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student leadership

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

The DifferenceMaker

VOLUME 4 ISSUE 3

THE DIFFERENCEMAKER—AN ADVISER NEWSLETTER

The START Conference—we need your help!

As announced here in September, on the first weekend of June in 2007, SLTP and Nichols College will launch a new conference—the **START Conference**.

SLTP, the leader in leadership education, is joining forces with Nichols, one of the leading business schools in the United States. Our collaborative effort has one goal, to improve leadership development in the high schools in New England.

We will stage a two day overnight conference where we intend to invite one student from every high school in Massachusetts, Connecticut and Rhode Island and then to provide those students with a guided interactive experience with leaders from the collegiate,

business and political worlds while providing those students with an introduction to leadership. We are targeting freshmen so as to provide the maximum benefit to schools.

Think about that ... one student from EVERY high school in those three states! That's about 650 students if they all come!

The conference which will include room and board will be nearly free of charge (the registration fee is only \$25). The fee will cover some of Nichols expenses and will provide a minor investment by the parents or the school which may insure better attendance.

So what's going on? Right now, we are assembling the curriculum, determining what we need and don't need, and we just sent the mailing packet to

every guidance office. The invitation packets include advice as to how to make the selection and of course include the official registration form.

We are going to need a very large staff to pull this off. Some of whom will be involved purely in the planning. Some of who will be involved in inviting business and community leaders to present workshops. Some of who will be members of the teaching staff.

Needless to say, this is a HUGE undertaking. It is unique and without precedent anywhere in the country. 3 States ... Free ... a collaboration between a non-profit and a college — STUDENT led. WOW!

Help us to make this

Continued on page 2

2007 SLTP Conferences

Where leaders learn HOW to make a difference!

- **The Core Adviser Seminar**
March 28
- **The InterLead**
April 29
- **The Start Conference**
June 3 & 4

- **Officer Training Seminar**
July 5 - 6
- **Leadership Training Conferences (4)**
July 10 - 14; July 17 - 21;
July 31 - Aug 4; Aug 7 - 11
- **Advanced Leadership Conferences (4)**
July 11 - 14; July 18 - 21;
Aug 1 - 4; Aug 8 - 11

- **Leadership in Athletics**
July 26 - 27
- **Adviser Certification**
July 26 - 27
- **The Leadership Center**
July 11 - 14
- **The ReEnergizer Conference**
November 24

The ReEnergizer—400 raise the roof!



On Saturday, November 25, the tenth annual ReEnergizer Conference was held at Nichols College. Delegates from 90 schools joined us to make it one of the largest conferences, as well as the *loudest*, the *funnest* and the *learningest* conferences held in New England this fall.

We had over 400 registrants. Even with the big crowd, registration and Confluence went very smoothly. It seemed like everyone brought lots of friends and everyone was in the mood to have some fun.

We celebrated the region's Champions for Youth, and were featured with a special presentation of our new version of the play "stop, look and listen."

Again this year we offered separate workshop sessions for all our groups—students, col-

legians, parents and advisers. There were 90 plus colleges, middle and high schools represented, with attendees traveling from as far away as NY to be with us.

Attendees left with the coveted Early Bird Applications as well as lots of specific information regarding the new START Conference and all of our residential conferences.

The skillshops focused on Inclusion and Assertiveness within groups and during projects and how those skills impact on student activities. Naturally the activities involved were pretty active, with lots of requests for SLTP's Assertiveness Bill of Rights, check out page 9.

"stop, look and listen" focuses on the left behind, left out, ignored and excluded. It is about everyday bullying. It raised awareness about the everyday and ordinary things that happen in schools that are often very painful. The discussion and processing of the play seemed to involve nearly everyone in the audience.

The combination of the lessons on "inclusion" and "assertiveness," combined with the stark reality of the play truly em-

powered the audience. The closing scene of the play is called the "kaleidoscope" during which the actors remain in character for a question and answer session with the audience. Frequently this scene can turn into a "Jerry Springer" like event with members of the audience verbally sparring with the bullies. Both times though, the focus was on the victims with the audience reaching out. It made the play that much more meaningful.

