



# CADA

California  
Association of  
Directors of  
Activities

## *Shaping Students of Character:*

Activities & Adult Role Models Are Essential Elements in the Education Equation

By Kathleen Wilson Shryock



**When we talk about character education, topics like service**

**learning, social-emotional instruction, leadership, respect, honesty, and compassion come to mind.** But recently, societal factors like poverty, parental attitudes, and an emphasis on academics have chipped away at the attention given to character education in our schools and our homes. In order to teach the whole child, we must include character development as a nonnegotiable element in the education equation. Student activities offer a perfect venue for providing kids with the skills and ideals to face the world as responsible, caring, and contributing citizens.

Sheril Morgan is the director of Schools of Character at [www.character.org](http://www.character.org), a nonprofit organization that strives to ensure that every young person is educated to be an ethical and engaged citizen. Morgan believes that a value shift in our culture has made school-based character education more important than ever. "A lot of times, it's not being focused on at home. Multiple studies, including one at Harvard, have indicated that some parents are more concerned about what their kids are achieving intellectually than whether or not they are people of good character," she said. "For other parents, because of poverty or other reasons, the focus is on survival. So it's especially important that our schools are attending to the whole child and providing avenues to achieve success, both academically and ethically."

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# Shaping Student Character Continued

Lauren Maslyar, assistant principal at Willow Glen High School in San Jose, CA, agrees that it's a mistake to assume students are getting all of the character training they need at home. "At our school, 43 percent of students fall below the poverty line," she explained. "While the brains of young people are hardwired for emotions like sadness, joy, anger, and fear, our educators are learning that kids coming from poverty haven't necessarily had opportunities to develop skills like empathy, humility, and forgiveness. By creating a culture of kindness at school, our hope is to help students develop the skills they need to be compassionate human beings."

Because not every student arrives with finely tuned character traits, it is important to teach kids — early and often — about virtues like respect and honesty. Barbara Gruener, a school counselor and character coach in Wisconsin, believes that the best character-education programs begin as soon as a child enters school and continues throughout the middle and high school



years. "When students first come to us, they don't have [character] skills tucked nicely in their backpacks with their school supplies," she said. "It's our job to equip and empower them, not only with academic content but also with success-for-life skills."

Gruener believes that student activities are a valuable way of pairing students with engaging activities as well as adult role models who can be intentional about reinforcing character development. By purposefully providing activities that promote responsibility, fairness, and respect, educators can build a strong foundation that starts in elementary school and progresses through the secondary school level. Eventually, the practice of good character becomes part of the culture. Gruener suggests these favorite character-building activities:

**Elementary School:** Students can learn to reuse and recycle with a green team that includes everyone. Kindergartners can recycle crayons; first graders can collect and recycle paper, and so on. If the school receives money for recycled goods, students can vote on which charity they want to donate the proceeds to. Efforts like this lead to talks about teamwork and service.

**Middle School:** Students can write letters to men and women serving in the military. They can research the needs of various units and send care packages overseas. Students can also reach out to local businesses that might be willing to support the initiative. This project can be used as a backdrop for discussions about citizenship, loyalty, honor, and patriotism.

**High School:** Older students can serve as hometown heroes to the youngest learners in the community. Encourage high school students to seek healthy mentoring opportunities. Invite them to serve as role models by partnering with elementary students to complete a service project or providing free tutoring sessions to peers at their own schools. Activities like this reinforce the importance of serving as role models of character.

CHARACTER COUNTS! at the Josephson Institute of Ethics is a nonprofit initiative that helps schools focus on developing ethical students. The program is not a curriculum or a quick-fix fad. Instead, the organization's Six Pillars of Character serve as a foundation for the integration of positive values into the culture of schools and organizations. Director Jeff McMurdy affirms that character education works best when it is introduced at an early age and then reinforced by secondary schools and the surrounding community.

The Downey (CA) Unified School District is one example of how the purposeful implementation of character education can impact the culture of an entire community. McMurdy explains that the district is in an area where school safety and quality character development is a priority. In 2007, former superintendent Dr. Wendy Doty learned about the Six Pillars from a neighboring district. She approached the mayor, school administrators, and community stakeholders with facts about the value of character education. Soon, the district installed a training program to teach educators about ways to effectively integrate character education into all aspects of student life. "Eight years later, character education with the Six Pillars is still going strong, and statistics [relating to student outcomes] are very positive," said McMurdy. "It's not so much about a specified curriculum or a lesson plan but about modeling character development so that it becomes attitudinal — so that good character becomes part of the DNA of the school. Some of

the elementary students that started with this program are getting ready to graduate from high school and are looking for colleges that incorporate character on their campuses.”

McMurdy agrees that activities provide ideal opportunities for students to practice good character, especially during the formative adolescent years. “At this level, the key is finding real issues that students can relate to that help them understand how things like trust and respect apply to their own lives,” he said. And he believes that the evolving minds of young adults present opportunities to ramp up character education through activities that appeal to the personalized interests of students.

