



CADA NEWS

QUARTERLY NEWSLETTER FOR THE CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

VOLUME 109, ISSUE 3

PRE-CONVENTION 2010



**The Spirit of New Orleans
Freak Dancing
Leadership Lesson Plans
Superintendent Letter**

**Don't Accept "No"
VP Candidate Spotlight
Student Activities' Effect
Later in Life**

LEARNING, LEADING, LIVING

DO YOU KNOW WHAT IT MEANS TO MISS NEW ORLEANS?

Do you know what it would mean if you missed the CADA Convention this year? Don't let that happen! Now, more than ever, we as educators and activities directors need the support and training that the CADA Convention offers. "The Spirit of New Orleans" is what we in education are all about—enduring through tough times and creating a unique culture and community.



The people of New Orleans have spun a culture out of their lives—a music, a cuisine, a sense of life—that has been recognized around the world as a transforming spiritual force. — Tom Piazza

In New Orleans an hour isn't just an hour but a piece of eternity dropped into your hands. — William Faulkner

When you listen to Cajun music, you are hearing tunes that date back to the Acadians in Nova Scotia, Creole echoes the songs of Caribbean immigrants and jazz recalls the field-hand hollers in the decades after the Civil War. — Colleen Mondor



God, I loved that city and the beauty of what we had . . . the town was held

together by a spiritual essence few cities in this country possess: that infrastructure of the heart. — Jason Berry (written right after Hurricane Katrina)

Life in New Orleans, often lends itself to a celebration, perhaps a parade. This is not a style. It is a philosophy, a foundation for a culture. — David Rutledge

I called New Orleans 'a small model of all the best of America' because I have found here a vivid expression of my conception of what the United States can be at its best - a truly multicultural place, in which all social, ethnic, and economic elements of the society have somehow managed to fashion a distinct and beautiful culture out of the tensions among their differences. This embrace of diversity is a beautiful thing, when you can find it. — Tom Piazza

Way down yonder in New Orleans/In the land of dreamy scenes/There's a garden of Eden/You know what I mean. — Louis Armstrong

Sometimes it's important to go straight to the top. Your superintendent may not be aware of the far-reaching benefits of the CADA Convention and it may just be up to you to tell him/her. On the next page you will find a letter for you to use to help your superintendent understand the value of sending you to CADA 2010. It is our hope that you will copy this letter and present it to your principal (and maybe a board member or two) and help him/her see that there is actually a greater cost to the district if you don't attend CADA 2010. **Photocopy this letter and send it to your district superintendent, or download a copy here: <http://j.mp/cadanews>**

New Orleans... A true American melting pot: The soul of America. A place freer than the rest of the country, where elegance met an indefinable wildness to encourage the flowering of creative intelligence. — Wynton Marsalis



Times are tough for all of us. But this is the time for us to get even tougher. The mission of CADA is "to promote leadership development and student activities." The children in our schools rely on us to provide an environment where they feel safe and where they enjoy coming to school each day. That's what our activity programs do, and that is what the programs, ideas, speakers, workshops, and networking at the CADA Convention all support. Join us March 3-6, as we come together to celebrate and develop what we passionately do on our campus each school day: promote a positive school culture.



Register today at
www.cada1.org



California Association of Directors of Activities

Dear Superintendent,

The effect of the economy has begun to make its mark on our students; stress in the home is creating stress in the classroom and school safety and student performance are being negatively affected. The status quo will no longer be enough to ensure a safe and successful learning environment for your students. You need to do something more. And while the budget crisis is making it more difficult to justify conferences; attendance at the 2010 CADA Convention is critical this year. In this tough economic climate it is vital that schools provide:

- A physical environment that is welcoming and conducive to learning
- A social environment that promotes communication and interaction
- An affective environment that promotes a sense of belonging and self-esteem
- An academic environment that promotes learning and self-fulfillment

The CADA Convention has a line-up of workshops that will help your activities directors and administrators successfully address all of the above aspects of creating and maintaining a successful culture and climate in tough economic times.

