

January, 2006



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student leadership

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

The DifferenceMaker

Volume 3 issue 3

The DifferenceMaker—an Adviser Newsletter

From Where I Sit by Dr. Jim Fitzgerald SLTP Founder & Director



Ten years ago when I served as an LI for the Advanced Camp, I gave the ALC a self test that among other things sorted them as introverts or extroverts. The test measured one's leadership styles. It should be no surprise that the majority who took the test scored as extroverts.

If you became a fly on the wall at any of our LI or LT staff workshops, you wouldn't need a test to see who is what. Nor would you be considered a clairvoyant if you predicted the results of such a test to declare that the majority of our staff are extroverts.

The same statement is true for every adviser workshop we run. If we tested the advisers, we shouldn't be surprised to learn that the overwhelming majority are extroverts.

That being the case, we face an interesting conundrum that as teachers we must solve.

How do our extroverted personalities relate with all of the shy introverted teens who come to camp or partake in our activities? And the conundrum continues for those of us who are introverted, as we tend to connect and notice the extroverted first as well. Think about the students that we typically pay attention to – the loud, the assertive, the trouble-makers, the questioners, the kids who have it all together – basically the “cool” kids. Who slips back into the shadows? That's right – the quiet, the thoughtful, the withdrawn, the hiding, the cautious, the calm, the watchers.

Perhaps the best descriptor for these students is a term that has fallen out of favor with educators. These kids are **shy**. According to Dr. Ward Swallow in his book *The Shy Child*, 40 percent of teens are shy.

At school these kids really slip back into the shadows. Even when they are over-

whelmingly involved, they can still go un-noticed. At camp, we make every effort to get to know them. We work hard to get to know them and we learn surface stuff. When asked about them, we know they like Dave Mathews – we know they are in Chorus – we know where they live and what year they are in school.

Across the room – what do we know about their extroverted classmates? Yah, we know lots more. For those kids our knowledge runs deeper. Am I implying that we are doing a bad job or that we are shirking our responsibilities – NO! I am simply making the case that we can do more. Those that can must do.

One of the fundamentals of student activities is that we get to know our students. And the system works. We know our students – they know us and learning deepens. But can we do it better?

Continued on page 4

What's available this summer?

Registrations for all our summer conferences are underway in earnest! There are just over 24 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 cabi-

nets 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 over 120 slots available at this point.

Continued on page 3

Student Service Portfolios

Help us to recognize your students, give them the following information:

Service portfolios are a collection of artifacts and personal reflections that document your commitment to community service and personal development. Portfolios are an excellent conversation piece for college or graduate school interviews. They can also bring your resume to life for scholarship selection committees and other award programs. So with all of those benefits in mind, here are some tips for making an award winning service portfolio:

- Organize your portfolio in a binder with a table of contents, page protectors and dividers
- Include letters of recommendation, certificates and notes of appreciation from organizations with whom you have worked
- Write a brief summary of skills and lessons that you gained from each service experience

- Fill your portfolio with pictures (this means remembering to take photos during service projects)
- Copy and insert news clippings that highlight your achievements or a project that you were involved in
- Describe the leadership roles you held during particular projects
- Document the time commitment involved in each service event, including the number of hours and duration (ie three hours a week from November to January)
- For a personal touch incorporate creativity and self-expression
- Remember to be sincere and brief-- you want the portfolio to honestly speak for itself and spur additional questions
- Cap off the documentation with a list of your short and

long term goals for service and leadership

SLTP will award its next service and personal development portfolio awards at the InterLead Conference at Nichols College during a special ceremony on

April 2, 2006:

There are three levels of Awards based on time and level of commitment:

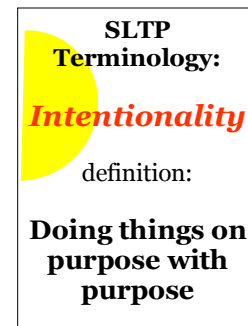
Bronze

Silver

Gold

To be eligible submit a copy of your service or personal development portfolio by **February 15, 2006**

to Jim Fitzgerald 108 Observatory Way Marshfield, MA 02050.



Making a REAL difference again!

For the past 4 years, we have sent out a DifferenceMaker Alert to all of our alumni and staff. We have asked everyone to participate in the National Valentines for Soldiers campaign. We wondered how many valentines we could muster in such a short time. Simple math reasoned that the number could be very large.