As an example, McMurdy points to St. Genevieve High School in Panorama City, CA, where Principal Dan Horn hosts an interactive television show accessible to students and staff. The activity allows Horn to capitalize on his students’ interest in current events, pop culture, and technology. While the monthly broadcast gives students a chance to discuss hot topics, the main purpose is to encourage students to reflect on what is happening in the world and to relate these issues to ethics and integrity.

Diverse opportunities like this encourage students to grow and explore, and reinforce the idea that young people have the ability to be leaders — today. “Activities help students see an issue, find a need, and address it,” said Morgan from *www.character.org*. “They give students a chance to step into service learning, share their voices, and use their creative energy to build on their strengths.” Character.org’s next annual forum, taking place in Atlanta, GA in October 2015, will affirm the value of the student voice by inviting young people to be part of the process of defining their campuses as Schools of Character.

At Willow Glen High School, student-led activities are at the core of a multiyear initiative designed to promote a compassionate culture. Athletics, arts, and clubs are structured as inclusive places to belong. “Academics are essential,” said Assistant Principal Maslyar. “But the connections that students build through activities help to build a capacity for caring.” She encourages educators to be proactive in creating programs that get every student involved. In the case of activities, one size does not fit all. Willow Glen’s Breaking Down the Walls is an initiative designed to build school-wide harmony. Student leaders run activities for small and large groups made up of diverse students. Participants learn each other’s stories and participate in motivational workshops and team-building activities. The opportunity to connect diverse populations has been a powerful exercise in unifying the student body.

*I coach to help young people develop a love for sports and for others that will steer them towards becoming someone who will change the world for good.*  
- Ryan Krzykowski

An experienced teacher and coach, Ryan Krzykowski understands the importance of activities as part of the education equation. In 2012, he established Community for Coaches (CFC), a nonprofit organization based in

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# From Your New 2015 President...



**Congratulations! You have (almost) survived another year!**



Many of you attended CADA Just Dance and brought students to the CASLab. Hopefully, both events brought you inspiration and determination to finish the year strong while planning for another amazing year in 2015-2016. Whether you joined us or not for CADA or CASL, I know you are so busy with elections, proms, spring events, rallies, spirit weeks, promotions, and graduations. It's so easy to become overwhelmed and tired as we try and squeeze every last event into the last few weeks of school. Take a deep breath and remember all of the many lessons that were learned, the many acts of kindness you witnessed, and the growth you and your students made. It's how we continue to stay in this job-celebrate the amazing parts and learn from the difficult ones.

Never forget that **“Life isn’t about waiting for the storm to pass. It’s about learning to dance in the rain.”** Thank you for all that you do. We help each other grow and learn.

On a personal note, you’ve made this challenge in my life easier to “dance” through because you are all so positive!! It’s contagious. Get some rest, enjoy your summer, and re-charge those batteries. 2015-1016 is going to be EPIC!!!!

*With much love,  
- Suzy Krzaczek*



Area G



Area E

# Vice President 2015-2016

I'm so honored and excited about being CADA Vice President during 2015-2016 and I'm looking forward to my four years as a "P" (Vice President, President Elect, President, and Past President).

Like I stated in my speech; for the past seventeen years CADA has helped me to develop into the educator I am today and more importantly the person I am today. Now it is time for me to give back and **PAY IT FORWARD**. Over the past five years as a CADA board member, my goal has always been CADA members' needs first and board members' needs second. For example, the only board policy change I advocated for during my tenure gave more of a voice to the members even though it increased the board's responsibility and workload. In other words, my next four years is about supporting your school and students. Remember, I'm an assistant principal at a high school of 2,400 students so anything that CADA can do to build character in middle and high school students will benefit my students as well as yours. Over the next four years lets work together to create a positive culture and climate on **YOUR** campus.

Thank you for all you do for students.

- Kevin Fairman



## Find My Shoe

**This is an icebreaker that lasts about 15-minutes. Everyone finds a partner and the pair sits next to one another in a circle. When everyone is seated, hand out blindfolds to one of the partners.** When the person is blindfolded, tell the non-blindfolded person to take off one shoe and throw it in the middle of the circle. (You can let the blindfolded partner feel the shoe first so they have an idea what to look for in the pile.)

On the word "GO," all the blindfolded people have to crawl to the middle and bring back the right shoe that belongs to their partner. Their partner can shout directions from their seats, but cannot touch or physically guide them to their shoe. Winner is whoever finds their partner's shoe, brings it to the partner who puts it on and they both jump up and shout "DONE".

**1.) Debrief (The activity is the "gum" and the debrief is "chewing the gum"...don't forget to chew the gum!):**

- What did you learn from this activity?
- Its difficult to follow directions when one of your senses is removed?
- Filtering other noise was an object to my success?

**2.) Was it more difficult to be the blindfolded or non-blindfolded person?**

**3.) What can this activity teach you about leadership in general?**

- Leading comes with challenges. Following comes with challenges.
- Obstacles are inherent in the job.

**4.) What did this teach you about yourself?**

**5.) What did this teach you about your partner?**



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Create beautiful 360° images and publish them on Google Maps. At up to 50 mega pixels, these high-resolution photo spheres let you to look up, down and all around to revisit the amazing places you've been — and share them with anyone.

