

APRIL / MAY,  
2005

## student leadership

The Student Leadership Training Program  
A Newsletter for the Advisers of Student Activities

### Inside this issue:

It's time	2
Bullying Awareness Week	2
Final mailing	2
Day of Silence	3
Why didn't anyone say anything?	3
What teachers know	4
Teachers Day	4
Tech Talk	5
Student Leaders of the Year	5
Lifetime Award	6
Adviser	6
Conference	6
Leadership les-	7
Sustainability	8
Applications	8

# The DifferenceMaker

VOLUME 2 ISSUE 5

THE DIFFERENCEMAKER—AN ADVISER NEWSLETTER

## It's time !



All across the US and especially here in New England, the realities of the budget cuts will devastate school programs for the coming year -- those are the facts. Pretending or praying that the politicians will face their responsibilities is not sensible. For the politicians, it is all about talking the talk -- that is sounding good with just the right "sound bite" like "leave no child behind" or "making schools more accountable."

### Whatever ...

School after school next year will be without many teachers. School after school next year will settle for "good enough." Already hun-

dreds are planning to eliminate or cut back activities. These draconian measures are seen as the only means of solving the various budget shortfalls.

More than ever, student leaders need SLTP.

Why? Well, the positivity, the emersion in a "can do" atmosphere. The companionship and fellowship certainly come to mind as reasons. Knowing you are not alone. Knowing that others are facing the reality and NOT burying their head in the sand is vital, and these lessons can be carried back to their communities.

Let's not forget the skill training -- clubs and activities are VITAL to schools and communities - especially in negative times. Strong student leadership can provide activism

and hope. We teach the skills to run meaningful programs.

The atmosphere in schools where cuts have taken place often turns very sour -- administrators retreat behind rules, teachers become more sarcastic, students feel more and more detached. In that environment vicious emotional, social and even physical bullying often fills the gap. Awareness is the only answer.

But mostly the reasons are for the kids themselves. SLTP provides enrichment and fulfillment. You know that is true, so do I. Sure it enhances and provides a very important line on their resume. Sure it provides them with an edge for col-

*Continued on page 2*

## 2005 SLTP Conferences

Where leaders learn HOW to make a difference!

- **Officer Training Seminar**  
July 1 - 2

- **Leadership Training Conferences (4)**  
July 5 - 9; July 12 - 16;  
July 26 - 30; Aug 2 - 6

- **Advanced Leadership Conferences (3)**  
July 13 - 16; July 27 - 30; Aug 3 - 6

- **The Leadership Center**  
July 6 - 9

- **Adviser Certification**

Aug 3-6

- **The ReEnergizer Conference**  
November 26

## It's time! Continued from page 1

lege acceptance -- less than one per cent of the student population attends a leadership program. And those points are seriously important for parents and other teachers to hear -- but the most important reason is the one every adviser can provide that is your personal commitment to make your school a better place.

Please help us to spread the word. Please let's not give up. Keep plugging, it IS worth it. Student activities are way more than fun and games. Student ac-

tivities are not EXTRA, the role they play in every student's education is vital.

With a full court press we can make a difference for a lot of kids. We can change the world. Please don't let your students put off the decision any longer. Please do not leave it up to others. Please do not worry about stepping on someone's toes. As Farley said, "It is up to us to make a difference. It is up to us to care."

Tomorrow is here, we can not

put this off any longer.

## Bully Awareness Week—April 17-23

Six years ago, on April 20th, 1999, our nation's worst school shooting took place at Columbine High School in Littleton, Colorado. Thirteen students and a teacher were killed, and 23 other students were wounded. The two young attackers, who had been bullied by their schoolmates, also died.

We must learn from this tragedy. We must join the organizations, school districts, teachers, and parents who have already spoken out against bullying.

We must do our best to make people understand the harm it can cause. In addition, we must show younger students, through actions as well as words, that their emotional and physical well-being is important to us.

SLTP's fight against bullying in school must not, of course, be limited to one week a year. However, in remembrance of the Columbine shootings, and as a symbol of our year-round struggle against bullying, we invite you to do something and to join the na-

tional effort to raise awareness.

For more information visit:

<http://www.bullypolice.org>

## Final SLTP Mailing

The third and Final Mailing of SLTP's Application Packets will arrive at your school in the next two weeks -- 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. Because of staffing limita-

tions this year, we may have to restrict the size of some of the sessions -- so if a particular session is the only one one of your students can attend -- please register soon. Do not be left out.

