



Series

2013-2014

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Spring 2014

CADA

California Association of Directors of Activities

CADATOONS - 50 YEARS!

The 50th annual convention of the California Association of Directors of Activities was a rousing success. Over 1300 Activities Directors from California and beyond converged on the Grand Sierra Resort in Reno, Nevada for 4 motivation-filled days of learning, networking and FUN!

We asked a variety of attendees the following two questions;

1. **What is something you are excited to “take-back” to your school from your experience at CADAtoons?**
2. **What is a lesson that you learned at CADAtoons that you can use in your classroom on Monday (or right away)?**

Their responses are printed below. We hope that after reading them you will be as inspired as they are to make a difference!

“A lesson I learned that I actually used yesterday after returning home was Ian Tyson’s message of “pain is inevitable but misery is a choice”. Feeling in pain from walking so much through the hotel and being on my feet in the exhibit hall for nine hours and not getting enough sleep, I could have easily moaned and groaned all day about how tired I was, but instead I held my tongue and went for a short 2 mile hike and out to eat with some friends.”

- Susan Moerder, Francis Parker High School, CASL Board

“Remind 101 - signed up my ASB class today on Remind 101. Excited about trying this app out. My plan is to get the rest of the student body signed up by next year.”

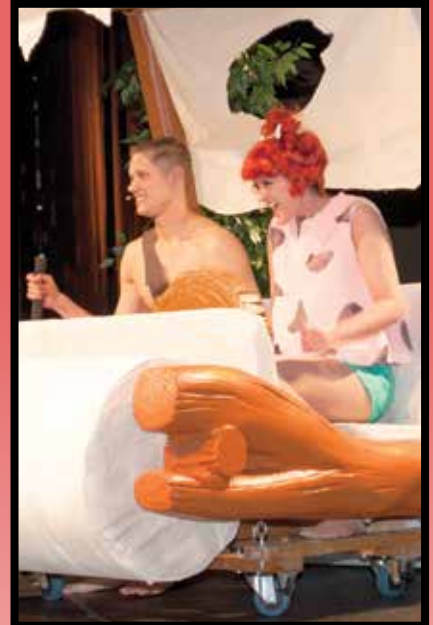
- Rod Keillor, San Dieguito Academy

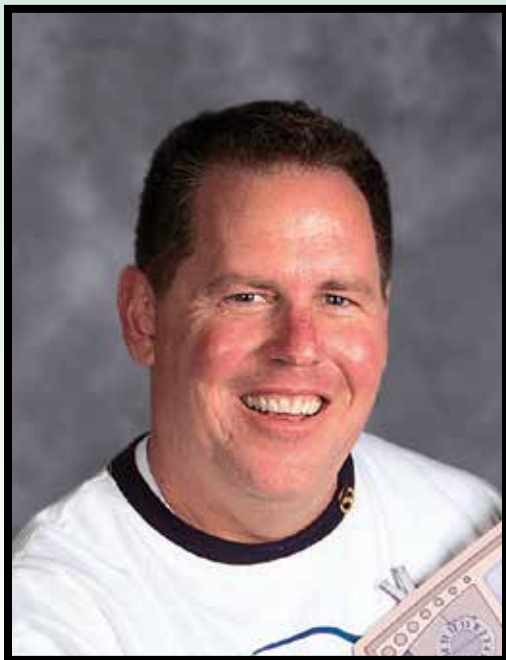
“Rethinking some of my events for homecoming. Maybe doing class skits rather than a homecoming parade with floats.”

- Kaitlin Wood, La Costa Canyon High School

“I am taking back with me a new vendor that our school is going to be

CONTINUED ON PAGE 7





Closing the year with a simple note -

As the end of the school year approaches, it is easy to get caught up in the elections, the end of the year rally, that final spirit week, award nights, and, finally, graduation. It is a time to remember the wonderful gifts we received from each of our students and help them examine the impact they have had on their campus. This is the time of year that I pull out my Smile Box and share with my students how important it is to me to remember those who have impacted my life. The box contains nothing but thank you notes I have collected from students, parents, and fellow teachers over the past twenty four years of my career. I always tell my students, that while I have truly appreciated each and every Starbucks card, box of chocolates, and plate of homemade

cookies I have ever received, the notes are what I still have to remember them by. The notes are my window to the past; when I'm feeling down, I open the box and read a card from Yara, Tony, Gabe or someone else from my past, and it makes me smile knowing that for a brief moment in their life I was someone important. I then give each of my students a blank thank you note to write to a staff member who made a difference in their life over the past year, and their challenge is to deliver the note in person before the end of the school year. My favorite part is watching my fellow teachers share their notes in the staff room over the next few weeks. To close the year, I give each student a hand written thank you card at our leadership banquet, letting them know how much they have meant to me this past year.

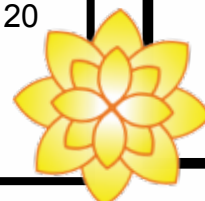
CADA – Thank you for all of your support, laughter, cheering, complaining, and challenges this past year. Thank you for being there with both applause and a shoulder to lean on when I needed it. You help me to be a better person.

Have an amazing summer. Get the reset you need and deserve and know that new groups of students will need you back and ready to go at the start of school.