The response was more than we could have dreamed. We heard from clubs, student councils, church youth groups, key clubs, elderly groups, dance teams, chorus, faculties, dorm floors, service groups ... and the list goes on and on. We received reports from over 130 groups ... from most of our member schools and beyond. We thought wouldn't it be cool is

everyone made 500 valentines each. Last year, the smallest number reported was 100. The largest was 7,000.

There were lots and lots of valentine making parties. At one school, in just under an hour they made over 1,100 valentines at lunch! Everyone reported having a lot of fun.

DifferenceMaking is like that, isn't it? I mean while you are doing it with your friends, you have lots of fun and share lots of smiles. And the end result of your efforts is a smile given and received. At this crucial time is there anything more desirable than putting a smile on the faces of the soldiers who are stepping into harm's

way for all of us?

So how many did we make all together? Well, the unofficial total is the best I can do. But unofficially SLTP's outreach caused over 100,000 Valentines to be made in 2003 and about 101,000 in 2004, and in 2005 about 96,000.

This past summer, we began making and collecting valentines and dozens of our member schools have been making them since September.

Now it's time to roll up your sleeves and do it again. Check out the article on page 6 for the particulars on where to send the valentines.

A Walk in the Woods

At SLTP we give mistakes special recognition because they are fertile ground for learning. They open us up to experimentation and discovery. We can also look at conflict as an opportunity to be embraced. When habitual negative attitudes steer us away from conflict, we miss the adventure of creating *resolution*. The word itself contains elements of analysis, melting, and creating.

There are multiple theories based on the idea that resolving conflict is not a zero sum game, where one person's gain is another's loss. Instead, both parties "win and lose" and create a resolution serving the interests of both. One theory developed a decade ago by Bush and Folger is called the **transformative theory**.

For example, when boxers enter a ring their framework of action is to win more points than their opponent. What if their frameworks shifted away from a "fight" to an exhibition of skills and athleticism? They would score points for grace and accuracy of their punches. Their mutual goal is to score high, not win.

They could coach one another, set up dummy bags to preserve their handsome profiles, etc. A high score would be a measure of stamina, training, skill, and ingenuity, all of which are measured in the zero sum game, but **transformed**, the match becomes more of a celebration.

Enough dreaming, right? But this is the stuff of REAL change. A successful model created by Leonard Marcus who facilitates international negotiations is called "A Walk

in the Woods". During a grueling arms negotiation between the Soviet Union and the USA several years ago, the chief negotiators were ready to pack it in. They left the table and happened to run into each other outside. During their magical walk in the woods they put aside their zero sum frameworks and came back with a fresh look at possible resolutions. This transformation was fortuitous.

Think of what can be done by intentionally shifting the way we approach conflict in student council, in families, at work.

Walk in the woods, anyone?

What is available this summer?

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

ALC

There are four sessions and approximately 38 slots available.

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

TLC

There is only one session and there are 5 slots left.

July 12-15

Adviser Certification

There is only one session which is open to all teachers, coaches and collegians and there are 10 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

Newsletter Submissions

SLTP welcomes contributions to our newsletters from our alumni and friends.

Articles should be no longer than 200 words. Each article submitted for publication must address a topic of interest to student leadership. The article must include a bio of the author -

name; address; email address, phone; school; year in school; & SLTP graduation year.

Opinions must be clearly identifies as those of the author.

We reserve the right to edit for length, clarity and style. We also reserve the right

not to publish articles which do not meet the criteria established in our guidelines.

For additional information, please refer to the guidelines posted on sltp.info

From where I sit continued from page 1

Can we push ourselves to know more, or at least to provide the opportunity for our quiet students to participate as fully as the rambunctious students?

Shy kids are content to be spectators. We've all seen it in the activity room. We've all attempted to involve those kids in as much as we can. And we've had varying degrees of success. In the activity room, the bubbly, high energy Suzie might automatically assume the leadership role to dictate what the group will do or won't do. Across the room, quiet Lisa is happy with this arrangement – her job is to watch, giggle and nod while Suzie orchestrates the show. Both play roles that are fundamental to their nature.

In the parlance of camp – these are Dare, Care and Share lessons. Suzie has the Dare part down pat. She also has the Share part down. We need to help her with the Care lesson. At the same time, we need to help Lisa with both Dare and Share. We need to help Suzie to Care enough about who she is working with to seek their involvement. We need to empower Lisa to Dare to Share her opinions and her efforts. If both students master Dare, Care and Share – their fulfillment level will be over the top.

