

OKLAHOMA ASSOCIATION
OF
STUDENT COUNCILS

O.A.S.C.

ADVISOR
HANDBOOK

Thank you...

To

ALL WHO SHARED IN THIS ENDEAVOR

TO

ALL OASC BASIC ADVISORS WHO READ AND REVISED

TO

KATY QUINN POWERS WHO "PULLED" RESOURCES TOGETHER

TO

MISSOURI ASSOCIATION OF STUDENT COUNCILS FOR SHARING

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ROLE OF THE ADVISOR

An advisor is a human being with extra amounts of energy, enthusiasm, patience, and a little spark of mischief. Each one has an exceptionally large heart, strong arms for hugging, big ears for careful listening, nimble feet for dodging disasters, and broad shoulders to carry extra heavy loads.

An activities office is stacked and cluttered with magazines, booklets, junk mail, homecoming decorations, papers, and the leftover supplies from last night's dance. Yardsticks, scissors, glue and confetti are a permanent part of the interior design with masking tape (and these days—duct tape) serving as the main adhesive.

Advisors tend to arrive first in the morning and are the last to leave at night. Holidays are especially busy, with Secret Santas, singing Valentines, Halloween Dances, and adopted family parties at Thanksgiving. They send thank you notes, holiday cards and serve candy treats (while quite often receiving the same.)

At times, advisors face adversity; they find their offices piled to the ceiling with newspapers, drawers filled with styrofoam peanuts, the telephone receivers are continually missing, and lots more fun and exciting surprises fill their lives. Purses and briefcases are good hiding places for goldfish, and whenever there is a "pie in the face" stand, or a dunking tank, the advisor is the first one asked to volunteer.

Advisors are role models for many students. Together they share times of happiness and sadness, joy and failure, and the occasional disaster. Advisors know when to give a helping hand, to offer a shoulder to cry on, and to administer a "swift kick the pants" when needed. They provide continuity to a scrambled world, and instill a sense of history with meaning to organizations. Advisors know when to laugh and when to cry...and when to be really good friends, because they are exceptionally fine teachers who constantly teach how much more they are and how important they are in the lives of young individuals.

RESPONSIBILITIES OF THE ADVISOR

The position of student council advisor was carefully designed to guarantee that the person filling it would receive the maximum amount of flak from the maximum number of people over the maximum number of issues. An advisor at a large school was asked what talent he thought was important to being a successful advisor. "Knowing how to duck," he said simply.

There is no doubt that the student council advisors will find themselves in some aggravating crossfire. Students will be critical when you "preach the administration line." Administrators will be critical when you "defend those irresponsible kids," and faculty members will be critical in general. Your job is clearly that of a mediator.

With so many conflicts, where does loyalty lie? The answer is quite simple: as advisor you have a loyalty to the school—and its goal of producing creative, well-functioning students. Your responsibilities might best be described as follows:

Successful organizations are made possible by willing, patient, and creative advisors. A progressive and innovative activity or group does not just happen, but is determined by the personal qualities of that advisor. Unity of the group and the purpose and goals of a group are all vital to an effective organization, yet the very “key” to that group’s success is the adult serving in an advisor’s capacity. The way the advisor plays his or her role can be most significant to an organization and to the school that organization serves. What is the unique role of an advisor? While there may be a difference on specific duties in a given school, there is general agreement on the advisor’s role as a Planner, Consultant, Counselor, Motivator, Evaluator, and Teacher.

PLANNER

As a planner, the advisor helps the student group set its goals without wasting excessive time in discussion. S/he tries to get the group off to a good start each fall and does not allow too much freedom in the beginning. At first, there is the danger that s/he may dominate the group; however, s/he will give direction to the group based upon his/her judgment of the new working group, the previous experience of its members, the maturity of the group, school policy, community pressures, etc.

S/he helps students get acquainted with each other as individuals in order to encourage wide participation, a sense of belonging, and a spirit of friendliness.

To help small groups such as the executive committee and key committee plan wisely, the advisor keeps in touch with their work. In general, s/he will ensure that the group plans adequately.

Don’t forget to include the principal in the program. If invited to participate in planning, the principal is more apt to be a staunch supporter. With increased contact with the principal, students are less apt to think of this person as someone “in there” who doesn’t understand their problems, and the principal is less apt to feel threatened by the new student proposals suddenly up for approval.