MIKE WHITE - CADA PRESIDENT

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STUDENT CORNER

1. What activities does your ASB do to get together and bond before the school year starts?

“My ASB class does a really cool get together. The weekend before school starts, our entire leadership class gets together at school and meets each other. We stay overnight at the school and discuss our plan for the year. We do goal setting, brainstorm ideas and also find out what events we want to do. We all get real close and friendly by playing icebreaker games and telling stories. It takes a whole day and the overnight and it’s a ton of fun. By the time school starts, we are ready for the entire year’s events. We call it our ASB retreat.”

– Trevor R., 8th Grader, Bear Valley Middle School

“At Yorba Linda Middle School our A.S.B. serves the whole student community in many ways. For example, our A.S.B. meets before the school year starts to help bond and get to know one another. To explain, our A.S.B. students join and learn new leadership techniques to share with the whole school for the upcoming school year. We attend A.S.B. training days during August to plan future activities to kick off the school year. These training days are dedicated towards teambuilding and learning how to unify the school campus. In addition, A.S.B is responsible for organizing a tour for the incoming 6th graders. This event helps reassure and calm any uncertainties for their future school year. Finally, our YLMS A.S.B. demonstrates our endless effort to inspire students from the first day of school to the last by creating and displaying motivational quotes and posters hung throughout the school campus.”

– Alexis S., 8th Grader, Yorba Linda Middle School

2. What is your favorite school wide start up activity to kick off the new school year on campus?

“My favorite school wide activity to start up the new school year is our Icebreaker Dance. It’s one of the biggest events at my school, and it’s one of the things I look forward to attending when school begins. Over 900 students attend this event (half of our student body) because they can dance around the pool; play volleyball, basketball, air hockey, foosball, and outdoor video games; go swimming, have fun on an inflatable attraction, and pig out on tons of delicious food. The photo booth was an added bonus this year, and everyone had fun putting on the props and posing for the camera. The Icebreaker is a lot of fun and a great way to spend time with friends and meet new people while having many different things to do. It’s a great way to kick off the new school year.”

– Patty M., Senior, Dinuba High School

“Our Welcome Back rally is a great way to get the school year started. It hypes everyone for the rest of the year and sets the tone for spirit. Its a great way to start school!”

– Megan M., Senior, ASB president, Ygnacio Valley High School

3. How do you promote school spirit at the beginning of the year to get underclassmen acclimated to the campus?

“As the Freshmen/Transfer Transition Program, our main goal is to make new students feel welcomed to their school as well as get connected, and in order to do so, we have to show our school spirit. After Freshmen Orientation, everyone is invited to an ice cream social, where parents and incoming students talk to one another as well as to FTTP members. We walk around and introduce ourselves to them and talk about how the school works, how they shouldn’t bring their parents to registration, what their first day will be like, when they’ll get their textbooks, what the schedule will be like, and answer any other questions they have. Not only is it important for us to be outgoing since we’re introducing ourselves to people we don’t know, but we need to be spirited, since showing our school spirit allows new students to get even more excited about entering high school.”

– Amanda J., President, West Ranch High School Freshman/Transfer Transition Program

IT'S TIME TO HAVE A PARTY...

A CALENDAR SIGNING PARTY, THAT IS!

To create a culture of involvement on your campus, everyone has to know what's going on. Here's an easy way to calendar your entire year including ALL club, class, ASB, athletic and performing arts activities.

Steps to do before the actual calendar signing party:

1. Get a large empty calendar including all the months in the next school year.
2. Put all the important school events on the calendar that you already know. For example: start and end date of school, all school holidays, finals schedule, graduation day, etc.
3. Put on dates of all major ASB events. For example: homecoming week, prom date, Sadie Hawkins dance, winter formal, graduation rehearsal, pep rallies, etc.
4. Work with your athletic director and pencil in all major athletic events. Varsity team schedules are always included; it's up to you if you want to include junior varsity and freshmen events.
5. Put all major performing arts events on the calendar. For example: theater productions, choir performances, band performances and dance team performances, etc.
6. Set the date for the party and let your entire staff and student body know. It's easier if the date is sometime in late March or early April.
7. Set the time of the party, preferably about 15 minutes after school.
8. Select a location for the party where the calendar can be on display and there is room for the "party goers" to sit.
9. About two weeks before the actual calendar signing party have the calendar on display for people to see. This enables groups to get their own event dates planned before the actual party.

Procedures for the party itself:

1. Three (3) student representatives per organization may attend and unlimited advisors may be present.
2. The lottery system will be used to determine which organization will be able to choose event dates first, second, third and so on.
3. Print your organizations name on a 3"x5" card (it will be provided at the party) and drop it into the lottery bowl immediately after school.
4. The lottery will begin at 2:45pm (15 min. after the end of school). Refreshments will be served.
5. When your organization is drawn from the lottery bowl, the following steps should be followed:
 1. Within 1 minute...review the calendar
 2. Within 2 minutes choose where you would like to put your event.
 3. Only the person hosting the party will actually write the event on the calendar.
6. After your event has been chosen, your organizations card will be put back into the lottery bowl. There are no limits to how many rounds your organization can go through. Please do not put your card back into the bowl if you are done selecting dates from the calendar.
7. It is a good idea to have a list of calendar ideas before you come to the party.
8. Organizations with traditional dates will have some of those dates already on the calendar. (Example – Sadie's, Winter Formal, Prom, etc.)