As it is now, Lisa will not compete for airtime with the boisterous or more forceful Suzie. Not only is she too shy to do so – but she has been trained not to do so. She knows her role. Her role is nodding, giggling and watching. None of which will ever bring her a sense of fulfillment. She will always feel left out and left behind. True accomplishment is out of her reach. True fulfillment is also out of her reach. Suzie too will be denied true fulfillment. Her accomplishment will be shallow or at least not as deep as it would be had we been able to empower Lisa to Share.

I propose that as advisers we need to take our effort to a new level. We need to empower a quiet revolution. We need to deliberately create space for our shy kids, space that will empower them to share themselves without competition. This effort should be across the board. This effort will build on itself. And this effort will not infringe or crimp our style. The intent will not be obvious. The results will accentuate unconditional acceptance. We won't be adding a major event or throwing out what we do – we will be tweaking and adding a new degree of in-

tentionality.

To empower the shy to share, we must provide opportunities to do so. The opportunities must be non-threatening. The opportunities must be competition free. And it must be gradual – we cannot simply throw them into the pool.

Begin by creating in your Activity Room a graffiti space for a "Question of the Day." The question should allow the kids to share something about themselves. "How do you like to procrastinate?" or "Why are student activities important?" A graffiti board allows the students to share without competition. They can take time and formulate their answers, AND they can check out what others write to ensure what they write is safe. Your officer team can create a list of suggested questions.

The graffiti board is a necessary first step. It empowers sharing safely. Even so the students will have to be pushed and prodded to share – because the safety will need to be proven. It's best days will not be in the beginning. As the safety is proven, it's use will go up dramatically.

The second step will be to add a level of intentionality to your mixers and icebreakers. Strive to provide a sharing element whenever possible and then strive to enable every student to speak. For this effort to work, we must employ every device we can in large and small groups to get the kids to speak to the people near them at least.

For many activity groups, evaluative discussions have empowered quiet students. After the first or second of these open forums, it is often amazing to hear who opens up. Many quiet kids are simply more contemplative and deliberate than their extroverted peers. They need more time and a sense of safety to process questions or to formulate their responses. Extroverts are quick to jump into discussions, games and activities. But introverts won't risk blurt-ing out something in fear of the answer being wrong. Once the comfort of the forum is established, we tend to hear from both.

Journaling time also fits into this strategy. Generally our extroverts will cry and moan over being quiet for three whole minutes to journal – but our

introverts will relish this opportunity to share themselves – with themselves. This adds a new level of importance to Journaling, which already was of paramount importance to ownership in student activities.

Another technique to employ as after going to conferences will be to pair the students off to discuss "take-aways." These one on one discussions involve everyone in the conversation. When the students are called back and asked to share, it is easier because it requires less spontaneity – so the shy are more likely to share.

And the final level or levels will be very, very subtle. Face it, we need the extroverts for our activities to function. We need those kids to jump in, we need them to be themselves. AND being an extrovert is not a bad thing. It is life. We are not trying to exclude them. We are not trying to eliminate their involvement, nor should we try to curb their enthusiasm. We are trying to include everyone. We are trying to teach and reach ALL of our students.

So when we use our students for examples in the stories we tell – we need to choose them as the "actors" in those stories. By including the shy and the outgoing we empower both. The officer team can cite them during a review – for example the Adviser might be making a point about the importance of including everyone in the group and she might cite shy Sarah as an example – "Say Sarah walks into the lunchroom, who is she going to sit with?"

Unconditional acceptance is not passive. Certainly it means being non-judgmental, but it cannot be nor should it be defined only by what it is not. Unconditional acceptance is a set of behaviors. Inclusion is hard work. It means including everyone FULLY. Sure we can be satisfied that the kids are nodding, giggling and watching and we can pass that off as being included. Or we can dare to go the extra step to empower ALL of our students to share. The question is do we care enough to do so.

It is up to us to make this difference.

Leadership in Athletics by George Briggs, SLTP Staff

Since the beginning of SLTP, we have focused our energies on teaching experientially, using activities and simulations to engage the delegates and teaching from these experiences using debriefing. Many a delegate, when asked the difference between SLTP and school, has recognized that experiential learning is absent from the curricula within schools. While this seems to be the case, it is not necessarily so. There is a fantastic vehicle for experiential learning available within almost every school system in America,

and that vehicle is sports.