Register today and take positive steps toward:

IMPROVED STUDENT PERFORMANCE: Comprehensive models that have been developed for school reform have always included change in school culture and school climate.

SAFER SCHOOLS: The 2010 CADA Convention offers a free preconference Safe Schools Seminar as well as workshops and keynote speakers dealing directly with School Safety issues; bullying, hazing and harassment.

MORE CONNECTED AND COMMITTED STUDENTS: The two most important preventative factors for stopping teen violence are: commitment to school and involvement in extra/co-curricular activities. The 2010 CADA Convention offers sessions like "I Will" by Verne Johnson—a session that will offer step-by-step directions to help create committed and involved students.

POSITIVE SOCIAL-EMOTIONAL DEVELOPMENT: like what can be provided by your trained student leaders through your activities programs can result in:

- Stronger academic performance and increased scores on cognitive skills tests
- Lower alcohol and marijuana use
- Reduction in students' aggressive behavior
- Less time in special education
- Lower levels of depression, self-destructive behavior and delinquency
- Higher graduation rates

The students on your campus are your most valuable resource in this or any economic climate. The 2010 CADA Convention will strengthen your programs so that this priceless resource is not wasted.

Sincerely,

Cindy Bader

3540 Soquel Avenue, Suite a – Santa Cruz, CA 95062

831.464.4891 – fax 831.576.1515

www.CADA1.org – www.CASL1.org

DON'T TAKE "NO" FOR AN ANSWER

After Hurricane Katrina people wrote that the spirit of the city of New Orleans was lost. It wasn't the infrastructure or the buildings, the streets or houses that was the worry. Rather, they were concerned about a loss of spirit. Tom Piazza, in his book "Why New Orleans Matters," asks us to consider the spirit of New Orleans and all the things the city has shared with the world—grace and beauty, resilience and soul. He writes; "That spirit is in terrible jeopardy right now, if it dies, something precious and profound will go out of the world forever."

Four-and-a-half-years later, after the deadliest and costliest natural disaster in the history of the United States, New Orleans still struggles to rebuild. Though it's not easy, slowly, painfully and without much outside help, the city is beginning to find its legs. The people of New Orleans love their city and their spirit won't let their city die. The people of New Orleans will not go quietly into the night.

We activities directors are cut from the same cloth as New Orleans natives, we understand challenge and we don't back down. In this economic climate we have watched while budget cuts have chipped away at our programs and even our jobs. And some of us are already faced with having to rebuild, but CADA is here to offer you outside help.

Here is some information in order to help you attend the 2010 CADA Convention. Just like the people in

New Orleans, we will not go quietly into the night. We can't stop after one or two "no's."

1. Ask a service club to pay for your CADA registration, hotel room and substitute.

Consider organizations such as the Rotary Club, the Lion's Club, Soroptimist Club, or the PTA.

2. Can't attend because it's out of state?

Explain to your CFO that the convention is held in Reno to keep costs down. The Reno venue is much more reasonable for districts to pay for in terms of food, hotel room, and flights are often discounted to encourage people to come play at the casinos. Show him/her the cost comparison in Vol. 109, Issue 1 of CADA News (in print or at <http://www.cada1.org>).

3. CADA has not raised the cost of registration for four years

We are keeping our costs low by holding the convention in Reno every-other-year (in order to alternate north and south giving members a break on travel during alternate years).

4. Visit other programs/other schools.

Inquire about using the days allowed to visit other programs (you will have lots of networking time so it's justified) for CADA.

5. Use the "superintendent's letter."

It's printed in this publication (and available for immediate download at <http://j.mp/cadanews>) to show the educational value to your district's top leader. Don't stop there. If you know a board member, copy him/her on it too. Your courage with your district's leadership may pave the way for colleagues from other schools in your district to go as well.

6. In tough times, we have to dig deep.

Sometimes a sacrifice is unavoidable, and if the cause is great enough, it's warranted. Ask yourself if your program is worth fighting for. The answer will be "yes." Plan to use personal necessity days instead of a substitute and use that as a bargaining tool to get something covered. If that doesn't work plan to pay for the convention yourself and use it as a tax write-off.