CONTINUED ON PAGE 9

MEET YOUR NEW VICE PRESIDENT



I am so excited and humbled to be your CADA Vice President!

I look forward to leading you to be your best, by continuing to provide you access to the best education possible. Starting with Convention and extending through to Conferences, Camps and the Master Activity Advisor program, I am here to assist you in any way to help secure your success. Your triumph will lead to a victory with your students and school.

Together, we will continue to ensure that CADA remains the zenith of leadership organizations. Please don't hesitate to email or call me with your suggestions, questions and ideas. I look forward to hearing from you. Remember to utilize your CADA Directory and look to our Past Presidents and Past Board Members for guidance and coaching. They are so knowledgeable and would love to help in any way possible! Developing relationships is vital!

Until we talk, text, email, or see each other again...challenge yourself! Leadership starts at the top; strive to reach the peak. Remember that a giving spirit and belief in serving others will help bring you peace and happiness. I wish you all of these attributes.

- LAURETTA ELDRIDGE, VICE PRESIDENT

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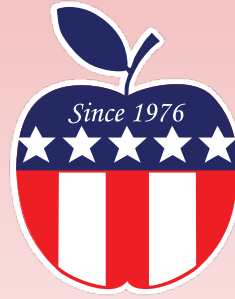


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trying out: The Beverage Brothers. Hopefully we can start selling them soon in our student store. I am also taking back with me a lot of good ideas to incorporate in our school dances and how to manage our ASB account in a more efficient manner. I learned more of a game / lesson that I plan on using this Friday during our Fun Friday's at school. I went to the session where we learned games for Fun Friday's, so I'll be incorporating these games."

– Lorena Rodriguez, William Moreno Jr. High

"There were actually a lot of things that I was excited to take back. My favorites included some of the ten-minute lessons by Ron Jones and some fundraising ideas from Great Oaks. I particularly liked their ideas to tap into the graduating seniors with some things that they and their parents would really want! In fact, they sell banners to graduates that say "Congratulations Joe Smith class of 2014! Good luck at Davis!" and then it has the college mascot on it. So cool! Clearly, however, I was incredibly inspired by Friday's keynote, Kathy Buckley and I was thrilled to hear from Phil Boyte about teaching resilience and from Tyler Durman about teaching my kids to write "Save the Cat Stories." Gosh we are blessed by them! Already I have used two of Ron's ten minute lessons, and I plan to teach my students about resilience and keeping their "barrels full" through tough times. It is midterm exam week this week...what better week to talk about refilling the barrel! And I didn't mention the #icanhelp session! I had actually seen that at Dave n' Busters back in the fall, but I still came back with new ideas for our classes! We are starting the intentionally positive tweets every day next week! Woo hoo"

– Kim Bair, Woodcreek High School

"The best, funny, easy, and CHEAP idea I got at CADA came from Kaitlin Wood. Lay down a tarp. Pick a few girl contestants. Show them a bag of live goldfish and instruct them that their goal is to walk across the tarp blindfolded without stepping on any. Blindfold them... then pour out mandarin oranges on the tarp... let the squealing and crowd reaction begin! And by the way, for next year's conference, new advisors should make a point to go see presentations by Kyle Svoboda, Kaitlin Wood, and Don Skaggs. TONS of applicable ideas from energetic people!"

– Wendy Bell, Palmdale High School

"The lesson I took back and did with my AVID classes on Monday, was the #icanhelp lesson, it went over really well and my students had a positive response. I even gave out candy to students who were willing to give a

compliment to a classmate. I also challenged them to say "Hi" to five strangers every day at school. I am excited about new ways for fundraising and recognizing students and staff that don't cost much money."

– Renee Rice, Alisal High School

"I learned about on line voting. I have wanted to do it to increase the number of kids who vote, and a way to show election speeches, include candidate bios, photos etc. We are going to try out on line voting this spring and hope it works as great as it sounds!!

It was not a lesson, but a rejuvenation feeling about going back to school. I felt a general overall excitement about trying the so many new things I learned. I am about to go through grades and I learned about a grading rubric/ system that I think will be more beneficial for myself and my ASB students."

– Jim Johnson, San Luis Obispo High School

"I am excited to implement an "Appreciation Week" where my senior AVID students write a letter to a former K-8 teacher expressing their gratitude towards an inspirational teacher and have them deliver the letter to them. Keale Hughes' video showed the impact that it made on these educators and the joy the high schoolers felt once arriving at their former school to deliver the letter and message. It seems like a Win-Win activity helping my AVID students complete their senior year reflecting on their experience in school and those that helped them along the way.

Scott Backovich's "Monday Movements" Leadership Lesson session gave me the idea to have my students graph a school year. Students are instructed to pinpoint different events and whether they "elicit high or low campus morale". The idea is to figure out ways to take low morale events, e.g. testing times, and make them more tolerable and maybe even enjoyable. I am eager to do this with my student leadership team in the fall."

– Shannon Hurtado, Arroyo Grande High School

"Kathy Buckley and everything she said is what I took back with me from CADAtoons 2014. I don't think it's because I've worked in the field of special education along with student activities during my career, I think it's because her message hit at the heart of what we as educators think and feel and do. Beyond being an incredible speaker with comedic timing that is unrivaled, she has an amazing heart. I will carry her words with me for a long time. And I'll be sharing her as a possible speaker for our district!"