This is a great app for taking 360-degree photos of your favorite locations. You can use this app to take photos of your campus, historical places, or just someplace fun. Every photo you take can be saved and uploaded to Google Maps for future reference.

# Cents of Floating

**Topic Area:** Problem Solving

**Concept:** Critical thinking and decision making are areas in which you need practical experience. The ability to visualize a problem and to create a solution are not abilities you are born with. Working with a partner to verbalize ideas and make decisions regarding problems are skills that must be developed. This activity gives you a chance to work with a team.

**Time:** 30-minutes and then time to answer questions

**Materials Needed:**

- 10 drinking straws for each team of four
- 1 pair of scissors
- 50 inches of masking tape for each team
- 1 pan with about 1 inch of water in it
- 100 pennies

**Activity:** Work in your teams of four. You have 10 drinking straws and 25 inches of masking tape. You have 10 minutes to design and build a raft. You may only use the straws and masking tape provided. The object is to build the raft so that it will hold the most pennies before sinking. When 10-minutes are up, each team will bring their raft to the front of the room to the pan of water for the “official float.” Now each team will add one penny at a time on the raft. You may put the pennies anywhere on the raft. Keep adding pennies, one at a time, until the raft goes under water. The total number of pennies on the raft before it sinks is their official score.

Now you will have a second chance. Using the same 10 straws and 25 inches more of masking tape...improve your raft. All the rules stay the same for the second try. After 10-minutes, in reverse order, bring your rafts to the front of the room to the pan of water for the “second official float.” Each team will add one penny at a time on the raft. You may put the pennies anywhere on the raft. Keep adding pennies, one at a time, until the raft goes under water. The total number of pennies on the raft before it sinks is their second official score.

**Questions to Ponder:**

1. How many pennies did you float on your first try? Your second try?
2. What kind of design ideas did you have?
3. Was it hard for your group to agree on a design?
4. Did you stick with your original design concept? If not, what changes did you make?
5. Was your original design the best one possible or did you make improvements as you went along?
6. Did you watch what other teams were doing? If you looked, did you get any good ideas from them?
7. Is it permissible to watch others and get good ideas or should all of your ideas just come from you and your team? Why or why not?
8. Is getting ideas from others “cheating?”
9. What changes did you make when you tried making your second raft? Did they help?
10. Did one of your team dominate the building or was it shared experience? Explain.
11. What frustrations did you have during the activity?
12. If you had to do it over again, what changes would you make, either in design or placing the pennies?
13. What does the word “compromise” have to do with this activity?
14. How can we apply this activity to real life?
15. How does this activity apply to leadership?

## Outstanding Leadership Programs 2015

**Arroyo Grande High School**

Advisor: Shannon Hurtado  
ASB President: Kathleen Schwind  
Principal: Conan Bowers

**Bear Valley Middle School**

Advisor: Denise Van Doorn  
ASB President: Sam Cavassa  
Principal: Susan Freeman

**Carmel High School**

Advisor: Leigh Cambra  
ASB President: Megan Zoller  
Principal: Rick Lopez

**Canyon Hills Junior High School**

Advisor: Terri Wood  
ASB President: Ian Moet  
Principal: Shehzad Bhojani

**Ceres High School**

Advisor: Linda Cooper  
ASB President: Kyndal Chapman  
Principal: Linda Stubbs

**Chino Hills High School**

Advisor: Janet Roberts  
ASB President: Hayden Wright  
Principal: Isabel Brenes

**Crean Lutheran High School**

Advisor: Nicole Deyke  
ASB President: Chase Masters  
Principal: Jeffery Beavers

**Don Antonio Lugo High School**

Advisor: Connie Weeks  
ASB President: Sean Hara  
Principal: Kimberly Cabrera

**Douglass Middle School**

Advisors: Melissa Edsall & Danny Timothy  
ASB President: Emma Clark  
Principal: Derek Cooper

**Ensign Intermediate School**

Advisor: Lindsey Charron  
ASB President: Will Harvey  
Principal: Dr. Gloria Duncan

**Excelsior Middle School**

Advisors: Kim Karr & Louise Colbert  
ASB President: Morgan Davidson  
Principal: Kelly Basmagian

**Foothill High School**

Advisor: Teresa Hutson  
ASB President: Raymond Tapia  
Principal: Gail Bentley

**Francis Parker Upper School**

Advisors: John Morrison & Jill Ann Duehr  
ASB President: Claire Nussbaum  
Principal: Paul Barsky