In planning, don’t forget to educate the faculty. As quietly and effectively as possible, whenever and wherever you can, defend the concept of students in action. Encourage students to involve more teachers in the activities program itself. Encourage dialogue. Set up student-faculty committees. The more teachers who can watch and work with students outside of the classrooms, the better chance you have of gaining support for the program.

CONSULTANT

As a consultant, the advisor helps students to find answers but s/he need not answer each question directly. The student council advisor is responsible for guiding both the students activities program in general and the student council in particular. The role is one of providing information about possibilities and alternatives and allowing students to make their own decisions and conduct their own activities. S/he suggests or aids the student with ideas, but does not do the job for them. S/he can help pupils by suggesting new projects for deliberation, and may direct attention to resource materials such as books, magazines, handbooks, and pamphlets. In general s/he will help clarify points or suggest procedures, frequently acting only on the invitation of the students involved. Perhaps one of the most difficult responsibilities of an advisor is to give so much of the responsibility away. Students have the ability to take on great amounts of responsibility; encourage them to take it. Let them take ownership for their projects and ideas. Sometimes as an advisor you will be a witness to failure. Help students evaluate their performance and help them to understand how important that the learning that sometimes comes from failure can be turned into future successes.

COUNSELOR

As a counselor, the advisor often helps to mold attitudes and character of students. The informality of many activities makes it possible for pupil and teacher to become well acquainted on a personal basis. Thus, the advisor can build confidence and trust in the pupils whom s/he gets to know well through his/her work. As long as s/he adheres to policies of honesty and sincerity and respects the privileged information in his/her possession s/he may become a friend to many students and a person on whom they can rely.

MOTIVATOR

As a motivator, the advisor often finds himself/herself the encourager. S/he encourages student leaders to do all that they can do. The advisor knows when to step in and give encouragement. Students are involved in many activities and often find themselves fragmented. The advisor finds the time to keep the enthusiasm up.

EVALUATOR

As an evaluator, the advisor is concerned with the process as well as the product of the group. S/he is often in a better position than the students to determine how well the group is getting along. S/he can concern himself/herself with techniques used by members or officers while the students or principal are often more concerned with the results. S/he will observe discussion in committee sessions and general meetings and watch the human relation's aspects of group work. S/he will ensure that the rights of individuals are being properly respected and will help to bring out the shy or retiring member. S/he tries to prevent the

selfish person from disrupting the work of the group and directs the aggressive individual toward constructive action. S/he may use special talents of the members or non-members on particular projects. S/he will attempt to draw new students, shy students, the “less confident” students, and students from all classes and groups into school affairs and activities.

The advisor is in a large sense an ‘agent” for the administration. As such, the advisor needs to know the attitudes of the school administrators, the school and district codes, and school law. This information must be conveyed to the student council and studied carefully by its members. At the same time, the advisor needs to make sure that the administration is provided with information on the ideas and activities of this student council. After each student council meeting, preferably after the minutes of the meeting have been typed and delivered, the advisor and the student council officers hold meetings with the principal to explain actions taken. This meeting can be short, but it should occur on a regular basis. If called upon to explain student council actions, the advisor need not champion student views as his/her own. It is the advisor’s responsibility, however, to explain or represent those views as honestly as possible, so that they are seriously and adequately considered.

TEACHER

As a teacher, the advisor is often concerned with many aspects of leadership training. S/he can assist members to develop skills necessary to work in groups and can help the group to identify and solve problems. S/he can help students who will preside at meetings, record minutes, and keep financial accounts. Effective communication in discussions and committee reports is also the advisor’s concern. S/he will encourage the practice of democratic action and of parliamentary procedure.

RESPONSIBILITIES OF THE ADVISOR

The primary task of the advisor is to work with and through students to carry out a phase of their civic education and enhance leadership skills. Officers and committee chairmen will meet with the advisor frequently, either individually or in groups, sometimes at regularly scheduled hours, other times by chance. Individual students will confer with the advisor on group business, whether or not they are members of the group. Often informal sessions will aid the advisor to keep his/her fingers on the pulse of public opinion with regard to the organization.