– Cindy Bader, San Rafael City Schools

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- U.C. SANTA BARBARA I HIGH SCHOOL **JULY 12-15**
- U.C. SANTA BARBARA II HIGH SCHOOL **JULY 17-20**
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CALENDAR PARTY... CONTINUED ON PAGE 4

- Please be ready to fill out activity request forms and revenue potential sheets at the calendar signing party. These **MUST** be filled out to put your event on the calendar!
- It is a great idea to bring a list of all your club, organization, or team activities so they can also be put on the calendar. For example, if you want to have your club meeting the third Tuesday of each month at lunch in "whatever" room, that information can be put on the calendar **NOW** so it will be printed in your planners and more students can attend your event. If you have a printed copy of this list turn it into the activities office after the party.

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Homecoming 101

One of the biggest events an activities director organizes is Homecoming – so many activities and details in one week, it's hard to keep track of them all! Right? Wrong! It is possible to stay organized, help your students stay organized, and yes, even enjoy all of the festivities. Here are some things we do to help keep the “crazy” out of Homecoming.

1. Weekly meetings with all commissioners. About six weeks out, we start our 6:30 am Friday meetings with all Homecoming commissioners. The first week, I go through important dates and information gleaned from past Homecomings, and then at all future meetings, the students share their vision, goals, and update on progress. This helps save time in class so that they can work, and helps to connect students from both of my Student Government classes so they can all see the “big picture.” I find that this time together helps my students to see themselves as a team, and prevents them from falling into the trap of focusing on their own event, or worse, thinking their event is more important than any of the others.

2. Committees. All of my students serve on a Homecoming committee. If they are in charge of another commission, such as Student Recognition or Random Acts of Kindness, they provide support during our Homecoming process.

3. Behavior rubric for the week of Homecoming. I got this idea from a colleague at another school in our district. Have your core leaders create a rubric of behavioral expectations for your students during set up, event, and clean up and grade them as a group after Homecoming is over. My cabinet leaders are each responsible for paying attention and taking notes during the week, so we have information when we have our grading meeting. The key is to share this rubric with your students early, so they know exactly what is expected of them.

4. Homecoming Volunteer Sheet. One of my students created this a couple of years ago and it has become a “must” for my students. Each day is separated into “before school,” “at lunch,” and “after school” so students can write down all they volunteered for, such as working the spirit booth, selling Homecoming tickets, working sound at rally rehearsal, etc. They also list “What to bring” to school each day, and what each day’s dress up theme is, so they remember to dress up. These are turned in and we use them when determining grades.

5. Homecoming Week Events spreadsheet. This is my job the week before Homecoming. I combine every single thing we do all week long into an Excel spreadsheet, listed by date, event, time, location, leader, and who needs to go. Every student gets one of these, and we keep a large poster copy on the board all week and check off as we go. It's an awesome sense of accomplishment when the last thing is checked off after float dismantling on Saturday! It also includes a “Where is Givens?” section for Friday since none of us spends any time in the classroom that day!

6. Homecoming Halftime Jobs List. Every Student Government student is expected to work at halftime, so we have a jobs list that includes student photographer and sound people, and lists students who have other responsibilities, such as playing in the band, on the football team, or cheering. This way, we can see who is available for the behind the scenes jobs such as checking float passes or moving the advertising signs on the track. And, because we post it and make a big deal about what everyone does at halftime, the entire class is invested in the process. I like to tell them we are putting on a party for 6000 people and we need all 60 of us to accomplish it!

7. Wednesday night rehearsal. This is the backbone of any success we have Thursday and Friday nights. We rehearse the Bonfire Rally and halftime show with MCs, sound, float drivers (driving the vehicle they will drive Thursday and Friday), all royalty car drivers (driving their own cars), and all royalty. We rehearse halftime until we can pull it off in less than 20 minutes, our allotted time at Homecoming.

CONTINUED ON NEXT PAGE

Homecoming 101...CONTINUED FROM PREVIOUS PAGE

This alleviates most of the stress of the Bonfire Rally and Halftime Show on Thursday and Friday nights, as we work out all of the kinks early, and have time to regroup if we have any issues.

8. Homecoming Week "Busy" list. I started creating this several years ago when students were too busy to stay after school during Homecoming week to help each other. The week before Homecoming, I send a sheet around, and students write down everything they are doing apart from Student Government work the Monday through Friday of Homecoming week. This allows me to vet things they really need to get out of for that week, such as rec soccer practice, work (I don't allow work as an excuse to miss SG events), and other things that can be postponed, or not done during Homecoming week. I post this list so everyone knows why someone may not be around, and so students know what is excused (school sports, band practice, pre-paid SAT classes, etc.). This helps a lot, as students will self-regulate and not offer up something that isn't a "real" excuse.

I am at a school of about 2200 students and our Homecoming Week consists of the following events and commissions: Floats for all four classes, daily Spirit Week dress up days, daily lunch time activities, royalty voting and crowning at both the rally and at halftime, a Bonfire Rally Thursday night featuring floats and performances, a royalty and spirit rally on Friday, a halftime show on Friday featuring floats and Senior royalty crowning, and an informal after-game dance Friday night after the football game.

It has taken me many (15!) years to get these processes down. I wouldn't do all of them at once! Just decide which one or two would really make your Homecoming life easier, and try them. Please email me at tgivens@rjuhsd.us if you would like copies of anything I mentioned, or have any questions. Happy Homecoming!!!