The door prizes included tee-shirts, and assorted SLTP paraphernalia. The Kaplan raffle was won by Jessica Abel from Central Falls, RI.

The next two big events on the SLTP Calendar are the Spring Adviser Conference (the Core) and the InterLead Conference, which is a student leadership forum on current issues and community service.

The Core will be March 28 in Taunton and the InterLead is scheduled for April 29 at Nichols.

START continued from page 1

happen. Certainly you could volunteer, but even without that extraordinary effort, we can use help.

We need help insuring that schools advantage the opportunity. Don't let your school be left out. We need to see that this application goes to the people who will act on it.

Perhaps you are you interested in serving as a member of the START teaching team. If so, we'd love to hear from you. We are gathering college professors, business professionals, members of our summer teaching staff and parents of our

graduates.

We are expecting over 200 delegates to this conference, which means we will need around 30 staff.

If you were not able to visit our table at the ReE, it is still not too late to join us. Tap to Jessa Loomis or Georg Briggs to pick up a staff application.

We are planning three full days of training (over 20 hours) to prepare our staff to meet the challenges of this new and very large residential program.

For more information email

either of the conference co-chairs:
Jessa Loomis or George Briggs
jessa@sltp.info
george@sltp.info

From where I sit By Dr. Jim Fitzgerald, SLTP Staff



In one of my recent speeches, I spoke about the five different factors that make up a person's S.H.A.P.E.: Spirit, Heart, Abilities, Personality, and

Experiences. Why is this important? Why should we bother figuring out how our life experiences have shaped us? I'll give you five benefits.

1. Understanding your shape reduces stress. You stop comparing yourself to other people. You stop trying to do what you're not gifted to do, and you build on your strengths. You recognize your limitations. You maximize what you're good at and don't worry about the rest. That's a stress reducer.
2. Understanding your shape increases success. What is success? I can tell you what it's not -- it's not making a lot of money. I know a lot of people making a

lot of money who aren't successful. Success is figuring out who you are and then being it! Finding your niche and saying, "That's me!" That's true success.

3. Your shape determines how you learn. Only about 25 percent of people learn by reading and studying. Others learn by listening, by discussing, or by seeing something modeled and then actually doing it. If you happen to learn the way the school system teaches, you get A's; but if you don't happen to learn that way you probably don't get very good grades. It has nothing to do with your intellect. It has everything to do with your shape. We all learn in different ways, so schools ought to be teaching in various ways.
4. Understanding your shape deepens satisfaction. A satisfying life is what you experience when you're doing what makes you happy. Happiness is much more than merely feeling good – hap-

piness is a combination of satisfaction, belonging and fulfillment. Happiness leads to freedom. Freedom comes from doing what you're gifted to do.

5. Understanding your shape builds self-esteem. There's an epidemic of low self-esteem in our society today. Most people don't like themselves! Studies have shown one reason for this is that more than 50 percent of all people are in the wrong jobs.

Keeping balance allows us to develop our own special shape.

Finally, the great philosopher Popeye said, "I am what I am." That is where it begins, we are who we are and we can become who we want. All it takes is spirit, heart, ability, personality, and experiences.

Lessons with a new adviser by Danielle LaChance, SLTP Staff

Two things that work—being nice and being sincere.

Obviously those things work for teaching but out of the classroom and into our other teaching role as adviser, those skills are doubly important.

Consider how they work with an adviser's two biggest allies—the school secretary and the school custodian.

The school secretaries day is filled with the characters from the Brothers Grimm, and I do mean grim. There are trolls, and elves and anger and frustration and all of it usually before the day really begins. For all the phone calls they screen for all the venting that is laid on them first — the least we can do is to

be nice.