IN SUMMARY

The advisor is a resource person, a leader to all of the members in that organization. All organizations should serve as a “stage of learning” for membership. One of the greatest tools in preparing young people to accept the challenges in later life is that of leadership learned through active participation in

organizations. Another important function of the advisor is to add the dimension of maturity to an organization. That advisor has the greatest amount of experience in working with people and this background is essential in helping members to predict the outcome of their action.

The advisor walks a delicate line between realist and wet blanket, loyal supporter and traitor. Keeping his/her balance depends upon his/her expressed common sense and dedication to organizational principles and practices.

The list of personal qualities that a student council advisor should have is usually pages long. Actually, you need three things:

- 1.A belief in the ability of students to be creative and responsible,
- 2.A belief in the activities program as a complement to the academic curriculum.
- 3.an understanding of the administrative process in your school.

(Other qualities, such as patience and nerve, are also recommended.)

DON'T FORGET (A CHECK LIST FOR THE ADVISOR)

- 1.Allow students the freedom to make the decisions or be meaningfully involved somewhere in the process of making decisions.
- 2.Devise means to keep all members of the Council involved.
- 3.Keep lines of communication open among the Council, faculty, and administration.
- 4.Keep the school community aware of Student Council activities.
- 5.Be familiar with the development and workings of administrative policy in the school.
- 6.Guide the Council through meetings, by involving the officers and members.
- 7.Be a silent non-voting member of the council who can serve as a resource.
- 8.Inspire and motivate the members.
- 9.Represent the administration and the faculty.
- 10.Assist with campaign and election of officers and representatives.

11. Assist with organization and operation of student council by:
 - A. offering suggestions to students,
 - B. addressing the faculty throughout the school year to encourage support,
 - C. coordinating a workshop for officers at the beginning of the school year.

12. Coordinate all student council meetings and their proceedings by:
 - A. ordering *Robert's Rules of Order, Newly Revised*, for use by the council.
 - B. accompanying members to meetings outside school.
 - C. making sure that committees are meeting their responsibilities and deadlines.

13. Maintain a calendar for scheduling student council events.

14. Attend all after-school student council activities and remain until all students have left the activity.

15. Approve all special announcements pertaining to student council.

EXPECTATIONS OF ADVISORS: STUDENT VIEWPOINT

Student Council Advisors

- Keep quiet at meetings
- Are very cooperative
- Let the council take over
- Add good information when asked
- Are willing to listen
- Love this type of work and students
- Do not dominate the floor and speak only when asked
- Listen to all ideas
- Are easy to get along with
- Don't try to influence us when we are making decisions
- Are honest by telling us exactly how they feel about our ideas
- Try to understand both sides (teacher and student)
- Always have answers to our questions
- Believe we should have more power and want us to be more active
- Try to direct the council's energies into something besides dances
- Can get things done
- Have nice, easy going personalities
- Really care about the council and other students
- Sometimes bring new problems for us to work on
- Attend every meeting

- Have a sense of humor
- Are constantly on the lookout for anything that will help our student government
- Are for many new ideas in the school
- Have improved things since they started sponsoring
- Do not act uncomfortable around the students
- Are influential with other staff members
- Are extremely understanding of students and student viewpoints
- Stick with us and help us to get things done
- Are patient with us and offer opinions without interfering
- Respect the rights of the students even if the school board doesn't
- Try to get everyone involved in something or other
- Are organized most of the time
- Never promise anything they can't give
- Know parliamentary procedure well
- Get involved with students and the council
- Support council decisions after they are made
- Make no arbitrary decisions
- Are willing to let us try new things and work them out ourselves

FINAL THOUGHTS

Remember to...

--Make detailed year-long plans, keep enthusiasm, purpose, and get the permission of the Principal (and everyone else involved)

--Write selected goals for each project

--Poll students, faculty and administration for improvements, ideas, and objectives

--Take a long look—consider processes, personal/council growth

--Keep current on calendar changes; be prompt with notices for weekly and daily agendas with officers, consult records, and “people who have done this before”

--Develop positive attitudes through personal example

--Keep tabs on personal stress situations. “Cope like crazy.”

--Use suggestions, ideas, new procedures, and carefully chosen goals

--Develop insight into other viewpoints, and let people know that you are aware of them

--Be aware of personal growth situations

--Provide opportunities for everyone. Teach earned responsibility. Each person grows into responsibility (sometimes at different rates).

--Teach and use group dynamics techniques; demonstrate ideas and skills by modeling

--Bring in experts on Student Council and Student Activities to inspire, to inform, to lead, to involve, etc.