**Golden Valley High School**

Advisor: Laura Beers-Dannerth  
ASB President: Claire Lee  
Principal: Sal Frias

**Grossmont High School**

Advisor: Jeremy Hersch  
ASB President: Nicole Laethem  
Principal: Dan Barnes

# Dance Review 2015

## Just Dance State Convention – San Diego, CA

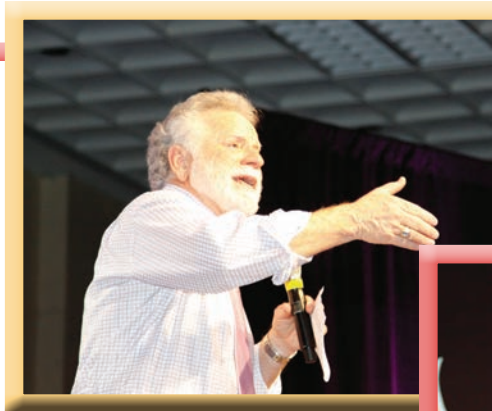
By Mike White



The 51<sup>st</sup> annual CADA convention was a tremendous success. Over 1500 Activities Directors from California and beyond converged on Town and Country Resort in San Diego, CA for four motivation-filled days of learning, networking and FUN! During the conference, attendees were inspired by the Steve Southard and the music of Todd Schroeder and Kevin Fisher, we were reminded of our best dance moves by Eddie Slowikoski, and motivated to get up and move by the words of Tyler Durman. There were over 90 workshops and presentations to meet the needs of everyone in attendance. We brought our dancing shoes and danced the night away at the CADA Prom while raising over ten-thousand dollars for the Childrens Tumor Foundation – NF Hope Foundation ([www.ctf.org](http://www.ctf.org)). Thank you for your generous contributions.

We asked attendees “what was your favorite quote from the convention?” We hope that after reading them you will be inspired to Just Dance and make a difference!

- “Everyday is an opportunity to be better than the day before! Be the world’s greatest you!”
- “Courage doesn’t always roar, sometimes courage is the small voice at the end of the day saying “I will try again tomorrow””.
- “Time is the only true currency. How are you spending yours?”
- “Music is the space between the notes.”
- “Be original, nobody wants a copy.”
- “Life is not measured by the number of breaths you take, but by the moments that take your breath away.”
- “Service = Sacrifice of: Time, Talent, Personal Will for the Benefit of Others.”
- “If you’re not having fun, it’s your own damn fault.”
- “People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”- Maya Angelou
- “Take your past, learn from it, Take your present, live in it. Take your future, DREAM for it.”





“Be somebody  
who makes  
everybody  
feel like  
somebody”  
– Kid President



“Champions are  
made when no one  
is watching.”  
– Tyler Durman

**CADA LEADERSHIP CAMPS**

**CAMP DATES FOR 2015**

U.C. SANTA BARBARA MIDDLE SCHOOL  
**JULY 6-8**

U.C. SANTA BARBARA I HIGH SCHOOL  
**JULY 11-14**

U.C. SANTA BARBARA II HIGH SCHOOL  
**JULY 16-19**

U.C. SANTA BARBARA III HIGH SCHOOL  
**JULY 21-24**

**ALOHA LEADERSHIP 2015**

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.

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## Shaping Student Character Continued from Page 3

*“We can’t ask students to behave a certain way without telling them what is expected and then walking those behaviors out through a community of adults that consistently shows patience, perseverance, and forgiveness when others fall short.”*



the Kansas City area. In addition to affirming the importance of quality athletic programs, CFC stresses the critical role of coaches and adult mentors in shaping students of character. “Whether I am an athlete or actor or singer or mathematician, I have to learn to work well with others, check my ego, fulfill my defined role, and work hard to maximize my potential. Cocurricular activities help students develop these traits and grow as individuals,” he said. “The reality is that much of our society is focused on sports. When done the right way, athletics can bring together a large, diverse group of people and promote the healthy development of our kids.”

Krzykowski cautions that the benefits of student participation in sports or anything else don’t happen by accident. Instead, educators must be intentional. He shares his personal coaching story in which a love of sports led him to the coaching profession. But for Krzykowski to develop a truly effective program, an analysis of his goals beyond the love of the game was needed. By reflecting on his objectives, he was able to personalize a purpose statement: “I coach to help young people develop a love for sports and for others that will steer them toward becoming someone who will change the world for good.”

“When I first came up with that, the blinders came off,” said Krzykowski. “I saw every person and every situation differently, because it’s not about me. It’s about what I want young people to get from the program. Everything I do should feed that goal.”

Krzykowski recommends that all coaches develop a purpose statement that clearly defines their mission, and he suggests that self-reflection can be a valuable tool for parents as well. As a coach, he starts each

season with an introduction that clarifies his goals for the team and the players. He also asks parents what they hope their child will gain from the experience. “Most of the time,

our intentions are good, but we need to be thoughtful about what is driving our purposes and about the needs of our children,” he said. “The likelihood that we will get a favorable outcome is diminished if we don’t define our goals and make sure our kids are in the program for the right reasons.”

Morgan agrees that a shared moral and ethical community of adult role models is important. “Too often we teach students to do what I say, not necessarily what I do,” she said. “We can’t ask students to behave a certain way without telling them what is expected and then walking those behaviors out through a community of adults that consistently shows patience, perseverance, and forgiveness when others fall short.” She recommends that schools have a system of checks and balances that holds adults (and students) accountable. It is also important to value the voices of the students, and to monitor data that reaffirms what schools are doing right and provides a mechanism for overcoming shortfalls.