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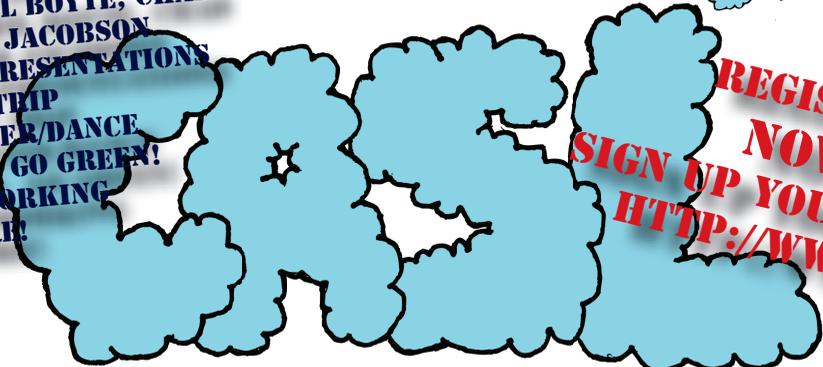
Cover photo: Students listen to Micah Jacobson's keynote message at the Area F Student Conference.

the California Association of Student Leaders

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- Meet the pros
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- Inspirational speakers
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WHY LEADERS MUST BE UNREASONABLE

The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.

George Bernard Shaw

Leaders must be unreasonable. Why? Because success does not occur naturally. As leadership guru Peter Drucker once said, "The only things that happen naturally in an organization are friction, confusion, and malperformance. Everything else is the result of leadership." To be successful, all teams, businesses, and groups need at least one unreasonable leader who will drive the team to greatness. You have to be the catalyst for your team. If you want your team to be great you:

- can't tolerate mediocrity.
- can't permit people to get distracted by trivial issues.
- can't allow people to fall into the trap of the comfort zone.
- can't let people give up or give in.
- can't accept lame excuses.

Because of your intense commitment and unrelenting will, you must DEMAND certain standards from yourself AND your teammates.

Why? Because you have too much invested to settle for anything less!

- You must be unreasonable when you observe laziness.**
- You must be unreasonable when you see selfishness.**
- You must be unreasonable when you hear negativity.**

Sometimes your unreasonableness must come across softly when you ENCOURAGE, COAX, AWAKEN, PERSUADE, STRETCH, TRIGGER, INSPIRE . . . Other times your unreasonableness must come across harshly when you CHALLENGE, PROVOKE, PROD, PUSH, PULL, INCITE, GOAD, BADGER, HOUND, ENFORCE... Invest the time to accurately judge the person and situation to know which approach is best. Bottom Line: As a leader, you must BE UNREASONABLE when it comes to your team's success. You just can't afford to be intimidated, timid, uninvolved, permissive, apathetic, or "reasonable." As George Bernard Shaw's quote reminds us, your team's progress (and the world's) depends on it.



OUTSTANDING ACTIVITIES PROGRAM AWARD

All CADA/CASL member schools are eligible to apply by the deadline of February 5th, 2010. The award will be presented at the CASL State Convention, recognized at the CADA State Convention, the spring edition of the CADA Newsletter and on the CADA and CASL website.

A representative from your school must be registered for the CASL State Conference by March 15 to be selected for the award. For more information, log onto <http://www.casl1.org>.

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In this issue...

A University of Illinois researcher finds that social skills developed in student activities are as important 10 years after high school as test scores for success in the workplace.

Social Skills, Student Activities in High School Pay Off Later in Life

It turns out that being voted “Most likely to succeed” in high school might actually be a good predictor of one’s financial and educational success later in life.

According to a University of Illinois professor who studies the sociology of education, high school sophomores who were rated by their teachers as having good social skills and work habits, and who participated in extracurricular activities in high school, made more money and completed higher levels of education 10 years later than their classmates who had similar standardized test scores but were less socially adroit and participated in fewer extracurricular activities.

Christy Lleras, a professor of human and community development, says that “soft skills” such as sociability, punctuality, conscientiousness and an ability to get along well with others, along with participation in extracurricular activities, are better predictors of earnings and higher educational achievement later in life than having good grades and high standardized test scores.