--Involve everyone and continually develop new leadership skills through individual involvement

--Recognize success as cooperative venture that needs the genius of everyone.

--Grab the great experiences. Seize each day. Wage peace.

(Final Thoughts, continued)

TEACH.

--Ideas of democracy, freedom, duty, etc

--The importance of people

--The invaluable: Life, health, Respect, Service, Ideas, Ecology, Hope.

--The useful: Work Pride, Planning, and Concentration, Scholarship, skills

--Leadership: by experience, "by the book," by example

--Meaning in life

OUR INSPIRATION

A hundred years from now
It will not matter
What my bank account was,

The sort of house I lived in,
Or the kind of car I drove
But the world may be
A little different because
I was important in
The life of someone young—

STUDENT COUNCIL ORGANIZATION

WHAT IS STUDENT COUNCIL?

The role of student council varies from school to school. There is very little that is absolute about what a student council must be. There are many things a student council can be. The attitudes of the students, faculty and administration of each individual school play a large part in determining “what is a student council?”

Elements of most definitions would include:

- **A group of students**
- **Elected by students**
- **Organized**
- **To promote school activities**
- **To represent the interests of the students**
- **To represent the students to the faculty and administration**
- **To plan programs and activities**

In order to be an effective and viable force within the school community, a good student council should:

- **Fairly and equally represent the student body**
- **Perform worthwhile functions within the school**
- **Be based on democratic principles**
- **Maintain open communication with the students, faculty and administration**

Student councils were not meant to be all things to all people; rather they were meant to help all people be all the things they would like to be.

WHAT IS A STUDENT COUNCIL?

Student Council is an effective educational instrument—if it’s understood and used wisely. In its beginning the idea might have been to form a “mock government,” but the functioning Council has evolved into a unique agency for genuine learning far beyond basic concepts of civics. The idea requires individual commitment, individual

involvement—the living, central arena of the student world. Student Council is a group of elected citizens in a school who meet together regularly to:

PROMOTE CITIZENSHIP:

- By supporting and further developing democracy as a way of life
- By involving students in meaningful, purpose-oriented activities
- By helping each student develop a sincere regard for law and order appropriate to this democratic society
- By leading each individual in developing a sense of personal responsibility and earned self respect
- By example through teaching the processes and procedures of a democracy
- By encouraging desirable attitudes and the continuous upward development of valued patterns of good citizenship
- By providing a forum for student opinions, interests and desire so these may be understood by the entire student body, faculty, administration and community
- By honestly reflecting and interpreting the student viewpoint

PROMOTE SCHOLARSHIP:

- By contributing to the total educational growth of all students in the school
- By encouraging highest standards of scholarship and positive student involvement in learning and thinking
- By providing experience in genuine problem-solving procedures
- By providing for training and experiences in the skills and techniques of good citizenship and leadership to prepare articulate citizens and leaders for a progressing society.

PROMOTE LEADERSHIP:

- By providing young people with the power and right to speak and, especially, the power, right and privilege of being heard by those in authority
- By avoiding the commercial or cultural exploitation of students
- By providing coordination of school-sponsored Student Activities with constant evaluation in terms of the selected purposes
- By promoting opportunities for leadership among student body members
- By utilizing the ideas and support of students in solving relevant school problems.

PROMOTE HUMAN RELATIONS:

- By helping create harmonious relationships among faculty, administration, student body and the community
- By providing organized services to the school in the interest of the general welfare
- By communicating purposes, activities and the other positive elements of school life through mass media to the entire community
- By helping young people further realize the genius and dignity of each individual.

PROMOTE CULTURAL VALUES:

- By sparking school loyalty, pride, patriotism and individual student development
- By providing real experiences in group development and human understandings
- By helping students earn and protect individual rights and responsibilities
- By selecting projects and activities which seek to achieve purposes which are significant in the life to the school community

AUTHORITY OF STUDENT COUNCIL

Student Leaders often ask, “What authority do we have, how much power does student council really have?” To best answer that we need to look at the structure of authority for a school system.

BOARD OF EDUCATION

Every school district is governed by an elected Board of Education. In accordance with state and federal laws and guidelines, these community citizens have the final authority in most school matters.