- TAMARA GIVENS, ACTIVITIES DIRECTOR, GRANITE BAY HIGH SCHOOL



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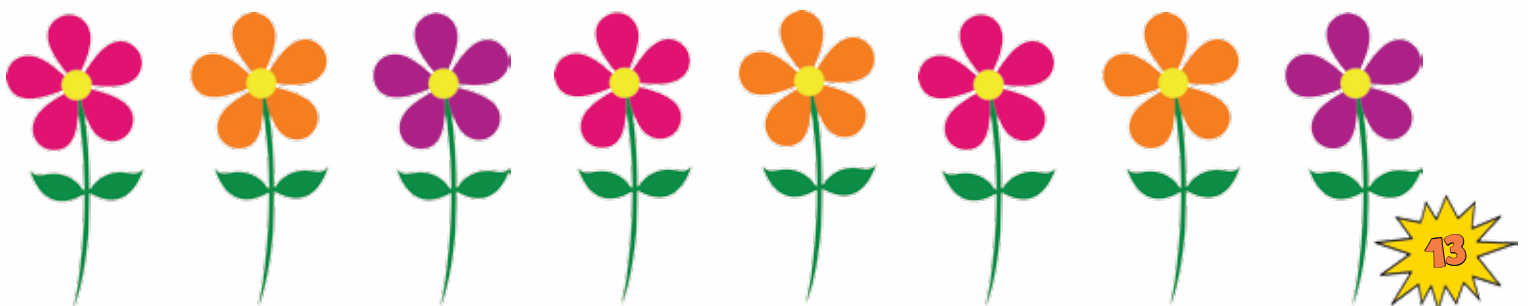
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FAVORITES WITH GOOGLE VOICE

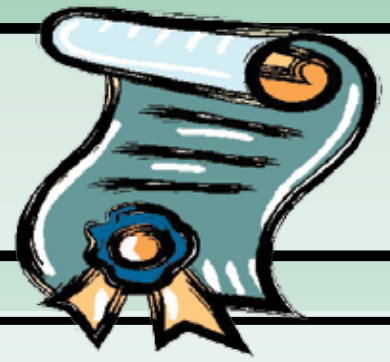
With so many great features, what's not to like? Here are a few of the things I like to do with Google Voice.

1. It's free, who doesn't want a free phone number?
2. Are you afraid of texting? Do you not have a texting plan on your phone? Well, Google Voice has texting, and IT'S FREE. Now, instead of sending texts on your phone, feel free to type them out on your keyboard or reply to them like an email. Many of my older friends appreciate this.
3. Like email, set up your account to have SMS messages forwarded to your email account. Then, reply to the text just like you would an email, the text will show up on your student's phone like any other SMS message.
4. In this age of connectivity kids want and appreciate access, in fact they expect it. So, I teach them when it's a good time to reach me and when it's not a good time to reach me. I also have each student who has a texting plan text me with their name. I then add that student's name and number to my Google voice account. Now, if a student is absent or if I need to see them for some reason, I can text them. Additionally, when I get a text, I know who it is from.
5. I can turn off my phone. Google voice has a great feature that allows you to put a do not disturb on your number. Normally a call or text will forward a call or text to your Google voice number, you can tell your account you don't want any calls and you will be left alone. It's a lot like turning off your phone.
6. Create a phone assignment, have your students call you and leave a one minute voice mail response to a homework question. This is a great way to hear from all of your students on a specific item. Then, the next day, pick your favorites and play them for the class.
7. Record a podcast. It's not very fancy, but have your kids prepare a talk, call your voicemail, record what needs to be said, then download the mp3 to use however you like.
8. For leadership, this is a great way for my kids to practice leaving a voicemail message. The kids often have to contact businesses and business owners, I have them call me pretending they are calling a business and to leave a message for a manager or for the owner. Then, we can have a discussion in class and review how they did with their phone etiquette.
9. Conference call, have everyone you need to talk to contact your Google Voice number, as people call in, keep adding them until everyone is there.
10. If you get a really good voice mail, share it with your friends or students via email. Post it on the web as an example for students to listen to or download. Either way, Google voice makes it easy to share media.

- MATT SOETH, TECHNOLOGY COORDINATOR



BOB BURTON SPIRIT AWARD WINNERS!!!



AREA A - JESSICA BANCHIERI

Jessica Banchieri, from Heritage High School is a dynamic Activities Director who makes spirit work on her campus by modeling it for her students and inspiring them

to become more spirited themselves. When she took over the program at Heritage High School, five years ago, she had fifty students in her Leadership Class. Since that time, the program has expanded to two classes – involving 105 enthusiastic “Ambassadors for Change.” Her students say that they feel connected and inspired to include everyone in the activities that happen on campus. Jessica’s accomplishments are many and include her very successful Freshmen in Transition program and Staff Hoopla events – to name just a couple. We proudly recognize her with this award and are very proud to have her as a shining example of outstanding leadership in Area A!



