, and there are only 14 spaces left in ALC.

Please don't be left out

– and don't let your school go unrepresented.

All of our applications are available on line as PDF files, and every school in New England received the final packet of applications in the last week. Visit our website for more information or for more applications.

www.sltp.info