SUPERINTENDENT

This person is hired by the school board to be the chief administrative officer of the school district. He runs the day to day activities and makes decisions within the guidelines established by the school board.

PRINCIPAL

This person is hired by the school board to handle the daily activities and decisions needing in most matters and concerns of a particular building. The student council will frequently need to deal with the principal as he most often determines the scope and range of student council authority.

ADVISOR

This person is selected by the principal to be the advisor to the student council and the link between it and the faculty. He is responsibility for advising members of student council and teaching them leadership and other skills needed to function as effective leaders.

The amount of authority a council has is relative to the maturity and responsibility shown by members of the student council. Often student councils that seek to work with the principal and others to achieve a common goal, rather than working against other authority figures, are in turn given greater responsibility. Leaders who cooperate and provide positive input and concern will find greater success than those who criticize and look only on the negative side will.

THE QUESTION OF AUTHORITY

There are generally three degrees of authority, which concern the student council. The degree of authority, which the student council exercises, varies greatly depending on individual circumstances and conditions.

NO AUTHORITY

Student Council usually has no authority in matters of school finance, staff decisions, general school policy on attendance and discipline and other policy level decisions.

SHARED RESPONSIBILITY

In many cases involving school activities and functions, responsibility is shared between student council and either teachers and/or administrators. In this situation, the student council may develop, plan, organize and carry out activities of school-wide nature in cooperation with teachers and administrators. Assemblies, code of conduct, student discipline, student-faculty relations, budget and funds, school visitations, and scheduling meetings and events may fall into this category.

COMPLETE RESPONSIBILITY

Projects or activities for which the student council is given complete responsibility are organized and carried out with approval of the advisor. This may include such things as elections, committee setup and follow through, charity drives, spirit and fundraising activities and changes in the student council constitution.

A break down of communication between the principal and Student Council may result when the Council fails to understand its areas of authority within the specific building. The Council needs to know the levels and areas in which it may operate, and this information must come from the principal of the individual school. Nevertheless, the council has only delegated powers, and the principal

retains the veto power over every Council action. Cooperation, understanding and advanced planning will usually result in relatively few veto actions.

SAMPLE OF AUTHORITY OF STUDENT COUNCILS:

NO AUTHORITY AUTHORITY*

- 1.Grades and honor roll
- 2.Homework regulations*
- 3.Expulsion of students
- 4.School maintenance
- 5.School equipment purchase
- 6.Hiring/Firing of personnel
- 7.Hall passes
- 8.Length of vacations
- 9.Length of school days*
- 10.Teacher pay
- 11.College counseling*
- 12.Cost of lunches
- 13.Student enrollment
- 14.Academic credits
- 15.National Honor Society selection
- 16.Teaching procedures*
- 17.Lunchroom management
- 18.Cafeteria personnel
- 19.others

COMPLETE AUTHORITY*

- 1.Council projects
- 2.Teacher Appreciation Day
- 3.Publicity responsibilities
- 4.Executive meetings and reports
- 5.Suggestion box management
- 6.Evaluation of projects, programs
- 7.School visitor ushering
- 8.Constitutional evaluation
- 9.hall guide responsibilities
- 10.Duties related to activities
- 11.Learning about the Council
- 12.Elections
- 13.Annual report to the Board
- 14.Selection of members
- 15.Fundraising for Council
- 16.Club rechartering
- 17.Spirit Week
- 18.orientation of students
- 19.Student attitudes/involvement
- 20.charity drives
- 21.Committee recommendations
- 22.Recommendations of student
Concern
- 23.Application of constitution
- 24.Others

SHARED

- 1.Nearly everything*
- 2.Homecoming*
- 3.Social events*
- 4.Organization of new clubs*
- 5.School morale and pride*
- 6.General welfare of students*
- 7.Schedule of meetings/events*
- 8.Code of conduct*
- 9.Foreign exchange students*
- 10.Promotion of citizenship,
scholarship, leadership,
and humanitarian values*
- 11.Sales projects*
- 12.Safety education*
- 13.Interscholastic Relations*
- 14.Student/faculty/council*
- 15.Athletics*
- 16.public relations*
- 17.special bulletins*
- 18.School policy*
- 19.Assemblies*
- 20.Developed traditions*
- 21.Student discipline
- 22.Curriculum*
- 23.Others

**Can be viewed as shared authority depending on situation.

**Student input is important.

A STUDENT COUNCIL SHOULD:

Listed are a number of reasons that have been give for the existence of student council. Does your student council perform these functions? Should your council perform these functions? Think about each one and decide if it should be a part of your student council or how it can part of your student council.