AREA B - EUGENE WING

Eugene Wing has taught biology and physiology at Galileo Academy of Science & Technology in San Francisco since 1970. Even in his first years at Galileo, Eugene

jumped into student activities. He sponsored classes (1974 and 1978) as well as the Science Club and Chinese Culture Club. In 1978, he became the student activities director and took on a wide range of responsibilities to boost school spirit and student involvement including coordinating over 50 clubs, assembly programs, pep rallies, homecoming dances, Spirit Week, graduation and multicultural extra-

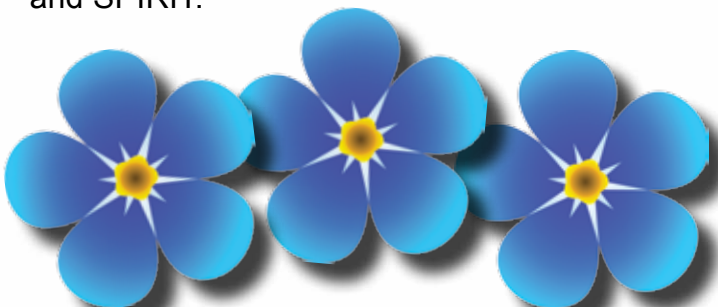
curricular activities. Bob Burton was a significant influence in Eugene’s work in student activities. Eugene met Bob in 1981 when he attended Bob’s “Spirit Works Turn It On” workshop at the CADA Convention in Sacramento. Eugene was inspired by Bob’s passion and creativity and to this day, he continues to use ideas from Bob’s book. One of Eugene’s fondest memories was when Bob visited him at Galileo to observe the activities program. Bob offered helpful insights and in his typical spirit of sharing, and he took photos of Galileo activities to use as examples at future CADA workshops and conferences. Bob Burton’s affirmation of Galileo’s program remains one of Eugene’s proudest moments as an activities director and educator.



AREA C - STEPHEN AMUNDSON

Stephen Amundson took over the leadership program at Tulare Western High School 10 years ago. Through his

vision and enthusiasm this program has grown from 25 students to well over 100. Student leaders are challenged on a daily bases to REACH OUT and IMPACT the lives of students, staff, and people in the community. Stephen’s program is founded on three principles: STAND, SERVE, SPIRIT. His leaders are taught to STAND for what is right, SERVE their campus and community, and display an enormous amount of school pride and SPIRIT.





AREA D - **MELANIE LINDSEY**

Melanie Lindsey teaches at Foothill Technology High School in Ventura. Born in Manchester, England, she moved to South Africa in 1982.

She received her Bachelors and Teaching Credential from Potchefstroom University in South Africa and a Masters in Education from APU.

Melanie is a first year Activities Director after being the Senior Class advisor for ten years. In everything she does, she infuses spirit. Just one most recent example is the annual canned food drive. This year she created the "Stop Hunger Games" and tripled the amount of food donated. Melanie's passion is for every child to feel connected. She has grade level activities where her students seek out specific students who are not already connected.

Melanie is married to Ryan Lindsey, a Ventura County Deputy Sheriff. They have a ten year old daughter and a thirty year old foster daughter. She has three dogs and is a fitness nut!!



AREA E - **MIKE MOTHERSPAW**

Mike, or "Big Mike" as he is known around his community, is a large presence on his campus as the activities director who involves a wide spectrum of students at Canyon High

School. The program he leads includes a diverse group of students including various cultural, and socioeconomic backgrounds while also including the uninvolved and students with special needs. He promotes school spirit with an emphasis on volunteerism in the community and through local elementary schools. That spirit of volunteerism begins with him and transcends to all of the kids that he works with both inside and outside of the ASB Leadership class. He is one of the friendliest people on the planet, is always willing to make people smile as he makes a fool of himself and is a never-ending positive role model for students.



AREA F - **KELLI COOPER**

Kelli serves as the secretary of the Don Lugo High School Activities Office but she does so much more. Kelli is the one leading class cheers at rallies and encouraging students to

become loud and crazy. She works with students who have low grades and tries to hold them accountable for their eligibility. She is so involved with all aspects of activities and athletics that sometimes she is mistaken as the activities director. Kelli includes everyone and doesn't see differences with students. Students come to her all the time for advice. Kelli wants only the best for all kids and is willing to help them with any issues; as kids come into her office they know she'll treat them equally. The campus is more fun and students are more motivated because we have Kelli helping in activities.



AREA G - **JOE GIZZO**

Congratulations to Joe, the Area G Bob Burton Spirit Award Winner from Meadowbrook Middle School in Poway. In addition to running a dynamic ASB program, Joe who has

been teaching for 14 years, also teaches Digital Photographic Arts and Yearbook. With the help of his assistant, Janice Teixeira, Joe and his ASB implement a number of activities that make Spirit Work on their campus. His ASB program also extends their services to raise awareness and help those in need in their community. Way to go, Joe!

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AREA SERVICE AWARD WINNERS



AREA A - TAMARA GIVENS

Granite Bay High School

Mrs. Tamara Givens of Granite Bay High School is a mentor, resource, and leader of activities directors in our area. She is deeply involved in her six county interleague program and regularly hosts meetings at her school. Leadership teachers and activities directors come to her with their problems and questions and she generously shares her time and resources with them. Each year a number of schools from within as well as outside our area bring their students to visit Granite Bay's exemplary leadership program. Her student and advisor sessions at area and state conferences are always popular because of the wealth and depth of information she shares. She is a very valuable member of the Area A council – often sharing her time, expertise, and love with our membership. Her tireless, selfless, significant efforts made her an excellent choice for this year's award!