Character education is not extra. Instead, it must be integrated into the fabric of our schools so that it becomes a habit that drives decisions, outcomes, and the overall culture. For schools that don’t already have an effective plan in place, Gruener recommends that stakeholders be purposeful in the selection of clearly defined core values and a mission statement. “At the end of the day, it’s all about connecting with our students, letting them know they matter, listening to their stories, encouraging them to give back, and empowering them with valuable interpersonal skills... for good.”

# 2015 Bob Burton Award Winners

**Area A:** Kim Bair has developed an outstanding leadership program at Woodcreek High School where students take the lead in serving the school and community. She has been instrumental in transforming the school culture as well as the school pride and spirit. Her leadership classes regularly conduct successful campaigns such as Don't Text While Driving, Be Kind, Anti-Bullying, Random Acts of Kindness, etc.

As Activities Director at Woodcreek High School, Kim has been instrumental in growing the program with an impressive focus on community service. Almost every event they do is connected somehow to serving others – they have components of raising money for charities ingrained in their Homecoming and Sports-a-Rama festivities, have one of the largest canned food drives in the area – definitely the largest in our district – a very successful Blood Drive, and many other events that raise money not just for their activities program, but for those in need. Kim's students love her and thrive under her caring, compassionate leadership. She has impacted her high school

to create a fun, spirited environment for students and teachers, including a new staff team competition, which models to students how to enjoy the fun aspects of high school such as dressing up for spirit days, participating in rallies, and getting involved in activities.

**Area B:** Jessica Holman was nominated by her school to be this year's recipient of the Area B Bob Burton Spirit Award. Her ASB President wrote, "Jessica Holman strives to make a positive difference in her school, her community and her students." Lili Troung the ASB Clubs Commissioner stated, "She has brought our school to be the leading school for donating the most blood and the majority of cans donated to meet the needs of our Rancho neighbors and that is only a part of all the tremendous work she does for our school." Her principal Aimee Carter wrote, "I am so excited for the opportunity to nominate Jessica Holman, the finest ASB Director I have ever worked with who makes "spirit work" at Rancho Cotate High School by empowering her student leaders.

The advertisement features a collage of wax figures. On the left, there are figures of Captain America, Marilyn Monroe, and a woman in a red dress. In the center, there are figures of a man in a suit, a woman in a gold dress, and a woman in a blue dress. On the right, there are figures of Thor and Iron Man. Below these figures is a circular graphic with the text "MARVEL SUPER HEROES 4D" and "NOW OPEN!". The background is a vibrant red and yellow with a "HOLLYWOOD" sign and a "NEW!" banner. At the bottom, there is a yellow banner with the text "Madame Tussauds HOLLYWOOD" and "NOW OPEN!".

**Madame Tussauds**  
HOLLYWOOD

**NOW OPEN!**

**MARVEL SUPER HEROES 4D**

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Bob Burton Award Winners (L-R): Kim Blair, Jessica Holman, Ronnie Scott, Kelly DeBernardi, Jenn Childers, Cathy Leseberg, and Brandi Friend

**Area C:** **Ronnie Scott has been committed to the students and staff at Sanger High School for the past 14 years.** In his 11 years as Activities Director he has fought to keep the amazing traditions alive that had such an impact on him personally as a student at SHS. It is an incredibly spirited school, with a wonderful staff that supports the many events and programs he directs. Sanger is known for their high levels of student engagement in Homecoming, Club Rush (50+ Active Clubs), International Food Day, Needy Family Project, Mock Rock, Powder Puff, Rallies, Car Show, and Make a Difference Day. Ronnie has attended ten CADA Conventions and eleven CADA Camps, and even had the lucky opportunity to meet Bob Burton himself. Bob's instruction to do his best every day for the kids, has pushed Ronnie to be a leader among leaders. A new crop of Apache kids is growing in Ronnie's very house, and you can often see his wife and three kids on the sidelines supporting his mission to change lives at Sanger High School.

**Area D:** **Kelley DeBernardi has been the Activities Director at Righetti High School in Santa Maria for the past 18 years.** During that time, she as expanded her Student Council from a one period class to three class periods. This is her way of never turning away students who want to be campus leaders. Kelley is dedicated to that purpose and she uses every opportunity to develop leadership potential in every student. She brings students to the CASL conference yearly and then schedules those students to train her council. Every year, she leads her classes in finding new ways to involve all students on the Righetti campus. Student motivation, community service and just plain fun are all big parts of her program. Students in her school are leaders in every sense of the word. With her guidance, they have made great things happen on their campus. Kelley is a 15 year member of CADA and enjoys learning new things about leadership every year through CADA.