Arrangements can be made to register officer teams for OTS without providing the identities of those who will attend. Since many schools hold their elections in late May or early June, schools

may register their officers without providing names. Then once the elections are held, you can fax the applications to complete the registration.

## National Day of Silence—April 13, 2005

The Day of Silence, a project of the Gay, Lesbian and Straight Education Network (GLSEN) in collaboration with the United States Student Association (USSA), is a student-led day of action where those who support making anti-LGBT bias unacceptable in schools take a day-long vow of silence to recognize and protest the discrimination and harassment -- in effect, the silencing -- experienced by LGBT students and their allies.

The Day of Silence is scheduled to take place on **April 13, 2005**.

The Day of Silence is an awesome opportunity to create more inclusive school environments and make some noise by being visibly silent. The Day of Silence has been taking place annually since 1996 and this year tens of thousands of students are expected to participate. Last year many of the SLTP member high schools and

colleges participated. And already 25 of our member schools have tapped to indicate they are participating this year.

For more information about the Day of Silence visit:

<http://www.dayofsilence.org/>

## Why didn't anyone say anything? *by Jean VanBourgonien, SLTP Staff*

Recently in Red Lake, Minnesota, the most deadly school shooting since Columbine took place. This tragedy leaves many people asking questions and trying to find solutions. Some have even suggested that teachers should be able to carry guns in school. However, the solution can be found in the most obvious question, "If so many people noticed that things weren't right, WHY didn't anyone say anything?"

This reminded me of probably one of the most ironic (and most tragic) situations I ever was involved in. I was in the 6th grade when the Columbine shooting happened. The next day, a boy in my homeroom came in to school wearing a Marilyn Manson T-shirt. A girl in my homeroom, one of the most popular girls in my grade, was appalled, caused a scene and said something to the extent of "He's wearing a Marilyn Manson Shirt when just yesterday 2 boys who worshipped Marilyn Manson killed a bunch of people at their school." She then proceeded to instruct the rest of my homeroom to form a circle with our chairs, deliberately excluding this boy as punishment for his insensitivity and we all formed a circle a few yards away from where the boy was sitting. When my homeroom took the initiative to be so obviously hypocritical, cruel and to exclude we were in the 6th grade so we were probably about 11. This behavior had been taught to us; we had been taught to exclude and had been taught to accept it and to not stand up for what's right.

Largely, it had been taught by example, what solidified this knowledge were the teachers' response, or lack thereof. I don't remember my homeroom teacher stepping in or saying anything. One of his students were being so blatantly bullied and disrespected by his peers and nothing was done. It is possible that he didn't intervene because of the sensitive nature of the subject - a school shooting. But wasn't the tragedy caused because people were being bullied and isolated and no one taking the initiative to step in?

Maybe if someone had stepped in or just taken the effort to comfort or befriend the boy in Minnesota it still would have happened, but maybe not. We all know how wonderful it feels when a teacher or student takes the time to reach out - we all also know what it feels like when no one does. I felt bad about excluding that boy that day, but I also wanted the popular girl to like me and feared falling out of her good graces. We need to do more than merely feel bad for a person, we need to act on that feeling & reach out. While we can't excuse school shootings, we can prevent them through knowing that Marilyn Manson (or whoever is the next celebrity who gets blamed) doesn't make a person murder anyone, it's a deep feeling of loneliness and bitterness caused by being bullied.

If society is going to create the lonely and the bitter, it needs to take responsibility and at least learn from the tragedy. Instead of finding a scapegoat, whether it be a 6th grader or a rockstar, people need to reflect on why something happened and what could be done to stop it from happening again.

Marilyn Manson was interviewed about the Columbine tragedy by Michael Moore, for his documentary "Bowling For Columbine." Moore asked Manson what he would have said to the two boys before the killings, he replied, "I wouldn't say a single word to them; I would listen to what they have to say, and that's what no one did."

The only way to end school shootings is to care; if people notice that things aren't right, they need to say something, say anything that could help.

Otherwise, it's going to happen again.