AREA B - MONIQUE WALTON

James Logan High School

Monique Walton has been an enthusiastic and positive member of the Area B Council for the past eight years. She has volunteered to be one of the leads for the student conference and has been in charge of high school workshop presenters. Her students have been invaluable as support for the student conference doing many jobs to ensure the conference runs smoothly. Besides presenting at Area B's adult and student conferences Monique has taken students to CADA summer camp and presented at other area student conferences. She is a role model for her students making sure they know their responsibilities and obligations as a leader at James Logan. Her spirit at school and on the council is huge and is contagious.

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AREA C - ADRIENNE NAU

Tenaya Middle School

Adrienne has been an ASB advisor/ leadership teacher since 2002. After only a year in middle school, her assistant principal wanted to start a leadership class, approached her and told her to be prepared to attend the CADA state convention. This would be her first exposure to this great organization, and the more time she spent at CADA events, the more involved she wanted to become. In 2005, she started on the Area C Council felt it was so nice to work with such dedicated, selfless, caring people. During this time she also started presenting at Area C student conferences, and enjoyed working with students in the area. In 2006, she started attending the middle school leadership camp with her students and felt that it was such a worthy opportunity for students that she joined the camp staff in 2012. She has also taken her officers to CASL when it's in the north. CADA has become such a part of who Adrienne is and strongly believes in this organization!



AREA D - DARLENE JOHNSON

Channel Islands High School

Darlene is an ASB bookkeeper and has been active in CADA for almost 15 years. Multi-talented, Darlene opened the CADA Convention at "CADA and All that Jazz" by singing the National Anthem entertaining the crowd with her voice. She has been a CADA workshop presenter for the last 6 years and has been an active participant on the Area D Council. Her workshops are always informational and well-attended as evidenced by the emails and phone calls requesting more information post convention. Darlene generously shares the knowledge she acquires from the CADA Convention with her activities director, and all whom she comes in contact. She is instrumental in hiring quality speakers at her high school and keeping her high school current with the most recent CADA programs and data.



AREA E - KYLE SVOBODA

Goddard Middle School

Kyle has been an amazing asset to Area E. He is outgoing, enthusiastic, helpful and our "GO TO GUY". He

taught 15 years at Traweek Middle School where he was the Activities Director before moving to Goddard Middle School this year where he teaches Adobe Suite, General Technology Classes and is assisting with student activities. He has served on the Area E Council for the last 10 years and is a leader within the council. He presents, trouble shoots, and assists with all technical aspects at the Area E Conferences which is a huge undertaking. At the State Convention his responsibilities include assisting with technology, Meet the Pro's Facilitator, assists the Convention Coordinator and was also the 2013 Convention Emcee. He is a devoted father to Lexi (8) and Luke (4) and an amazing husband to his beautiful wife Jen (who also assisted at CADA this year). Kyle is generous with his time and resources and his talents are a tremendous benefit to our organization.



AREA F - GENIEL MOON

Murrieta Valley High School

This year's Area F Service Award goes to a member who exemplifies service to Area F and CADA. She is an Activities Director at a school that is an annual winner of the CADA/CASL Outstanding Activities Program which recognizes great state programs. She is a member of the Area F Council, the CADA Camp Staff and a presenter at the CADA Convention, as well as Area F Conferences. Her willingness to help new Activities Directors, and work to improve Activities Programs in her district by sponsoring Leadership Development Days, helps programs in her district and throughout the state. She was the regional winner of the Warren Schull Award in 2013. Congratulations to Geniel Moon from Murrieta Valley High School!



AREA G - TJ CARR

Preuss School UCSD

Area G would also like to recognize our Area Service Award Winner, TJ Carr from UCSD Preuss School in La Jolla. TJ has been teaching Social Studies and ASB for 11 years. TJ has served on the Area Council for 7 of his 9 years as a CADA member. TJ's thoughts and ideas are always insightful and very much appreciated! Thank you, TJ!



IDEAS FOR THE END OF THE YEAR

Here are a collection of ideas to help end your year strong!

IDEA #1 · LEADERSHIP FINAL · PERSUASIVE PRESENTATION · SUBMITTED BY CINDY BADER - THE MOST INFLUENTIAL PERSON IN HISTORY -

- 1) Prepare a speech outline including an introduction, transitions, previews and summaries, a logically developed body, and effective conclusion.
- 2) Your speech must be 5 minutes in length
 - a. 2 of the 5 minutes can be used to show a video/DVD clip, play a song, or use of other multimedia
 - b. Visuals should be used when using Power Point – follow the guidelines in your green book
 - c. One minute should be left to counter-arguments with your audience about whether your leader is one of the most influential
- 3) Delivery of Speech – Everyone will be asked to evaluate your speech based on the following:
 - a. Appropriate posture, appearance, gestures, expressions, and eye contact.
 - b. Eliminate verbal static (uh-hum, um, OK, yeah, like)
 - c. Use an attention-getting introduction with a clear thesis that makes a knowledgeable judgment.
 - d. Use examples, details, quotes, dates, or evidence to support your argument that this particular leader is one of the most influential people the world has ever known. (Some of these may be visual.)
 - e. STRONG conclusion with the significance of the incident, event, or situation that makes this person one of the most influential people
- 4) Evaluation: You will be asked to evaluate every other speech and all other students in the class will evaluate your speech. Evaluation rubric will include:
 - a. Length
 - b. Introduction
 - c. Thesis
 - d. Delivery
 - e. Conclusion
 - f. Persuasiveness score

For a list of influential people and a grading rubric for this lesson, go to the Member Resources page on the CADA website at www.cada1.org.