The custodians day may not be as charged with emotion as the secretary's, but it is no less hectic. There day is usually about one emergency after another, and my guess is that no one hears more complaints on a day to day basis than school custodians.

And boy do we need them as allies! The custodian has the keys and access to everything. Running activities after school puts us in direct contact and being sincere and being nice is the best way to insure a solid relationship. Oh and it does not hurt to share afternoon snacks!

The secretaries know what has gone on before, they know what is going on now and they can help

with access to the administration.

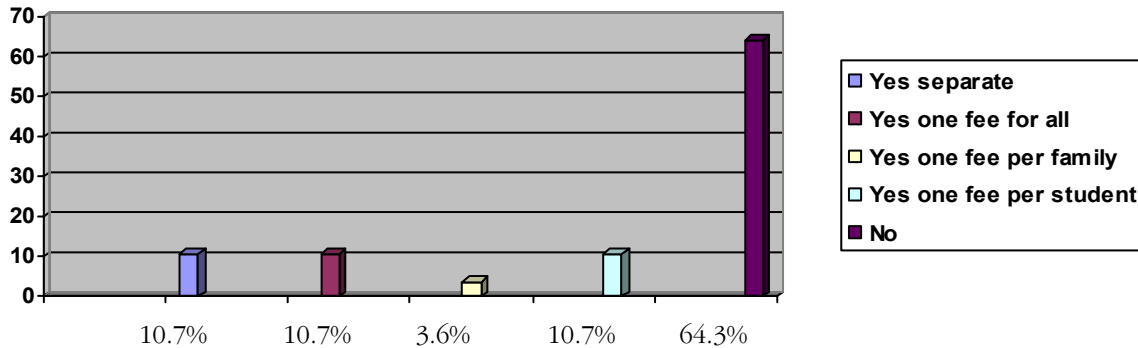
They are my best source for what is going on in town and once again, they respond best to sincerity and just being nice.

Don't wait for School Support Personnel Day to do something for these valuable assets. Build a relationship with them.

The tone you set by this approach for the students is invaluable. Too often they learn the "kiss up when you need something approach," which contributes to a lack of trust and lower school morale.

And the survey says . . .

This month's on-line survey asked: **Does your school charge activity fees to participate in sports, clubs, etc.?**



Yes, but I wish it didn't by Helen Fitzgerald, CASA Executive Director

The purpose of a school is to prepare young people to participate in society. We do not simply participate in society intellectually. So a school should prepare its students socially, emotionally, spiritually and intellectually. In other words we should take care of the whole person.

Yes, activities cost money. No kidding!

We cannot maintain a healthy society without cost. Society must care for those who cannot care for themselves and that includes a

responsibility to educate our youth.

Computers cost money. So does gas and oil. So do special needs and advanced placement programs. Are we to consider charging students for those too?

Activities are not merely the social center of the school. They are not window dressing. They are not EXTRA.

Any school without activities should be closed.

Participation in activities should be expected of both students and teachers. There should be an

extremely wide range in the activities offered. AND there should be no charge, no impediment, no excuse offered which could limit the participation.

No, but I wish it did. by Vinnie Compton, HS Geometry Teacher

Every day I am faced with the dilemma of multiple absences in every class due to students being pulled for this activity or that activity. The number of absences is outrageous.

Students take off for conferences. They take off to plan activities. They take off to count canned food items. They take off for pictures. Activities are something ex-

tra. Schools should treat them as such and the school day should never be shortened or affected by activities.

Charging for activities send the clear message that this is non academic work and it is not part of the normal school day.

Sports are one thing. They do add some fun and excitement, but they cost so much money. Hockey and football equipment and ice time

costs are outrageous and should not force schools to choose between new books or the sports.

We need to make a stand. No Child Left Behind is all about the test scores not about the sports scores.

Leadership Classroom—“words are all I have” Reprinted with permission from “Confluence II”

Summary

Communication exercise using minimum vocabulary

Possible Focal Points

- Teambuilder
- Warm-up
- Non Verbal Communication
- Listening skills

Energizer

Materials and Situation

Pens and paper

Timing

15 - 20 minutes

Procedure

- ◇ Task the participants to choose only

10 words they would keep if they had to give up all of the others in their language.