Does our student council:

- Represent student feelings, opinions and interests?
- Give students a share in decision making?
- Help develop potential leaders through leadership workshops?
- Encourage students to participate in school activities?
- Promote an activity program that is open to all students?
- Promote respect for law and order?
- Emphasize citizenship and democracy?
- Help students understand their role in school government?
- Develop within individuals a sense of responsibility for their own conduct and behavior during school hours?
- Develop an understanding, respect and appreciation for cultural differences and similarities?
- Develop a sensitivity to and awareness of the needs and problems of others?
- Develop desirable sportsmanship attitudes?
- Develop friendship among all students and a general feeling of friendliness in the school?
- Take pride in the condition and appearance of the school building, school grounds and other facilities?
- Promote school loyalty and spirit?
- Create good relationships between faculty and students?
- Involve students in both social and organizational problem solving?
- Encourage good relations with other schools?
- Coordinate school activities?
- Sponsor and coordinate assembly programs?
- Sponsor social and recreational activities?
- Conduct and regulate all school campaigns, elections and officer installations?
- Perpetuate school customs and traditions?
- Participate in and promote school service projects?
- Develop individual feelings of self-confidence and social maturity?
- Promote scholarship?

STUDENT COUNCIL CONSTITUTION

CONSTITUTION

No student group should exist without a constitution. A constitution is a written set of rules for a group. It defines what the group is all about and how it will operate. By-laws are rules adopted by the group for its meetings or affairs.

The constitution should be stated in simple, easily understood terms. It should include only essential items. Amendments should be simple and direct. The constitution must be studied regularly and updated as needed as vital, meaningful and real.

DIFFERENCE BETWEEN CONSTITUTION AND BY-LAWS

A constitution defines the organization, establishes the roles and responsibilities of the organization. A constitution should be written in general terms and does not deal in specific detail. By-laws are specific rules and guidelines

Example of constitution: The name of the organization, powers, membership, etc. Changes in a constitution should be voted on by the whole student body.

Example of by-laws: The amount of dues (this might change on a fairly regular basis). Things that could change on a regular basis—dues, specific dates of events and activities. By-laws are simply voted on by the membership.

Amending procedures—the last thing in a constitution, i.e., has to be approved by three-fourths of the student body. Procedure for amending needs to be included.

A suggested format for a student organization constitution

Article I	Statement of the name of the organization
Article II	The general purpose of the group
Article III principal	Powers vested in the organization; the right of veto by the
Article IV	Definition of membership for the group
Article V nomination and	Establishment of the time, methods and procedures for
	An elections of members, officers, and advisors. Procedure for filling vacancies.
Article VI this may be	Frequency of meetings and provisions for special sessions)
	Omitted in the body of the constitution if it is included in the by-laws)
Article VII	the duties and responsibilities of the organization, the officers, the members, and the advisor. Include committees, too, if they're not in the by-laws.
Article VIII	Method and procedure for ratification of the constitutions
Article IX	Provisions for amending the constitution

Suggested organization By-Laws:

1. The number of members needed to constitute a quorum (enough members to legally vote.)
2. Establishment of standing committees and provisions for the formation of special committees as the needs arise.

3. Rules for conducting elections (if not included in the constitution itself).
4. Procedure for amending the by-laws.
5. Definition of the rules of order for conducting business.
6. Procedure for impeachment of delinquent members and officers
7. Method of spending funds.

Before a Council begins with the written constitution, it should take a look at and determine its purpose and objectives.

BASIC STUDENT COUNCIL OBJECTIVES

Before Student Council can have any degree of success, it must have definite purposes for existing, and its members, the student body, and the faculty must be ware of what these purposes are. While the objectives may vary from school to school, there are certain basic goals found in almost all constitutions. These basic objectives are:

GENERAL AND SPECIFIC PURPOSES:

General objectives are broad statements of purposes, which are found in the Student Council's constitution. They are similar for all schools and do not change much from year to year. They are the main goals reached through choosing specific purposes and doing related projects.