IDEA #2 · SUBMITTED BY RON GROVE, ROSEVILLE HIGH SCHOOL - SIX WORDS -

For our final in student government we have each student in the class sum up the lessons they learned in student government in six words. No more, no less. This is based on the book “Not Quite What I Was Planning: Six-Word Memoirs by Writers Famous & Obscure”. The website is [smithmag.net/six words/](http://smithmag.net/sixwords/). It has a video with some examples. I also have the students write a paragraph describing why they chose those six words. You can get some pretty powerful papers on this. I give them the option of reading their words and their explanation to the class and some do, some are personal and they choose to keep them confidential.



**Added idea-create a power point with the six word statements and have it running during your end of the year banquet or program so that parents and staff members can see the what students have learned.

**IDEA #3 · SUBMITTED BY KIMM KARR,
EXCELSIOR MIDDLE SCHOOL,
KKARR@BYRON.K12.CA.US**

- INSPIRATIONAL TOUCH -

Participants lie face down on the ground or sit in a circle with their backs facing outward with their eyes shut. Once everyone is comfortable the facilitator will tap the individual that the “someone statement” most pertains to (they can select more than one for each statement). Once the facilitator has read through several statements the tapers will resume their positions on the floor with eyes closed and the next group will be selected.

- Touch someone who has made an impact on your life.
- Touch someone who makes you laugh.
- Touch someone who you have learned something from.
- Touch someone who makes you smile.
- Touch someone who could be your brother or sister.

**IDEA #4 · SUBMITTED BY DENISE VAN DOORN,
BEAR VALLEY MIDDLE SCHOOL**

**- QUOTATION PROJECT TO
MOTIVATE & PROMOTE EXCELLENCE -**

I have a tradition in my class where kids present a quote they love and must make it creative, with their photo, the original author of course and then tell why it relates to ASB. My walls are filled with years of quotes from kids...everyone loves it...recently my AVID students wondered why they did not get to do this activity. SO.... duh....I let them do it...however we are making it go all across the entire campus. AVID kids are currently creating motivational posters which will be laminated and posted in every classroom on campus! The kids are excited to be published.

For a list of possible quotes, go to the Member Resources page on the CADA website at www.cada1.org.

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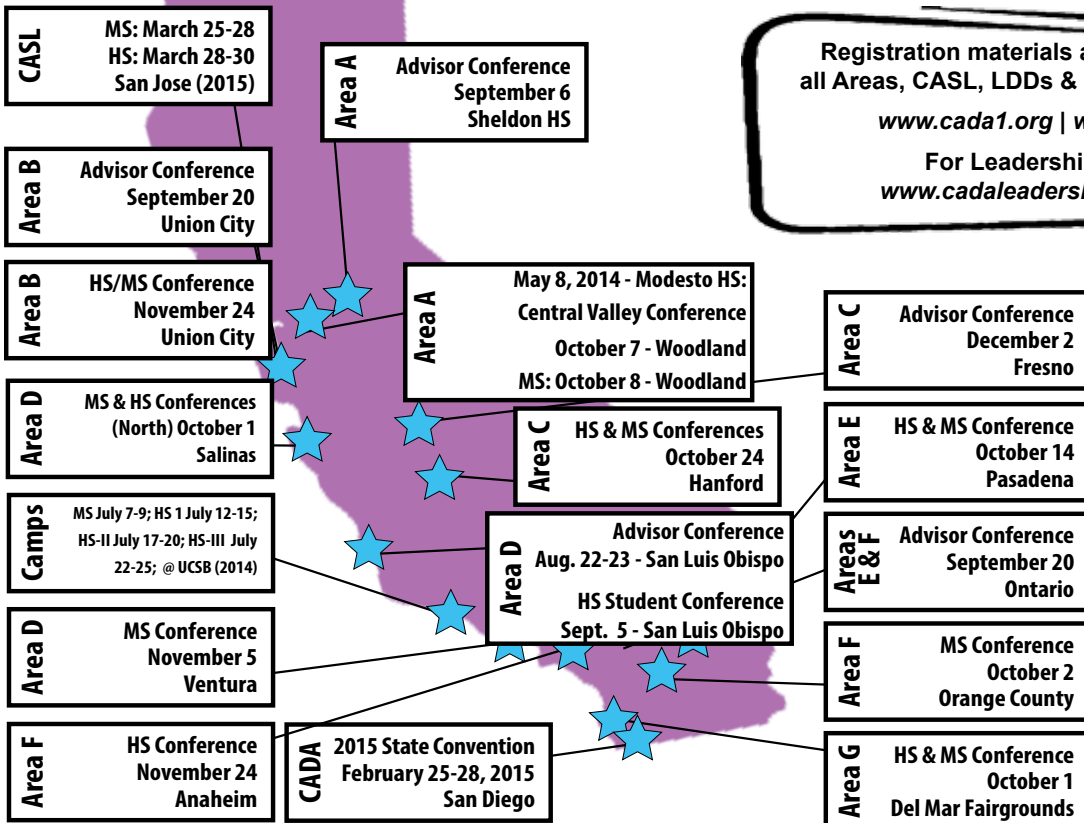
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