So why don't people recognize that sports are, at their core, experiential learning labs, just like the A-Frame, or Toxic Waste, or Cutting Rose's Hair? Put simply, it is because the coaches and players have never learned how to use athletics in this way.

With that in mind, SLTP has developed a new program: the Leadership in Athletics Conference. This program seeks to teach leadership skills to coaches and play-

ers during a two day conference in July. The focus of the program will be on building teams and building character, two things that every athletic program in New England seeks to do, but few really succeed at.

The conference will be run as a collaborative effort between the athletic department at Nichols College and the SLTP and is open to any student athlete or coach who wants not just to share the same jersey, but to be a real team.

Dates: July 27 & 28

Conference Profile—OTS

Strengthen your skills to persuade, motivate and engage your student activity group. If you are ready to take your group to the next level, OTS is for you!. Join our team for this interactive seminar where you'll learn and experience the powerful keys to developing your group into a team. Some of the goals of the Officer Training Seminar are to help you:

- ⇒ Develop a purposeful and meaningful mission for your group
- ⇒ Learn the specific duties and responsibilities of each office (Secretary, Treasurer, Vice President, President, etc.)
- ⇒ Design action plans and calendars
- ⇒ Develop strategies to work through

cliques and to motivate the group

- ⇒ Develop plans to create workable solutions
- ⇒ Develop a greater sense of belonging among the group's members

Throughout the OTS, all participants will experience one to one coaching and personalized feedback.

The OTS is open to officer teams only. A minimum of two officers are required. Any combination of club or activity group officers and their adviser may participate.

Designing and facilitating meaningful meetings is among the most



significant responsibilities of any officer team. Too often meetings are held simply because it is meeting day. Too often meetings lack the passion that student activities deserve.

At OTS, we explore the techniques necessary to make meetings more meaningful.

Join us for two days you will never forget. Organizations can reserve their spaces at OTS and then after officers are elected register those officers via fax.

Dates: July 6 & 7, 2006

The Call to Action

Let's give the following National Campaign another SLTP style effort. If each of our 160 member schools gave this a special effort, we could help these guys reach their goal.

And lets keep track -- send me the number you and your school are going to shoot for and then send me the number you actually produce.

Imagine ... what if our 160 schools each did 1,000 Valentines, hmmm ...

Below you will find the Press Release we received seeking help and the information from the website on how to send the Valentines.

Let's share some smiles. Let's make a difference for the soldiers. Let's get busy making Valentines!

FOR IMMEDIATE RELEASE

CONTACT INFO:

Valentines For Troops
Michael Fleming
21516 Golden Triangle Road
Santa Clarita, California 91350
USA
Phone: 714) 381-5652
Fax: 714) 283-4106
Valentinesfortroops@hotmail.com
www.ValentinesForTroops.com

1,000,000 VALENTINES FOR TROOPS CAMPAIGN BEGINS

Dateline: January, 2006...Los Angeles, California

Contact Name: Michael Fleming
Contact Phone: 714) 282-9415 of-
fice 714) 381-5652 cell (preferred)
Website: <http://www.ValentinesForTroops.com>

Los Angeles, Ca - January, 2005 Three Southern California businessmen who last year distributed over 250,000 Valentines and Valentine emails to U.S. servicemen and women, are beginning their 2003 Campaign with a goal of 1,000,000 Valentines.

Michael Fleming, 51, David Fleming, 48, and Paul Kramer, 38, are asking for Valentines to be mailed to them for distribution to military personnel at bases all over the world. Valentines will be distributed to military bases beginning February 7th. They prefer handmade Valentines. The majority of Valentines that were sent to them last year were done as

school, church or youth group service projects.

"Last year we received tens of thousands of Valentines from people in 48 states. They came mostly from churches and schools. The artistic creativity, messages, and prayers on the Valentines were truly heartwarming", said Michael Fleming, campaign coordinator. "I saw many teary eyes on our service members as they would receive them", added Fleming

The Valentine campaign was an offshoot from letter writing campaigns that the Fleming brothers started during the Gulf War in 1991. "Back then, we had our skating rink customers write letters addressed to "any service member" on stationery we provided, then mailed the letters for them. We received countless responses from service members who appreciated getting the mail from us. With war looming again this is a great time for us to send our support as a Valentine", added David Fleming.