◇ Then task them to choose THREE of those ten to keep.

◇ Form groups of two and direct the groups to hold conversations using ONLY the three words, but trying to convey as much information as they can.

◇ Switch partners and attempt another conversation.

◇ Switch partners again.

◇ Form groups of 4 or 6.

◇ Discuss as a group what they were able to communicate and how they managed it.

way to ensure that participants focus on the things that are important to them. Generally there are participants who utilize a great deal of “body language” or non verbal communication and this will allow for both laughter and points to discuss.

Commentary

Going from 10 to 3 is a good

Newsletter Submissions

SLTP welcomes and needs 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; position. Opinions must

be clearly identified 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

The Four Staples of Child Development by Laura Murphy, SLTP Staff



Recently in a class I'm taking about Sociology of Childhood we studied the effects of parenting on a child's development. While the class mainly focuses on the development of a child in his or her early years, I felt that the subject matter was still, and maybe

even more relevant to development in the teens. Simply because a child becomes a teenager, does not mean that the parent's role should lessen.

In parenting there are four things that must be provided for the child, after the basic necessities like food and shelter and clothing are met. These four staples to the healthy development of a child are:

a. establishing a secure attachment

– By establishing a secure attachment I mean creating trust within the relationship. When a parent gives consistent attention and support to the child, the child can trust that his/her parent will be there when needed. When secure attachment is present not only do children feel comfortable sharing themselves in the home, but they feel comfortable daring to share with others as well.

b. communicating expectations –

Within SLTP we talk about expecta-

tions a lot. We use a “tell, show, do” format to set expectations and refrain from setting rules. When a parent sets rules, they create an atmosphere of “don'ts”; they create a world with nothing to work towards but rather things to avoid. When a parent sets positive expectations however it lets the child know the parent believes in their ability to reach those expectations. It allows the child to have goals in mind and guidelines in a purely optimistic way.

c. supporting exploration and learning -

Supporting exploration and learning though is seems relatively simple is actually quite difficult. It means asking your child what they are learning, even when met by your son/daughter's resistant attitude. Teenagers in today's society live in a world full of negativity. In schools, they are taught by their peers that learning is a negative thing. There is a stigma attached to being the bright kid, and an even bigger one attached

Continued on page 7

Positive Risk Taking

There are definitely two sides to risk taking behavior. There is glaring evidence of unhealthy, unnecessary and even unlawful risk taking all around us every day. This negative risk taking affects our very quality of life: drug abuse, violence, crime, and vandalism are only some of the problems. Most young people and most adults as well view risk taking behaviors as only negative in nature. There is a lack of understanding about risk taking as a positive activity.

One of the most important aspects of student activities is teaching positive risk taking behavior. Positive risk taking can be defined as productive attempts to reach more of our potential in many areas: better health and fitness, fulfilling relationships, academics, activity involvement, leadership, athletics, personal and professional growth. Positive risk taking is a process that involves attempting new challenges -- socially, intellectually and / or physically. Understanding the process involves exploring the opportunities, taking the positive risks, as well as dealing with success and failure.

The majority of the opportunities offered to young people in the school setting as positive risk taking are VERY HIGH RISK - athletic teams, school plays, student council, class office, band, honor roll - generally only the best are selected and the rest experience personal failure. The real deterrent to taking positive risks and becoming more than you can be IS THE FEAR OF FAILURE. It is an invisible barrier that fences people off from challenge, adventure and natural highs. It can impede learning as well as growth. In many cases taking a risk involves opening yourself up to a highly visible failure. That failure cannot be easily blamed on anyone else. This affects self confidence, self esteem and reputation. Personal failure is scary at any age!

Student leaders and advisers must recognize how risk affects their group and utilize all of their leadership skills to help minimize risk by increasing the rewards for taking positive risks.