## What teachers know *by Dr. Earl Reum*

Each human being (especially each young one) needs:

- ◆ To belong -- To be meaningfully involved in a greater cause than self.
  - ◆ (Something that really counts personally.)
  - ◆ To be recognized -- To feel needed, respected and appreciated by at least one other human being considered to be significant.
  - ◆ To feel compassion, freedom, discovery, fulfillment.
  - ◆ To cope positively with threats against personal identity.
  - ◆ To feel confident of skills and personal contributions -- which empowers us to be willing to take risks.
  - ◆ To know success (as personally/individually defined.)
  - ◆ To live comfortably in the face of devastating anxiety.
  - ◆ To have a significant other who believes in, nourishes, supports and listens to "the real person".
  - ◆ To recognize and appreciate our own uniqueness and the uniqueness of others.
  - ◆ To own personal feelings, actions, beliefs, behaviors, discoveries in our lives.
  - ◆ To be learning /growing /
- moving /becoming /living -- all the time.
  - ◆ To feel lovable and capable and believable.
  - ◆ To accept responsibility for personal behavior as well as the consequences of it.
  - ◆ To feel creative and free to exercise that creativity.
  - ◆ To continually possess an experience/ event/ happening -- held in significant anticipation.
  - ◆ To continually anticipate future experiences/ events/ happenings with a positive and enthusiastic attitude.
  - ◆ To live in uplifting surroundings with positive ideas/events/ relationships and acceptance.
  - ◆ To own a positive place in each group/ setting/ class/ time/ happening.
  - ◆ To feel control over personal destiny.
  - ◆ To be able to use my life to make a difference in the world - - to touch the future in a quality way.
  - ◆ To embrace hard work and responsibility as part of a daily code of ethics.
  - ◆ To own a self concept which is real, relevant, appropriate and respected.
- ◆ To be aware of the process of becoming.
  - ◆ To be aware of the power of choice -- which provides a number of opportunities to become a better person.
  - ◆ To have the freedom to choose to become a personal best self.
  - ◆ To develop the capacity for sharing strong feelings of affection.
  - ◆ To be open to change and personal growth -- to become an agent of constructive change in the world.
  - ◆ To possess ideologies which are valued and shared.
  - ◆ To search for truth, meaning, relevance and commitment -- with the genuine opportunity for finding it.
  - ◆ To have a chance to learn about what is true in the universe.
  - ◆ To have the courage, the will, the motivation and the reasons to continue to try on a daily -- minute -by-minute time-line of opportunity.

## National Teachers Day—May 4



Mark your calendar. The date is May 4. Celebrate the day by making a difference with your colleagues. Celebrate the day by sharing an affirmation.

But by all means CELEBRATE!

## Tech talk with Adam by Adam Travis, SLTP Conference Director

### Protecting your computer from Online Threats, part 3 – Updates and Firewalls.

One of the single most important things you can do to protect your computer is to keep the Operating System up to date. This advice applies equally to all computers—Mac, PC, and Linux. For Mac users, under Control Panels (OS 9) or System Preferences (OS 10), use the Software Update function to find and download updates. You can even set this up to check automatically, but be aware that many MacOS updates can be 30 MB or larger, which could take hours to download with a modem. For PC users, visit [windowsupdate.microsoft.com](http://windowsupdate.microsoft.com) or use Automatic Updates from the Control Panel. If you do not use the automatic settings, you should probably check for updates every 1 to 3 weeks.

Firewalls come in two main varieties, hardware and software. Both are useful and both have advantages and disadvantages. If you connect to the internet through a high speed cable or DSL connection, you may already be using a router that has some firewall capabilities. That's a great first level of protection, but using a software firewall (sometimes called a personal firewall) will greatly add to your level of security. A good software firewall can prevent outside attackers from getting to your computer, and can prevent spyware/worms from sending information from inside your computer to the outside world. A simple firewall comes with Windows XP, which is easy to configure but only protects from outside attacks (Go to Windows Firewall in the Control Panel). McAfee and Norton have

firewalls that work with their anti-virus software, but I don't find them to be user friendly at all. PC World (June 2004) liked the Trend Micro firewall that works with PC-cillin, but found the best one to be ZoneAlarm Pro from ZoneLabs. There is also a free version of ZoneAlarm that is widely used and very popular, which can be downloaded from:

<http://www.zonelabs.com/>. For more information, see <http://www.pcworld.com/reviews/article/0,aid,115939,00.asp>

## Student Leaders of the Year

Each year we endeavor to celebrate and honor the achievements and involvement of SLTP graduates through the prestigious Student Leader of the Year Awards.