**Area E:** **Jenn Childers has been teaching for 18 years and has been a member of CADA for the past 8 years.** Last year, her school hosted a Leadership Development Day where leaders in her area were trained. She teaches science and is the ASB Advisor at Sepulveda Middle School in the Los Angeles Unified School District. Sepulveda Middle School has been a family affair for the Childers family. Jenn and her husband, Robert, both teach at Sepulveda and

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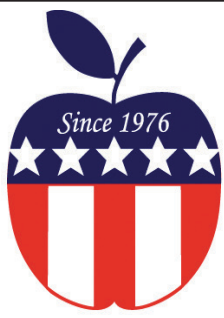
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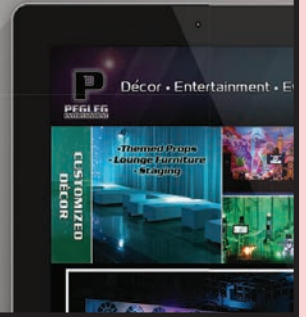
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# Area Service Winners

**service (noun):** an act of helpful activity; help; aid: "to do someone a service."



**Area A:**  
**Craig Grivel is an outstanding activities director who serves CADA**

**in many ways.** He regularly assists with putting on the Area A Woodland Student Leadership conferences, often presenting there as well. He also presents excellent sessions at our Area A Advisor Conference and at the CADA State convention. This past September he helped to organize and host a very successful Area A Advisor Conference at his school site. As an Area A Council Member, Craig's dedication, useful ideas, problem solving, organization, thoughtfulness, willingness to help with any project, and mentorship, set him apart. Area A is better because of the positive contributions of Craig Grivel.



**Area B:**  
**Area B is proud to announce Kelly Todd as the Area B Advisor of**

**the Year for 2015.** Mrs. Todd is a current member of the Area B Council and she teaches at Menlo-Atherton High School. She has taught for twenty years and has been involved with CADA since 1996 thanks to Cindy Bader. She dedicated seven years to the activities program at Menlo-Atherton and four years at Tracy High School. Mrs. Todd brought Link Crew to Tracy High School and enhanced the programs at Menlo-Atherton to assist students and their families. Her

greatest accomplishment as activities director was partnering with Second Harvest for the annual can food drive that brought in enough food to feed 450 families.



**Area C:**  
**Area C Service Award Winner Isaac A. Lopez has served as Activities**

**Director for Redwood High School in Visalia for the past 6 years.** During his time at RHS he has taken the leadership program to new heights. This year will mark the 3rd year in a row that Redwood ASB has received an Outstanding Leadership Program award from CASL. In addition, Isaac has served as an Area C council member and CADA Leadership camp council leader for the past 4 years. He's also completed the Master Activities Advisor (MAA) program, while presenting at Area C student and adult conferences. More recently, he presented at the annual CADA Convention's "60 in 60" panel. One of his proudest accomplishments will take place next school year as his student, Armando Sanchez, has been elected as the CASL State Board President. As Isaac says, "To lead is to serve." Area C is lucky to have Isaac on our council and proud to select him Area C Service Award Winner.



**Area D:**  
**Lisa Walters is the Activity Director at Pioneer Valley High School in**

**Santa Maria.** She is a go-getter and has made PVHS a great place to be with all the awesome events and activities she has put in place. Not only has Lisa spent time making activities a part of the culture of her school, but she takes her talent, knowledge and creativity beyond her campus. She presents at CADA Meet the Pros, Area Advisor and Student Conferences and CADA Camp. She makes sure her students have learning opportunities by taking them to area conferences and CASL. Always learning herself, Lisa was one of the early Master Activities Advisor (MAA) recipients at CADA and continues her own growth, currently working on her master's degree. Lisa is a ten year member of CADA and very deserving of this award.



**Area E:**  
**Farrah Rigo-Witt attended CADA leadership conferences as a student**

**and graduated college to return to her alma mater as cheer advisor in 1999.** She was a part of the opening staff at Chino Hills High School in 2001. Farrah has been a spirit advisor for 15 years as well as a class advisor to three graduating

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## Area Service Award Winners Continued from Page 15

classes. She has been presenting on class committee organization and spirit leading since 2004 and has been proud to be a CADA leadership camp council leader since 2006. Farrah loves being part of the Area E Council and this outstanding organization that is CADA.



**Area F:** Petra Davis has been teaching middle school science since 1991 in Capistrano Unified, and has served as Activities Director since 1997 at Las Flores Middle School. Since creating the activities program at LFMS, she also introduced the WEB program on to

her site; and, has helped to organized a district-wide CASL Leadership Development Day for the past several years. Petra has worked as a camp council leader at both the middle school and high school CADA/CASL summer camps; presented at Meet the Pros sessions at several CADA conventions and Area conferences and is currently a member of the Area F council.



**Area G:** Carol Cultrera has been teaching for 34 years. Currently she teaches Pre-Algebra, ASB & Peer Leadership at Valley Center Middle School. She took over as ASB Advisor in 2008-2009.

Since this time, the leadership program has evolved and from 2011-2012 to present, the VCMS-ASB has been awarded the Outstanding Leadership Program Award. Carol credits nearby mentors Denise Van Doorn, Don Skaggs & Sandi Kurland for inspiration and guidance. She enjoys serving on the Area G Council and is very involved with CADA/CASL. VCMS-ASB has participated in and hosted area LDDs and attending the CASL Conference has become a tradition. In 2012 and 2014, Southern Freshman Directors for the CASL State Board have come from Valley Center Middle School ASB. You will see Carol's husband, Robert, (also an employee of Valley Center in the Technology Dept.) by her side – a great team! Carol loves spending time with her daughter, son-in-law and little grandson. She says there is nothing better than being a "Glamma". Carol's drive comes from remembering her mother say the phrase; "Where there's a will, there's a way".