During all of SLTP's leadership conferences, we examine the dimensions of risk and the participants discuss the challenges as applied to their specific situations back at school. While it is difficult to put ourselves in the shoes of others, seeing how even low risk activities could deter student involvement creates more aware student leaders.

Professional Advisership

Everyone involved in student activities understands the value of 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.

We do.

The two "Core" conferences (fall and spring) provide easy access nuts and bolts training in a day conference format. The training is practical in nature and refreshing in presentation. The day is filled with both camaraderie and idea. The next Core Conference will be held March 28 at the Taunton Holiday Inn, see next month's newsletter for details and registration forms.

And over the summer, we provide a residential experience for advisers. The increased time allows for a greater sense of purpose. Our

intent with the Adviser Certification Program is to increase the professionalism in the direction of student 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—July 26-27!

Lessons for the leadership

class (reprinted with permission from [Confluence III](#) a CASA publication)

This was one of the activities presented in the INCLUSION workshop at the ReE.

The Joy of Six

Summary

Inclusion, a guided experience and demonstration of the satisfaction of being included and the uneasiness of being left out.

Possible Focal Points

- Group process
- Mixing
- Self awareness
- High vs. low risk
- Teambuilding

Inclusion

Materials and Situation

Anywhere.

Timing

20 - 30 minutes.

Group size

20 - 100

Procedure

1. Prepare index cards making two complete sets of six identical cards (12 cards) per group of 25. Each set

should have the same phrase on them – i.e., “Leaders walk their talk.” Or “Respect must be given away.” The other cards should have phrases in sets of 1 to 4. See page two for suggested phrases.

2. Place the cards in envelopes and distribute one to each group member.
3. Instruct the participants to read their messages and circulate around the room introducing themselves while softly speaking their phrase.
4. When an individual finds someone who has the same phrase, they are to team up and continue the search together.
5. Instruct the group to continue the search and introductory process until they are all in groups of SIX.
6. When everyone has finished, and all but the “loners” are in groups of six, act surprised and then process the lesson.

Commentary

Consider the following questions to prompt a thorough processing: How did it feel to be accepted into a

to being the kid who enjoys school. Teenagers are being trained to be good enough in their learning. As a parent, it's your job to battle this. There is very little praise and incentive for learning in school, but by praising not only good grades but good conversations about subject material you have the ability to make learning a positive experience for your child.

d. transmitting social values and knowledge – Similarly to the effect schools have on our youth's relationship with learning, middle schools and high schools often foster incredi-

bly negative social environments. Boys are taught to be competitive and aggressive while our girls are taught to be quiet and polite. Social, Emotional, and physical abuse within friendships and romantic relationships are condoned by faculty turning their heads the other way. Through praising your own child for positive behavior, and talking about important social issues however parents have the ability to give their children important social values and knowledge.

When a parent is providing each one of these for their child they are helping to create a balance for

their child in all four spheres of their being – the social, the emotional, the intellectual, and the spiritual. Schools aren't teaching to all four spheres so that means parents are needed even more. By taking the initiative to do these four things, a parent shows respect to their son or daughter by taking the time to make their home a positive place. I can safely say that as a teenager you need your parents even more than when you were a little kid.

Leadership lesson

group of six? How did it feel to not be accepted into a group or team? How did it feel when you found someone with the same message? Why didn't the people already in a group reach out to those who were not? How do school policies, practices or procedures prevent inclusion? What can be done to include more kids in schools? What lessons does this have for team building?

Suggestions for the Joy of Six cards are on page 8.

The Four Staples continued from page 5

The Joy of Six suggested phrases

Place the following phrases on index cards. Be sure that you only create one group of six per 30 participants.