Valentines are to be mailed or delivered to one of three Southern California distribution locations. The main location is Farrell's Ice Cream Parlour, operated by the Fleming's and Kramer. It is located at 21516 Golden Triangle Road, Santa Clarita, Ca 91350. They can also be sent to Skateland in Northridge and Light of the Canyon UMC in Anaheim. Address for all locations appear on their website.

"This year we set up a website that has all the details on where the Valentines can be sent for delivery. We also have a direct email link on our site to Navy ships that have been deployed overseas. Everyone in the U.S. can send a variety of greetings to our service members from our website", said Michael Fleming.

Further details such as mailing addresses and design guidelines can be found on their website at www.ValentinesForTroops.com.

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RULES and GUIDELINES:

-- All Valentines will be screened for security reasons, so DO NOT place your Valentine in an enve-

lope!

-- We reserve the right to eliminate those Valentines that are political in nature and that do not reflect a positive message in the spirit of Valentines Day.

Handmade Valentines are preferred but please follow the guidelines below.

Final delivery will be made on February 14th. All Valentines received after that date will be held over until next year.

GUIDELINES FOR HANDMADE VALENTINES:

Any size Valentine will be accepted. Please do not use glitter on Valentines.

Unfortunately, candy or other food items can not be accepted and should not be included or attached to cards. Military personnel love to communicate with us! You can include your name, address or email address if you so desire.

Photos of the sender, sender's family, church, or classroom participants can add a personal touch to your card. Photos must be appropriate.

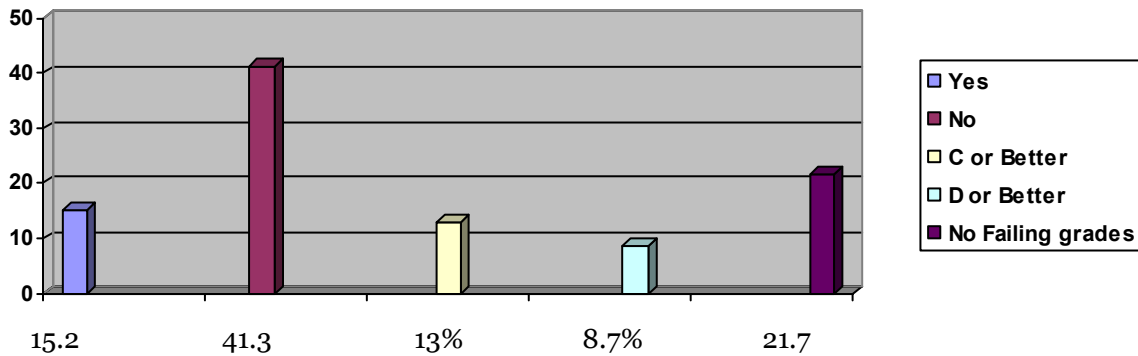
The more positive the message the better! Care should be taken not to refer to anything that may cause grief or uneasiness to the military reader. (i.e., I hope you don't get killed or Do you miss your family?)

HOW TO MAIL:

We suggest using the Post Office's [Priority Mail](#). The Post Office even will give you the box!
REMEMBER -- IF MAILING VALENTINES IN BULK BE SURE THEY ARE NOT IN ENVELOPES!

And the survey says . . .

This month's on-line survey asked: **Should participation in school activities depend on academic success?**



Yes by Robert Peolini, HS Physics teacher

Extra curricular activities are just that—EXTRA. When students become more interested in activities than school work, school work suffers.

Currently our school allows students with passing grades to participate in activities. Many students do just enough work to survive and no more.

Activities are all fun and

games. It should be a privilege open only to successful students and even then the amount of activity should be reasonable. All too often the activities become so consuming as to interfere with a normal school day.

Today's academics require less distractions. With MCAS and NCLB (*ed note—MCAS is the test students must*

pass in Massachusetts to graduate & NCLB is the No Child Left Behind Act) there is no time left in the school day for fun and games.

Each year I bring to our faculty council a proposal to raise the required level of attainment for participation which I believe should be at a minimum a B average.

No, a thousand times NO! by Helen Fitzgerald, CASA Executive Director

No matter how many studies are published — and there have been dozens and dozens since I started teaching — some of my fellow “professionals” just don't get it.

Let me make it as clear as I can. Student activities are not “extra” nor are they “co-.” Student activities are part of every school's curriculum—as indispensable as math, English, science and whatever else the school offers.

Our obligation is to prepare students for life — for some that life includes college — for some it in-

cludes working in a trade — for some it includes working in a service industry. No matter what though, our obligation is to prepare our students for life.