General purposes might include:

- Developing character and other positive personal qualities among young people
- Teaching democratic procedures
- Fostering promotion and development of democracy
- Providing for training experience in the skills and techniques of good citizenship
- Contributing to the total educational growth of students
- Providing for learning experiences for youth through the solution of meaningful problems
- Helping each student reach maximum educational growth and development
- Developing positive attitudes regarding law, order and authority
- Promoting good human relations in the school community
- Promoting the general welfare of the school
- Providing a forum for student opinion and hearing the many other voices
- Providing organized services for student and faculty

Specific purposes include goals, which are centered in particular project areas usually related directly to current problems obstructing general goal attainment.

Specific purposes might include promotion of harmonious student-faculty –community relations, and:

- Coordination of student activities
- Development of school spirit, pride and morale
- Keeping school buildings and grounds clean and neat
- Maintaining good conduct in the halls
- Sponsoring student fund campaigns
- Organizing and conducting school, social, and recreational activities
- Teaching respect for law and order
- Conducting student campaigns and elections
- Sponsoring assemblies
- Working with the faculty on school problems and projects
- Sponsoring service projects that are socially relevant
- Providing direct channels of communication between the student body and the administration

Writing out the purposes helps to:

- Acquaint the students, faculty, administration and community with the objectives of the Student Council

- Clarify these goals for everyone
- Inform the members of the Student Council what areas of authority exist within the school
- Formulate beliefs and commitments concerning the Student Council
- Focus the attention of the student body and faculty on the real areas of council influence
- Acquaint students with reasons for having a Council
- Aim activities in an appropriate direction
- Help council with projects and activities
- Help students select Council members wisely
- Assist council in evaluation its work
- Select and plan a suitable course of action using positive methods of involvement in purposeful projects.

Following are sample constitutions. These constitutions contain all the elements of a good constitution. These may be adapted to fit the needs of schools/clubs of varying sizes.

SAMPLE CONSTITUTION A

Student Council

CONSTITUTION AND BY-LAWS

Adopted May 1, 1996

Preamble

We, the students of the Student Council of the _____ Senior High School, as representatives of the student body, in order to promote student initiative, leadership, democracy, and school spirit, do hereby establish this constitution for the students of the this school.

ARTICLE I-NAME

The governing body created by this Constitution shall be known as the _____ Senior High School Student Council.

ARTICLE II-PURPOSE

The purpose of the Student Council shall be to develop student initiative, leadership, and democracy; to promote the general welfare of the students and to promote school spirit; to aid all new students in getting acquainted with the school; to promote close cooperation of students, faculty, and community; to create an interest in all activities of the school and community; and to create and maintain standards of good citizenship among the students.

ARTICLE III-OFFICERS

Section I: Qualifications

The president and vice president must be members of the Junior Class in good standing at the time of the election and must have been a member of the Student Council for one year prior to seeking office. The secretary, treasurer, parliamentarian and reporter must be members in good standing of the freshman, sophomore, or junior class at the time of their election. All officers must have a "C" average or above in their scholastic record, no absences exceeding ten per semester in that

academic year, and must not be on the academically ineligible list during the semester they are seeking office.

Section II: Duties

(A) The president shall hold the title of Student Body President and shall represent the student body at school and civic events and meetings, conduct all Student Council meetings, supervise the functions of the other officers, work with administrators, advisors, and executive committee in preparing a workable year-long calendar and budget, take an active part in school activities, voice student concerns to faculty and administrators, and give a periodic report to the student body and work with the parliamentarian in preparing the agenda for each meeting.

(B) The vice-president shall be prepared to preside over Student Council meetings or perform other duties in the absence of the president, attend various meetings either with or in the place of the president, assume leadership to see that all committee chairpersons report regularly, work behind the scenes to help iron out differences between people and to assume other responsibilities as assigned by the president. The vice president shall not serve as the chairperson of any committee.

(C) The secretary shall take and report minutes of general and executive meetings, be in charge of reports and file them, and handle all official paperwork.

(D) The treasurer shall work with the president and advisor on the budget, maintain a financial statement, count and report all monies received, coordinate fund raising projects with the appropriate committee, and make timely reports concerning the budget. The treasurer shall serve a chairperson of the fundraising committee.

(E) The parliamentarian shall take attendance at general and executive meetings, set the agenda, and supervise the suggestion box and assist the secretary as needed.