- ◇ *Leaders walk their talk.*
- ◇ *Respect must be given away.*
- ◇ *Organization is knowledge in motion.*
- ◇ *The only message that counts is the one that is received.*
- ◇ *Whether you think you can or think you can't, you are right.*
- ◇ *Two thirds of success is believ-*

- ing you can.*
- ◇ *Whatever? Exactly!*
- ◇ *Stand up for what is right, even if you are standing alone.*
- ◇ *Whatever it takes!*
- ◇ *Goals are dreams in working clothes.*
- ◇ *To be enthusiastic, you must act enthusiastic.*
- ◇ *To act enthusiastic, you must be enthusiastic.*
- ◇ *If it is to be, it is up to WE.*
- ◇ *It is not about who you know. It*

- is about what you know about who.*
- ◇ *Silence is complicity.*
- ◇ *If not you, who?*
- ◇ *If not now, when?*

Bullying won't be wished away

Recently there has been a lot of talk in education circles, in the media and certainly from our politicians regarding harassment issues in schools. To hear the talk one would think that the only harassment issue that exists in schools deals with sexual identity. While I applaud the new found awareness, I am appalled that this awareness is wearing blinders.

SLTP will remain focused on bullying and harassment of ALL students and staff.

The US Department of Education reports that in 2001, 12 percent of students ages 12-18 reported someone at school used hate-related words against them. Further, the Department of Education reported that the nature of this hate speech varied—from words related to race, religion, political view, disability to

sexual identity or orientation. 12 percent reported it — clearly a sign of a very broad problem.

One of the best anti-bullying sites www.bullypolice.org, reports that 90 percent of students felt being bullied caused social, emotional, or academic problems and that both bullies and their victims have problems later in life.

Each month, 250,000 plus students are physically attacked in schools and the American Association of School Psychologists estimates that over 1,000,000 high school students suffer through hate-related verbal abuse at school. Further 69 percent of high school students report that school officials including guidance counselors and administrators respond poorly or not at all to reports of bullying.

Our schools must teach stu-

dents and teachers to interact with civility and respect among and toward all persons regardless of status, or condition. Schools should and must model those expectation and teach guideline which equip students with the skills to become positive citizens in the school.

Bullying is not just the issue of the month — that is why it is a problem that continues to go unsolved. It is time to stop talking a talk. It is time to walk the talk we have started with “stop, look and listen.”

National Mix it up Day was HUGE!

Last month more than 1,000,000 students accepted the challenge to begin bridging social boundaries in their schools. On *Mix It Up at Lunch* Day 2006 schools all over the country helped students to step out of their com-

fort zones and sit somewhere new, with someone new. More than 40 of SLTP's member schools participated this year.

To read specific stories related to this National Event, visit their website. There you will find lots of information

about the struggles and triumphs that students faced to pull this off.

www.tolerance.org

The SLTP Assertiveness "Bill of Rights" © 2006 SLTP, all rights reserved.

The SLTP Assertiveness Bill of Rights is reprinted here with permission from the CASA Administrative Board. You can find it in the "camper manual" [Stepping Stones](#) on pages 49 and 50, in the Self Awareness and Assertiveness Section.

- The right to decide how to lead your life. This includes pursuing your own goals and dreams and establishing your own priorities.
- The right to believe in yourself and in your abilities.
- The right to achieve.
- The right to your own values, beliefs, opinions, and emotions.
- The right to respect yourself for your values & beliefs, no matter the opinion of others.
- The right not to justify or explain your actions or feelings to others.
- The right to tell others how you wish to be treated.
- The right to express yourself and to say "No," "I don't know," "I don't understand," or even "I don't care." You have the right to take the time you need to formulate your ideas before expressing them.
- The right to ask for information or help -- without having negative feelings about your needs.
- The right to change your mind, to make mistakes, and to sometimes act illogically -- with full understanding and acceptance of the consequences.
- The right to like yourself even though you're not perfect, and to sometimes do less than you are capable of doing.
- The right to have positive, satisfying relationships within which you feel comfortable and free to express yourself honestly -- and the right to change or end relationships if they don't meet your needs.
- The right to change, enhance, or develop your life in any way you determine

Asserting yourself

Do you often find that others coerce you into thinking their way? Is it difficult for you to express your positive or negative feelings openly and honestly? Do you sometimes lose control and become angry at others who don't warrant it?