## 2015 Bob Burton Award Winners Continued from Page 13

their 2 children Tori (15) and Zack (12) have both gone to school there as well. Jenn makes Spirit Work on her campus as she leads by example – all student and staff. She cares about her school and community and as such brought the anti-bullying, "Be the Change" workshop to her school to train students, staff, security, AP's, and counselors. Inclusion is important to Jenn. Her leadership class works with the Special Education population once a week and does projects with them. In addition, they assist at noon time activities. Congratulations Jenn on your exemplary leadership in the development of a positive school culture and climate. You are making Spirit Work on your camps.

**Area F:** Cathy Leseberg works in the activities office at Murrieta Valley High School, but she does so much more. Cathy has served as a class advisor for two different classes (class of 08', 16'), she is the club advisor for the Nighthawk Cure Club, Nighthawk Flight Crew and Young Republicans. She works in the community as a committee chair for the Relay for life and serves on the Military Advisory Council to help our families who sacrifice so much. She took it upon herself to go through and complete the Master Activity Advisor

(MAA) program because she wanted to learn more ways she could help kids. She attends CADA summer camp each year with our students. Cathy also serves as her school's web master, she assists teachers in maintaining their web pages and keeps our calendars up-to-date for our parents. Murrieta Valley High School is a better place because Cathy takes pride in being a Nighthawk and promoting that spirit throughout her campus.

**Area G:** Brandi Friend has been working as a financial clerk at the middle school level for 6 years. She brings a new level of dedication to her position, always placing students first. From day one, Brandi advocated for student activities and became involved as much as she possibly could. Over the years as a financial clerk, she supported 3 different schools in becoming involved in the CADA program, opened student stores, facilitated fundraisers, chaperoned dances and even tutored students after school. Brandi goes above and beyond in all that she does and supports her schools, their programs and the community.

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### Heritage High School

Advisor: Jessica Banchieri  
ASB President: Gabriella Cosgrove  
Principal: Larry Oshodi

### Herbert Slater Middle School

Advisor: Sandi Martin  
ASB President: Lana Rodman  
Principal: Shellie Cunningham

### Horner Junior High School

Advisor: Matthew Shaffer  
ASB President: Jasmine Tong-Seely  
Principal: Julie Forbes

### John A. Rowland High School

Advisor: Leslie Phillips  
ASB President: Michael Phillips  
Principal: Mitchell Brunyer

### John C. Kimball High School

Advisor: Matt Soeth  
ASB President: Lindsay Huckaba  
Principal: Rob Pecot

### Kraemer Middle School

Advisor: Melissa Samson  
ASB Officer: Rachel Little  
Principal: Keith Carmona

### Loara High School

Advisor: Paul Chylinski  
ASB President: Bella Lee  
Principal: John Briquet

### Lone Hill Middle School

Advisor: Leslie Sandoval  
ASB President: Frankie Lopez  
Principal: Sean Grycel

### Los Osos High School

Advisor: Stephanie Elliott  
ASB President: Ethan Lyne  
Principal: Susan Petrocelli

### Meadowbrook Middle School

Advisor: Joe Gizzo  
ASB President: Kalei Santiago  
Principal: Dr. Miguel Carrillo

### Mesa Middle School

Advisor: David Osterbauer  
ASB President: Kayla Zalesny  
Principal: Andy Stenson

### Mendenhall Middle School

Advisor: Joyce Meyer  
ASB Presidents: Dylan Krauss  
& Blanchard Kenfack  
Principal: Susan Sambuceti

### Modesto High School

Advisor: Gloria Hernandez  
ASB President: Krupa Modi  
Principal: Jason Manning

### Monta Vista High School

Advisors: Jenna Smith & Mike White  
ASB President: Anna Tedijanto  
Principal: April Scott

### Murrieta Mesa High School

Advisor: Erin Moran  
ASB President: Christian Hamilton  
Principal: Steve Ellis

### Murrieta Valley High School

Advisor: Geniel Moon  
ASB President: Bryce Carson  
Principal: Eric Mooney

### North Salinas High School

Advisor: Margaret Noroian  
ASB President: Kaitlyn Dean  
Principal: Barbara Lawrence-Emanuel

### Nipomo High School

Advisor: Monica Anderson  
ASB President: Christine DeLaby  
Principal: John Denno

### Palm Middle School

Advisor: Anthony Rogers  
ASB President: Mia Nicolas  
Principal: Erik Swanson

### Patriot High School

Advisor: Mark Lantz  
ASB President: Sierra Allen  
Principal: Roberta Pace

### Piedmont Hills High School

Advisor: Jannelle Jones  
ASB President: Victoria Ysaguirre  
Principal: Traci Williams

### Pioneer High School

Advisors: Patricia Hill & Annette Ledesma  
ASB President: Robert Castaneda  
Principal: Dr. Monica Oviedo