The University of Illinois study analyzed data from the National Educational Longitudinal Study, which followed a diverse group of 11,000 tenth graders for 10 years, tracking not only their scores on standard achievement tests but teacher appraisals of such qualities as the students’ work habits, their ability to relate well to peers, and their participation in extracurricular activities, a proxy for the ability to interact well with both students and adults. The teachers’ assessments were then compared with the students’ self-reported educational attainments and earnings 10 years after high-school graduation.

Even after controlling for students’ achievement test scores, family socioeconomic status, and educational attainment, Lleras found that such social skills as conscientiousness, cooperativeness, and motivation were as important as test scores for success in the workplace.

“That’s not to say that academic achievement in high school doesn’t matter—it does,” Lleras said. “But if we only look at standardized test scores, we’re only considering part of the equation for success as an adult in a global marketplace. Academic achievement is part of the story, but it’s not the whole story. You’ve got to have the social skills and work habits to back those achievements up.”

With the generational shift from a manufacturing-based economy to a service- and information-based one, employers value workers who can not only boast about their GPAs and SAT scores, but are also able to get along well with the public and co-workers, Lleras said.

“I think we’ve known this intuitively for a long time that employers are looking for something beyond cognitive skills,” Lleras said. “Leadership now is not an individual thing, it’s how well you get along in a team and get people organized.”

But thanks to the strict accountability measures of the No Child Left Behind law, struggling schools are increasingly cutting the extracurricular programs and activities that foster soft skills in order to focus almost exclusively on achieving adequate yearly progress on state-mandated standardized tests, Lleras said.

Consequently, low-achieving schools are put in a bind: Measure up, or lose funding. Either way, it’s a zero-sum game for students, Lleras said.

“There’s this pervasive idea that if we just teach and test the basic skills, students are going to do much better in school and in life,” she said. “It would be great if we could just snap our fingers and tomorrow everyone could read, write, and do math at grade-level. But an obsession with testing and routinized thinking doesn’t foster the non-cognitive soft skills that pay off as an adult.”

Inadequate funding for education also has meant

In addition to testing, what high-performing schools do really well is provide the kinds of opportunities through extra-curricular activities, rigorous course work, and high-quality teachers that help create good citizens and good workers and foster the kinds of work habits, behaviors, and attitudes that we know employers value.

that many schools are not able to reduce class sizes or hire more qualified teachers, two important factors for “creating the academic and social environment that foster these kinds of soft skills in schools,” Lleras said.

“In addition to testing, what high-performing schools do really well is provide the kinds of opportunities through extracurricular activities, rigorous course work, and high-quality teachers that help create good citizens and good workers and foster the kinds of work habits, behaviors, and attitudes that we know employers value,” she said.

“If high-stakes testing is the only remedy for low-performing schools, Lleras said, “then we may fail to help those students develop the soft skills they need to successfully complete higher levels of education and secure a better job in the labor market.”

Ironically, the original version of the No Child Left Behind law had a behavioral component.

“NCLB did have this notion that there are other things going on in education besides testing, but it was grossly underfunded and targeted drug, alcohol, tobacco, and violence prevention activities,” she said.

Lleras sees access to high-performing schools not only as an educational issue, but also as a social justice issue. In the course of her research, she discovered that participation in fine arts programs

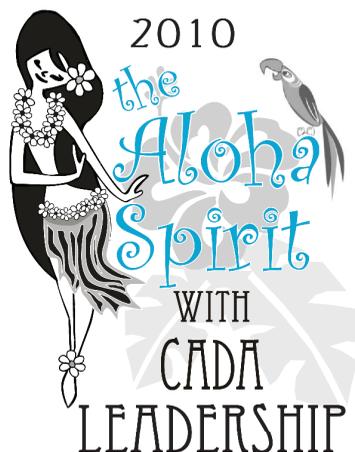
was associated with “significantly higher earnings” for African-American and Hispanic students 10 years later, yet those students often attended schools with fewer opportunities for fine arts participation. The same measure had little effect on the earning power of white students. If we care about those low-achieving schools and their effect on students, it’s imperative for schools and educators to go beyond No Child Left Behind, which is “only about testing,” Lleras said.