The accomplishments and involvement level of the graduates of SLTP is well known across the country. SLTP Alumni continue to make their mark in their high schools, in their communities and especially at the colleges they choose to attend. This year we had 12 students nominated for the award. Each of the twelve clearly demonstrated the effectiveness of student leadership and the evidence of that effect was plain to see in their accompanying resumes and testimonial letters.

All were feted at the DifferenceMaker Showcase Conference in front of their parents, teachers and peers. All received SLTP scholarships and camperships for deserving students back at their school.

Here are the nominees:

Sarah Bourbeau—Belchertown HS, senior

Kayla Charest—Northbridge HS, junior

Liz Chase—Northwest Catholic HS, senior

T Jay Cinq-Mars—Warwick Vets HS, junior

Taylor Corey—Cumberland HS, junior

Tim Endicott—Malden Catholic HS, junior

Theresa Griffin—Falmouth HS, senior

Andrew Lawton—East Hampton HS, junior

Jen Merigold—Bishop Feehan HS, junior

Laura Murphy—Belchertown HS,

senior

Lauren Nutter—Uxbridge HS, junior

Kayla Wilcox—Cumberland HS, junior

The four finalists for the Student Leader of the Year Award were feted for their achievements with yet another SLTP scholarship and even more camperships. The finalists were: Sarah Bourbeau, Kayla Charest, Kayla Wilcox and Theresa Griffin.

The 2005 SLTP Student Leader of the Year is Kayla Charest.

## Celebrating a lifetime of differencemaking

Closing out the DifferenceMaker Showcase, is a traditional event, the celebration of SLTP's Lifetime DifferenceMaker Award.

As with all of the awards in our recognition program, this award is intended to honor and respect individual effort and achievement.

The key word which defines the award is "lifetime."

We are blessed in our business, we get to meet and work with extraordinary people who go about their daily business doing good things for people, making differences and changing lives.

There are hundreds and hundreds of people who dedicate themselves to making a difference for young people everyday.

A few do so for a lifetime.

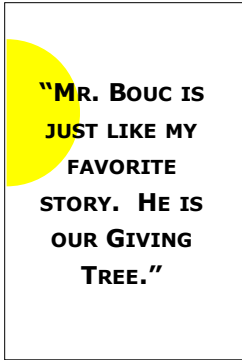
This year we presented the Lifetime DifferenceMaker Award to a high school science teacher and

adviser from New Milford, Connecticut, Jack Bouclier. "Bouc" has toiled at his craft for 34 years and goes about his day to day dealings with students with both zeal and grace. Students are greeted with a smile and genuine caring.

New Milford is a large school, yet he seems to know everyone and something about them. Walking through the corridors, he has a greeting for every student he meets on the way.

Among the recommendations and testimonials we received a comment from his principal Ms. Baldelli stands out, "His dedication, commitment, and love for our kids is overwhelming. This award is a wonderful way to give back to a man who never stops giving." Those words were echoed in the student recommendation, "Mr. Bouc is just like my favorite story. He is New Milford's Giving Tree."

So we congratulate Mr. Jack Bouclier for his 30 plus years of making positive significant differences with and for his students, and we celebrate his selection as the recipient of our Lifetime DifferenceMaker Award.



**"MR. BOUC IS  
JUST LIKE MY  
FAVORITE  
STORY. HE IS  
OUR GIVING  
TREE."**

## Conference Profile - Adviser Leadership Studies

Everyone involved in student activities understands the value of co-curricular 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 preparing 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 group photo.

Registration is limited. Professional Development Points will be awarded.

Applications and more information can be found on line.

Join us—August 3-6!

## Lessons for the leadership class (reprinted with permission from [Step it up!](#), a CASA publication)

Each month this column will be devoted to leadership lessons or strategies to empower student leadership. This month we will examine Listening.

### Listening bullet lessons

GOAL: to develop and increase listening skills

#### 1. TAKE TIME TO C.A.R.E.

Discuss each aspect of listening by reviewing the following code:

TAKE TIME to

**C**oncentrate

**A**ccept

**R**espond

**E**mpathize

#### 2. REPEAT BEFORE SPEAKING

Have a group discussion. Before a student can speak they must repeat the previous speaker's comment. The previous speaker must acknowledge that they were paraphrased correctly before the new speaker may continue.

#### 3. UNLISTENING

Divide students into pairs.

a) Have one student share a story for 30 seconds. Partner should listen carefully.