### Quartz Hill High School

Advisor: Jeff Culver  
ASB President: Kristen Hughes  
Principal: Matt Anderson

### Rancho Cucamonga High School

Advisor: Francie Ward  
ASB President: Esteban Cabada  
Principal: Cary Willborn

### Redwood High School

Advisor: Isaac A. Lopez  
ASB President: Nicholas Carreno  
Principal: Dr. Fernie Marroquin

### Ruben S. Ayala High School

Advisor: Deborah Weiss  
ASB President: Shweta Shah  
Principal: Diana Yarboi

### Roy Cloud School

Advisors: Catherine Gaston & Jennifer Estrella  
ASB President: Alexandera Manuel  
Principal: Dana Hardester

### Rubidoux High School

Advisor: Sharon Tavaglione  
ASB President: Javier Lopez  
Principal: Dr. José Araux

### San Marcos High School

Advisor: Bonnie Bagheri  
ASB President: Sedona Hill  
Principal: Tiffany Campbell

# Rock, Paper, Scissors

**Supplies:** One Name Tag & Stickers for Each Student

**Directions:**

1. Write rock, paper, or scissors on each name tag (one word per tag).
2. Give each student one of the name tags and have them put the tag on their shirt where it is visible (kids like to put them on their leg, shoulder, or side of their shirt. Have them put it up by their shoulder).

To make sure the students understand the game, go over the rules and practice first.

1. Introduce the game and go over the moves: paper, palm on top of your palm; scissors, your index and middle finger pointed at your opponent like scissors, no rabbit ears; rock, your fist placed firmly on your open palm. Indicate how many times you will pump your fist (called a primer) so that on the third time both parties will present their choices with a winner and a loser. Explain that neither party should go really fast or really slow, but both at the same speed. Lastly, explain which shape beats which as some people may not know that paper beats rock, rock beats scissors or that scissors beats paper.
2. Now, tell the audience they are going to walk around the room and introduce themselves saying “hi, my name is, would you like to play rock paper scissors?” Tell them they have to say yes, and courtesy must be observed as they greet everybody this way. When a person wins, have them jump up and down excitedly, when a person loses, have them jump up and down excitedly and then find someone else to play.
3. Have people keep track of records, or indicate that one person must play against someone from the other side of the room. The more interactions the better.

After the first round, ask people for their records and say them out loud, celebrate a little. Next, have students continue to play the game but tell them they may only play rock, paper or scissors using the shape that is written on their name-tag. Do not let them hide their name tag, it needs to stay visible.

Continue to play the game as above. After a few minutes, ask the kids to stop and again say their records out loud.

For the final round, have kids cover up their shape with their hand and continue to play rock, paper, or scissors. They will continue to use the same shape, but this time no one can see their opponents shape.

Again, when they are done, ask them to share their record.

**Debrief:**

You will see students who are excited at the beginning of the game and get slightly less engaged over the course of time. Keep an eye on those kids who stop trying, they will give you feedback.

1. How did it feel to play the game when you had a choice over which shape to choose?
2. What was your feeling when I said you can only use the shape on your name tag?
3. How many of you only played against people whom you knew you could defeat, i.e. people with scissor name tags only played against people with paper name tags? Did you play against people the same shape so you would tie? Did anyone not care and just keep playing against anyone because it was fun?
4. When I asked you to cover your name tag what was your feeling?
5. Did anyone lie about their shape when it was covered because they wanted to win?
6. Is it okay to lie (cheat) if it means we will beat someone else? Is that success?
7. Should we only do activities that are easy or activities that we know we could easily accomplish?
8. I saw that some of you stopped playing and just sat down, why?
9. Is motivation a big part of what we do?
10. How many times do you look at an activity and make up your mind before it starts that you cannot do it so you don't try?
11. Are we always going to win? Are there times when someone else will just be better?

## *Outstanding Leadership Program 2015 Continued...*

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& Marissa DeCasas  
ASB President: Steven Nuon  
Principal: Kevin Jamero

**Sierra Middle School**

Advisor: Allison Gadeke  
ASB President: Erin Le  
Principal: Scott Tatum

**South Pasadena High School**

Advisor: Casey Shotwell  
ASB President: Julian Lopez  
Principal: Janet Anderson

**Summerville High School**

Advisor: Deena Soto  
ASB President: Mali Peterson Wood  
Principals: David Johnstone  
& Diana Harford

**Temescal Canyon High School**

Advisor: Cari Strange  
ASB President: Sandy Schweis  
Principal: Dr. Whitney D'Amico

**Tuffree Middle School**

Advisor: Karen Sieper  
ASB President: Tyler Johnson  
Principal: Rosemarie Baldwin-Shirey

**Twin Peaks Middle School**

Advisor: JJ Barlow  
ASB President: Savannah Evanko  
Principal: Dr. Kelly Burke

**Valley Center Middle School**

Advisor: Carol Cultrera  
ASB President: Kiera Bernet  
Principal: Jon Petersen

**Vista Murrieta High School**

Advisor: Hien Nguyen  
ASB President: John Bennett  
Principal: Mick Wagner

**Westview High School**

Advisor: Shannon Parker  
ASB President: McKenna Clark  
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Advisor: Corissa Stobing  
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