The best news is that we do not have to invent new curriculum. We do not have to imagineer the means to teach life skills to our students. We have the vehicle in hand already. That vehicle is student activities. Through the clubs, activities and sports we CAN teach life skills.

So denying someone the opportunity to participate is tanta-

mount to denying them their rightful education. As teachers we should not be trying to uninvolve students, we should be trying to involve them.

Also keep in mind that every study of American education since the Eisenhower administration has pointed that as involvement in student activities rises, so do grades. The more involved a student is, the better they do academically. And the studies go further—the more activities a school offers, the better the entire school performs on National exams!

Does school size matter?

Learning is most effective when it is REAL (Relational/Experiential/Applicable/Learner-driven). When students in a classroom have strong, personal and comfortable Relationships with each other, and when the teaching process is driven by Learners' needs and interests, a lot more happens. The learning process is inviting and exciting. Many educators believe that small schools promote good relationships among learners and more responsiveness to their needs.

According to research over the past 20 years or so, students from smaller schools tend to be more academically productive, better behaved, more likely to participate in activities, and less likely to drop out of school. The US Department of Education reported in 1999 that the value of small schools was "confirmed with a clarity and a level of confidence rare in the annals of education research."

For over thirty years, larger schools were thought to be superior because they offered econ-

omy of scale savings and a more varied curriculum. But student achievement and other outcomes were not taken into account. In addition, some smaller schools have been able to operate with a comparable cost per student.

The trend towards creating smaller schools is growing. It is an opportunity to promote REAL learning.

The 2006 SLTP Conference Schedule

Where leaders learn HOW
to make a difference!

- **InterLead—the Inter-State Student Leadership Forum**
April 1
- **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, Stu-
dents,
Administra-**

Conference 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>
- <http://staff.sltp.info/brochures/whysltp.pdf>

Leadership Classroom—“Home sweet home”

Reprinted with permission from “Confluence”

39 Home sweet home

Summary

Boundary Breaker / Warm-up - this is one of the most non-threatening boundary breakers, yet it create the opportunity for a discussion of perceptions and personal support systems.

Possible Focal Points

- ◇ Boundary Breaker
- ◇ Self awareness
- ◇ Perceptions
- ◇ Warm-up

Materials and Situation

Paper and pens.
Anywhere.

Timing

15 - 30 minutes - dependent upon the length of the debriefing.

Procedure

1. Direct the group to stay focused on their own paper - no sharing, at least not yet. Instruct the group to draw a stick figure house that covers the piece of paper. It can be any style of house as long as it includes the following :

a roof ; a foundation ; a window, a door and a chimney

2. Now inform the group that the house represents them. They need to go back and provide the following information :

On the foundation they should write the name of the person or idea that supports them, gives them strength or guides them

On the door they should write something that they wished others would know about them - how they would like to be seen

On the window they should write how they believe others see them

On the roof they should write their greatest achievement so far

On the chimney they should write the habit / trait they wish they could be rid of

3. Follow the standard debriefing technique for Boundary Breakers answering the "fill in the blank" style questions - *I liked . . . / I learned . . . / I believe . . .*

Commentary

It's possible to do this Boundary Breaker with an extremely large group - as long as the group has something in common.

The InterLead Seminar—April 2nd

The *InterLead* is a very special conference. Among the strong beliefs we hold are two. First, we believe student ought to have a voice in the issues that surround them and second, we believe that service should not be a “have to,” service should be a “get to.” At the InterLead we plan to provide opportunities for both.

The Forum will enable student leaders to rub elbows with and to express their opinions to business and community leaders. The issue is violence and specifically the issue is violence against women. We will examine how it affects schools and why it is a student leadership issue.

We will also explore service

as leadership in action. The breakout sessions will explore expanding service opportunities, learning how to stage particular events and exploring the possibilities for service inside and outside of school.

Our attendance goal is 250 – just one carload. It's only 15 bucks each and it includes lunch!

We'll learn who won the Student Leader of the Year.

We'll learn who won citations for Public Service.

We'll learn who won citations for Personal Development.

We'll celebrate the Lifetime of Difference Award winners.

We'll learn, we'll listen, we'll laugh, we'll see old friends and make some new ones.

So mark your calendar now – bring your friends and your friends' friends for a spectacular spring afternoon. It's **Sunday, April 2nd.**

See page 10 for a registration form.