Reverse roles.

b) Have one student for 30 seconds share a story of something that makes them angry or frustrated. This time the partner should **not** listen.

Discuss learning experiences. Discuss specific ways a person can show others that they are listening.

#### 4. RUMOR CLINIC

Have all students leave the room. Tell the first student a 1-2 minute story. (e.g., "The delivery truck head-

ing south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane they both honked their horns but continued to turn without slowing down. In fact, the sports car seemed to be accelerating before the crash.")

Bring in second student. The first student tells the story to the second student. The process continues until all student tells story to the group. Leader repeats the original story.

#### 5. ONE WORD ADD ON

One person begins a sentence with one word. They point to another person who repeats the first word and adds a word. The second person points to a third and the process continues until the sentence can't be recalled. Repeat exercise for increased concentration and listening skills.

#### 6. ME AS MY PARENT

In pairs, have students role play, "Your parent describing you." At the conclusion of the role play the listener should paraphrase the description to the original student.

#### 7. GIVE IT VERBATIM

One student makes a true statement. Their partner repeats it verbatim--mimicking voice tone, inflection, facial expression, posture. Check for accuracy.

#### 8. HOW DO I RATE?

Using a scale of 1-10, have the students rate themselves on their ability to listen effectively. Ask them to guess how

their two closest friends, their parents, their brothers and sisters, and their teachers would rate them. Assign students the task of asking these people to actually rate them as a listener.

#### 9. L.I.S.T.E.N.E.R.

Pair off the group, have the students engage in exercise in the physicality of listening. One relates a life event – the other listens with their whole body. The acronym describes the physical traits to emulate: L~ look them in the eye; I~ inch closer; S~ smile appropriately; T~ touch appropriately; E~ emote; N~ nod; E~ engage; R~ respond.

#### 10. SAY WHAT?

Form groups of three. One will report a life event. Two will be a listener. Three will interrupt the story telling and the listening. Dealing with distractions is a vital skill to practice. It is important to explain to the interrupters that they can do anything EXCEPT be physical.

## Sustainability *by Chris Rhie, SLTP Staff*

When I was in elementary school, I took a field trip to a recycling center. I was so affected by the trip that I would save, wash, and reuse the plastic utensils you get at fast food restaurants. A decade later, my campus job is to coordinate sustainability awareness. Yep, this means I'm the one urging people to shut off their lights and to eat only what you take. It is one of the ways I practice making a difference.

Sustainability and environmentalism are not exactly the same thing. Environmentalism is political (i.e. opposing drilling in the Arctic National Wildlife Refuge), but sustainability is not. Practicing sustainability comes at little or no cost, but the benefits are tremendous.

The average American produces more than 1,000 pounds of trash annually and will also burn 500 gallons of gasoline. As a nation, we spend nearly a million dollars worth of energy per minute, which amounts to more than six times the global average per capita. (All figures are from the Department of Energy.)

Developing sustainable habits makes sense on every level. Individuals and institutions will save money. Companies can benefit from improved public image

(Interface, Inc., the world's largest carpet manufacturer, aims to have zero global footprint by 2020).

Less strain will be put on landfills, and we will become less dependent on fossil fuels. Air, water, and soil resources can be kept cleaner for future generations.

I believe this is perfect opportunity for student leaders, because there is so much we can do. Sustainable habits can be encouraged every day. Here are some examples of what you can do both at home and at school or work:

### Conserve Energy

Switch to energy-efficient light bulbs and appliances; turn them off when they're not in use.

Shut off the faucet while brushing your teeth; it doesn't have to run the whole time.

Set your computer to enter energy-saving standby mode when not in use. As interesting as you think 3 AM away messages are, computers are where the most energy is spent.

### Carpool.

### Manage Waste

Recycle! Aluminum cans, plastics 1 and 2, corrugated cardboard, newspaper, and office paper (including junk mail) can be recycled in most locales.

Set up your printer to print on both sides of the paper. Sometimes, you can even set it to print two pages on one side.

Take only what you can eat.

### Buy in bulk.

We do a lot of these things already at SLTP, don't we? Taking in printer cartridges are a prime example, but so are clothing donations, aren't they? In what other ways might we practice sustainability?

This is a lot of information, but it's easy to remember the three R's: Reduce, Reuse, Recycle (in that order). Good luck!

## Applications

All of the applications for all of our conferences are online as PDF files. Print them out and make as many copies as you need.

- <http://sltp.info/applications>