“Most of our students don’t go on to college, and our young adults today are entering a workforce that’s very different from what it was 30 years ago,” Lleras said. “It’s a very tenuous, volatile market, especially for workers with a high school education or less, and our schools are failing students by not providing enough opportunities to develop the skills, habits, and knowledge we know employers are going to reward.”

So what can educators and parents take away from her research?

“I think that incentives are very important, particularly for adolescents,” Lleras said. “Teens need to see that their efforts in high school matter and will eventually pay off. This gives parents evidence they can use to talk to their kids about the importance of working hard, getting along with others, and participating in extracurricular activities.”

The Aloha Spirit



We will again be offering the Early Arrival option the night before each camp. This year we will have a limited number of beds for this option.

For more info, log on to <http://www.cadaleadershipcamps.org>

CAMP DATES FOR 2010

U.C. SANTA BARBARA
HIGH SCHOOL
JULY 7-10

U.C. SANTA BARBARA
HIGH SCHOOL
JULY 12-15

U.C. SANTA BARBARA
HIGH SCHOOL
JULY 17-20

U.C. SANTA BARBARA
MIDDLE SCHOOL
JULY 22-24

The Advocate is published five times per year by the Alliance for Student Activities, a nonprofit corporation whose mission is to promote the value of cocurricular student activities and to provide professional development and support for advisors and future advisors.

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Submissions of student activities research for publication are welcome. Send inquiries to lyn@alliance4studentactivities.org.

For more information visit:

www.alliance4studentactivities.org



FREAK DANCING: WHAT DO WE DO ABOUT IT?

Since the late 1990s, freak dancing has spread like a medieval pandemic. Young people bump and grind simply because they've never known a different style of dancing in their lifetime. Teachers and parents are horrified by what happens on the dance floor, but few dare to tread into the middle of the giant sea of teenagers that has amassed in front of the DJ. What do we do?

One method being tried in the William S Hart District in Santa Clarita, CA, is called "Tapout." Piloted first at the middle school level last month, Tapout relies on a multi-faceted approach to decrease and ultimately eliminate inappropriate dancing.

Step 1: Define your boundaries

Work with teachers, parents, and students to define specifically the types of behaviors that are considered appropriate and inappropriate at a school dance. "Dancing dirty" or "freaking" can mean different things to different people, so establish clear definitions up front of what freak dancing means in your school community. Include illustrations or demonstrations to drive the point home. Some schools create a video where they use Barbie and Ken dolls to demonstrate behaviors that are and aren't appropriate. As awkward and uncomfortable as it may seem to talk about, students need that clarity.

Step 2: Communicate your expectations

In the weeks leading up to your next dance, communicate clearly with classroom visits from student leaders, classroom visits from administrators, the morning announcements, your website, and other media to let your school community know what the behavior expectations will be. Although we may not think of it as such, freak dancing can be a form of sexual harassment. It creates a hostile environment where students may feel uncomfortable (either as the recipient of "freaking" or having to dance near the "freaking"). Consider this when reviewing your sexual harassment and other school policies at the beginning of each school year. If you have a dance contract that students must sign ahead of time, include expectations in there as well. In the days leading up the dance, send out an e-mail blast and/or a mass phone call to remind parents of the expectations as well. Finally, hire a DJ who will play a wide variety of fun, appropriate music.

Step 3: Get your chaperones geared up

We all have staff members at our school who make excellent chaperones. They are authoritative, students listen to them, and students respect them. These staff members elicit that respect in the classroom or out on campus, and it carries over onto the dance floor. Get those staff members at your dance, and eliminate those teachers who are simply there to hang out with the kids. They're absolutely useless to you. Explain

the system and the rules clearly to them (your campus should have been bombarded with this already, so it should already be clear). Consider a lunchtime training or meeting where you get your chaperones together in advance. A significant change in dance expectations is going to take good preparation in advance. If you have had trouble finding chaperones in the past, part of the reason might have been because they have felt powerless to stop inappropriate behavior. Some other teacher may have gone up and said, "Oh, you don't want to chaperone one of OUR dances. They're awful!" Once you begin to change the culture of your dances, you'll find it easier to find good chaperones.