A "yes" answer to any of the above questions may be an expression of a common problem known as "lack of assertiveness."

What is Assertiveness?

Assertiveness is the ability to express yourself and your rights without violating the rights of others. It is appropriately direct, open, and honest communication which is self-enhancing and expressive. Acting

assertively will allow you to feel self-confident and will generally gain you the respect of your peers and friends. It can increase your chances for honest relationships, and help you to feel better about yourself and your self-control in everyday situations. This, in turn, will improve your decision-making ability and possibly your chances of getting what you really want from life.

"Assertiveness basically means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with the other" (*The Wellness Workbook*, Ryan and Travis). However, before

you can comfortably express your needs, you must believe you have a legitimate right to have those needs.

Inclusion by Danielle Desrosiers, SLTP Staff

Inclusion can not be defined through exclusion. It isn't the process of not actively leaving someone out. Letting someone sit at your lunch table but never talking to them is not inclusion at all.

Inclusion is an active process, you have to work to make each and every person in the group feel comfortable. Hard Work, right? I feel as though we were all reminded of just how hard inclusion can be when we made our pro and con lists. Following those lists we played a game called "let me in," this game is often about assumption and about exclusion but my eyes were opened to a few more lessons in the game the ReE. In room 6 the directions were given (vague as usual) and the students caught on quickly and their instant question was can we let them in? We repeated the direction and sent their leaders back to watch what would happen. Leader one easily stepped back into circle one, while leader two looked into from the

outside as her circle was tight, everyone's hands joined. She quickly commented that the other group let their leader in and quickly the hands dropped and she pushed her way in. We did the activity a second time... the first leader once again easily walked into circle one.. the second leader was timid and although her circle wasn't shoulder to shoulder their wasn't really room for her either, she looked at the circle very unsure of what to do. Finally one girl stepped up and asked that two boys move aside and every push over and make room, then invited the leader to join them. Woah! That blew me away.

We talk about being invitational and about including others but you often see that last step of inviting omitted. As we started processing the connections flew.

What would have happened in the play if Lindsay and Kelly invited Maura onto the team, how different would the scene be?

What about in our high schools, what if instead of initiation and hazing of freshman there was a pizza night and they were welcomed to the team?

There were so many good ideas flying around the room. What can you do at your school to invite someone to be included?

Inclusion isn't just about letting them stand in your circle but inviting them in and reminding them they are wanted.



Involvement ideas

Mix It Up Day, Teacher Appreciation Day, Secretary's Day, Principal's Day, Custodians Day, Café Staff Days . . . All very traditional, all fun—but is that all there is to school service?

The obvious answer is no. But seriously what else is there? Okay, let's throw in tutoring. Is that it? The days of clapping erasers, washing blackboards or sweeping the floors are long past.

A look around at most high schools, and it would appear that service is limited to the above suggestions.

The challenge is to expand this envelope. A school just like any community desperately needs voluntary efforts to grow and to thrive. Isn't that what good citizenship is all about?

The possibilities include but are not limited to:

- Peer mediation—to respond to

school safety issues;

- Wall murals—to create more ownership and improve the atmosphere;
- Welcome wagon service—for new and transfer students;
- Survival kits for teachers—with special kits for new teachers;
- Garden development — to improve the atmosphere and add more green to the environment;
- Painting girls rooms and boys rooms;
- Parking lot line painting;
- General clean-ups, scrub downs or painting days . . .

There is a lot you can do! AND the more you do, the more people you can involve!

In Massachusetts alone there are approximately 280,000 students in high school.

Of those students, less than 2,000 participated in ANY form of leadership training (.007 %).

In those schools there are approximately 50,000 student leadership positions available, which were filled by approximately 18,000 students. (.06 %)