Step 4: Getting "tapped out"

This is an important part of what you communicate to parents and students: the consequences of inappropriate behavior. Tapout works like this: the first time any chaperone notices that you are violating the code of conduct for the dance, you are "tapped out." Set up a classroom or other space away from the dance floor where "tapped out" students will be escorted to the Tapout Room to take a timeout--anywhere from five to fifteen minutes. The chaperone in charge of the Tapout Room logs the student's name, the specific behavior observed, and the time the student came into the room (most schools require a school ID to get into the dance, so you could even confiscate the ID card). This is the extent of the consequence at this point. The first time is just a time-out to cool off and also serves as a "warning" just in case there was any ambiguity about dance expectations.

Step 5: Repeat offenders

For the second offense, it's back to the Tapout Room where it is again logged, the chaperone in charge calls home to explain the specific behavior (or put the student on the phone to explain it him- or herself) and then a parent comes to pick the student up from the dance. Two strikes and you're out.

Seriously?

In its first middle school trial, not a SINGLE student went to the Tapout Room. Not one! The system seems to be a success so far. Shortly after publication of this newsletter, the first **high school** in the Hart District will try it out. **Will Tapout be as successful at the high school level? Read the post-dance follow-up report here: <http://j.mp/cadanews>**

QUOTES ON LEADERSHIP: AN ACTIVITY FOR YOUR STUDENTS

DIRECTIONS: Read all the quotes below first. Choose THREE of these quotes, then explain what each one means to you and how it applies to being a leader. Write approximately one-half to three-fourths of a page for each quote. Turn this assignment in by the end of the period. **This assignment is GREAT for a sub day (why not a day you're gone for the CADA Convention?). Download the handout here: <http://j.mp/cadanews>**

"I expect to pass through the world but once. Any good therefore that I can do, or any kindness I can show to any creature, let me do it now. Let me not defer it, for I shall not pass this way again."
— Stephen Grellet, 18th/19th-century French/American religious leader

"There are two ways of spreading light: to be the candle or the mirror that reflects it." — Edith Wharton, 19th-century American author

Real generosity is doing something nice for someone who will never find out. — Frank A. Clark

"What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal." — Albert Pine

"If you don't have enemies, you don't have character." — Paul Newman, 20th-century American actor

"Life is the sum of your choices." — Albert Camus, Nobel Prize-winning, 20th century French novelist

"We are all angels with only one wing. We can only fly while embracing each other." — Luciano De Crescenzo

"What has always made a hell on earth has been that man has tried to make it his heaven." — Friedrich Holderin

"Imagination is more important than knowledge." — Albert Einstein, 20th-century Swiss mathematician, physicist and public philosopher

"Courage is being scared to death—and saddling up anyway." — John Wayne, late 20th-century actor

"It is better to die on one's feet than to live on one's knees." — Albert Camus

"The intention makes the crime." — Aristotle, ancient Greek philosopher

"The truth is not always the same as the majority decision." — Pope John Paul II

"The pursuit of truth will set you free — even if you never catch up with it." — Clarence Darrow, 20th-century American lawyer

"What you don't see with your eyes, don't witness with your mouth." — Jewish proverb

"Truth is like the sun. You can shut it out for a time, but it ain't goin' away." — Elvis Presley

"The hottest places in Hell are reserved for those who remain neutral in time of great moral crisis." — Dante Alighieri, 13th/14th-century Italian poet

"It is better to be hated for what you are than to be loved for what you are not." — Andre Gide, 20th-century French writer

"Do not follow where the path may lead. Go instead where there is no path and leave a trail." — Anonymous

"The final test of a leader is that he leaves behind him in other men the conviction and will to carry on." — Walter Lippmann, 20th-century American journalist, author and public philosopher

"You can only govern men by serving them." — Victor Cousin

"How far would Moses have gone if he had taken a poll in Egypt?" — Harry S. Truman, 20th-century American president

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“LEADER OF THE YEAR” STAMP CLASSROOM ACTIVITY

While you were at the post office mailing a letter, you overheard the postmaster telling a customer about a stamp design contest. The contest is called "Leader of the Year". The postmaster explains that the post office wants to honor a special Leader by putting their picture on a stamp. The winner of the contest will have their design made into a real stamp. You ran home to tell your friend. You've decided to be partners and enter the contest. Many people have written about Leaders. You and your partner's jobs are to read about different leaders and choose one that you both think should be put on a Leader of the Year Stamp. You will design a stamp and submit it for the contest. You must impress the Post Office with a presentation showing your choice of a Leader and your stamp design. Here's the procedure:

Step 1: Discuss with your partner what it takes to be a Leader. Make a list of requirements. Take part in brainstorming these requirements with the rest of the class. **Step 2:** Choose a Leader of the Year. Gather all the information you and your partner may need for this Leader. **Step 3:** Make a timeline with important events from the Leader's life. **Step 4:** Here's the fun part!!! Design a stamp honoring him or her. **Step 5:** Write a paragraph which persuades the postal committee to make a stamp. **Step 6:** Create a Powerpoint presentation or other visual presentation (DVD, art, etc.) for the class.

Want this handout now?

Download the assignment at: <http://j.mp/cadanews>



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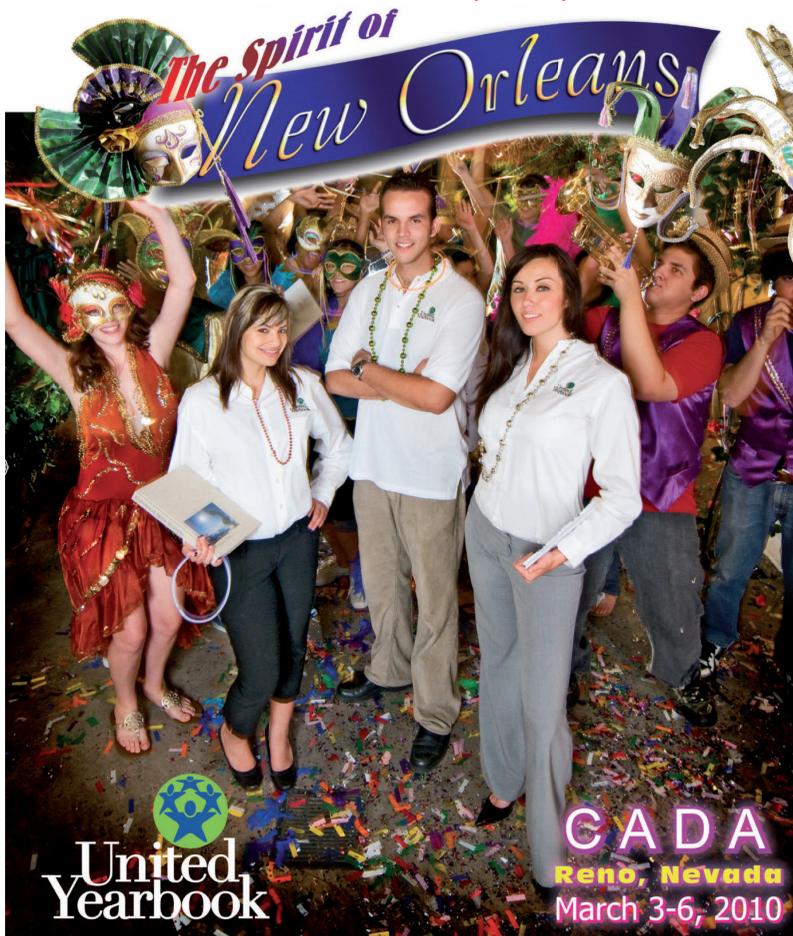
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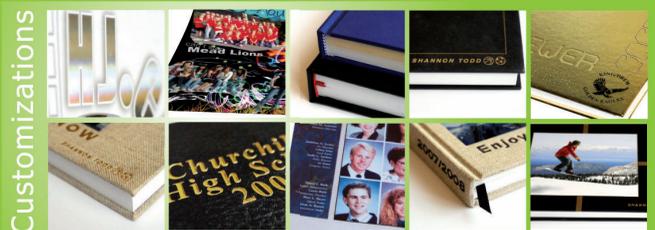


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CADA VP Candidate Spotlight



Monica Anderson
Nipomo High School

Monica Anderson is the sole person to declare her candidacy this year for CADA Vice President. Monica has served in education for twenty years. Monica currently works at Nipomo High School in Nipomo, CA, where she is a social science and AVID teacher, the senior class advisor, and the Link Crew Coordinator. Monica has previously served as a middle school activities director, a sophomore and junior class advisor, and AVID Coordinator.

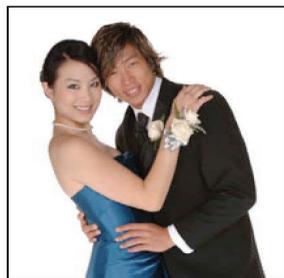
Monica has been involved in CADA for nineteen of her twenty years in education. She has served as a Leadership Camp council leader, middle school camp director, and currently serves on the CADA State Board of Directors as the Area D Coordinator. Monica is married to Kevin Anderson, and is the proud mother of two daughters: Meghan (17) and Kylie (15).

We asked Monica if she could--in one sentence--say why she chose to run for CADA Vice President. She said, "I want to be in a position to offer all those involved in student activities the support they need to make a difference in students lives." You'll get a chance to hear from Monica at this year's CADA Convention.

Because there is just one candidate for Vice President this year, a simple vote by acclamation will be held among all CADA Members during the Second General Session at the Convention. If affirmed, Monica will take her place on a four-year path of service that includes CADA Vice President, President-Elect, President, and Immediate Past-President. She would then be responsible for planning the 2012 CADA Convention. All candidates for CADA Vice President are required to have served at least one full year on the CADA Board (or two years as an Area Assistant Coordinator). For more information on ways you can serve in a leadership role in CADA, contact any Board member (contact information is on the back page of this newsletter), or visit <http://www.cada1.org>.

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LEADERSHIP VIDEO ACTIVITY

(PERFECT FOR MULTI-DAY ABSENCES, LIKE THE CADA CONVENTION)

This assignment gives your leadership students a chance to share how they think leadership is portrayed in the movies. The assignment is geared primarily to high school students, but could easily be adapted to middle school. Want to download the full handout now? It includes the assignment criteria, along with an evaluation section and a grading rubric. Get it at <http://j.mp/cadanews>

In this video assignment, you will select a character from a movie of your choice and present him/her to the class as a study in leadership. The presentation, which is to be oral and 20-30 minutes in length, should be a succession of video clips combined with your own narration and analysis. Please choose a movie that does not have an R rating.

Points to consider:

- Include a brief overview of the movie so that those who have not seen it understand the plot.
- What drives the leader personally?
- How did the leader wind up with the leadership role?
- What leadership skills/qualities does he/she possess? (example: ability to delegate).
- What style of leader are they?
- Does their style change within the movie?
- In what moments does the leader most clearly demonstrate exemplary effectiveness?
- How does the leader react to setbacks?
- How does the leader react to praise?
- What leadership skills does this leader lack?
- Your overall appraisal of the leader.

This is just a starting point. You will likely be able to make many more links to what we have covered in class.

Learning, Leading, Living

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CADA Mission Statement
To promote and support
leadership development
and student activities.

2009-2010 STATEWIDE CALENDAR OF EVENTS

The most up-to-date calendar is always available at cada1.org



CADA State Convention
March 3-6, 2010
Grand Sierra Resort
Reno, NV
Registration info at cada1.org



CASL State Conferences
HS: April 15-17, 2010
MS: April 17-19, 2010
Irvine Marriott Hotel
Registration info at casl1.org



CADA Leadership Camps
HS I: July 7-10, 2010
HS II: July 12-15, 2010
HS III: July 17-20, 2010
MS: July 22-24, 2010
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