(F) The reporter shall be responsible for press releases and publicity with school and community media and keep a scrapbook of the year's activities.

Section 3: Elections

(A) An election committee consisting of the outgoing president, the outgoing vice president and three seniors of their choice subject to approval shall oversee election of officers by the advisor.

(B) Any member of the study body may run for office provided he/she meets the qualifications procedures established in this constitution.

(C) After completion of the filing procedure as established by the elections committee, the student's name shall be added to the list of candidates. A vote of the entire student body and a representative vote of incoming freshmen shall elect officers of the Student Council. The outgoing class shall not vote. Officers shall take office the first meeting in May and serve concurrently with outgoing offices. They shall meet during the summer months to form an outline for the following year. All officers shall attend leadership camp.

(D) Officers shall serve for 13 months.

(E) If at the end of any quarter, an officer fails to maintain a "C" average or above he/she shall be placed on probation for the following quarter. During this time he/she shall have all rights and duties of a Student Council member. If the officer does not have a "C" average or above at the end of the probationary period, he/she will be removed from office.

Section 4: Vacancies

Should a vacancy occur in the office of president during the school term, the vice president shall take over the position of president. In the event of any other vacancies, the process of filling the vacancy will be at the discretion of the Student Council officers and the advisor.

ARTICLE IV: REPRESENTATIVES

Section 1: Qualifications

For a student to be eligible to serve on the Student Council, he/she must have no absences exceeding ten per semester in that academic year and must be academically eligible in accordance with the school policies.

Section 2: Duties

The representatives shall attend punctually all council meetings, activities, and shall carry out accepted responsibilities.

Section 3: Membership

The Student Council shall be composed of no more than 6 representatives elected from each of the four classes. In addition, after the election of class officers, the president of each class shall serve as a representative. In the event that the president is already serving on the council, the person receiving the next highest number of votes shall be selected from that class.

Section 4: Elections

In April, the representatives for Student Council shall be chosen in a manner described in the election rules established by the election committee. Any student desiring to become a candidate for membership shall file in a timely manner. An election shall then be held and the representatives shall be elected from their respective classes so that the total is not more than six from each class.

Section 5: Impeachment

The Student Council may impeach a member for failure to meet qualifications or for neglect of duty. A point system shall be established and monitored, and any student failing to achieve the specified number of points in a given month shall be put on probation. Failure to meet the required level of points in any other month will result in the dismissal of that student.

Section 6: Vacancies

Should a representative vacancy occur for reasons other than those outlined in Section 5, the candidate receiving the next highest vote total in the previous election shall be appointed to fill that vacancy.

ARTICLE V-AMENDMENTS

Amendments to this constitution may be proposed by members of the Student Council in writing and passed by two-thirds vote of the council. Ten days notice of proposed amendments shall be given

SAMPLE CONSTITUTION B

(A Basic Outline)

CONSTITUTION OF (NAME OF ORGANIZATION)

Article I: Name and Purpose

Section 1: The name of this organization will be _____.

Section 2: The purpose of this organization will be

Article II: Membership

Section 1: Membership is open to all students who are interested in
(E.g. a) science b) French c) chess club

Section 2: Any member who is absent (e.g. two meetings) without a reasonable excuse will have his/her name taken off the roll.

Section 3: Dues shall be (e.g. .25) to be paid each (e.g. month).

Article III: Officers

Section 1: The officers of this organization shall be _____ (e.g. Pres., VP, Sec, Treas, etc)

Section 2: Criteria for office

Section 3: Elections shall be held in the following manner:

a) Nominating committee

b) Applicants for office shall be selected in the following

manner...

Section 4; The duties of the officers shall be _____

Section 5: Vacancies in an office shall be filled by _____

Section 6: The officers shall be installed at the last meeting of year, or the first meeting after being elected to fill a vacancy.

Section 7: Impeachment procedure of an officer (e.g. an officer may be impeached by a $\frac{3}{4}$ vote of the membership or by petition signed by $\frac{3}{4}$ of the students.)

Article IV: Meetings

Section 1: meeting will be held _____.

Section 2: The number of people need to carry on business (quorum) is _____. (E.g. 3/5 of the membership)

Section 3: The order of business shall be

a) Call to order

- b) Reading of minutes
- c) Reports (Treas, the Standing committees, Special Committees)
- d) Unfinished business
- e) New Business
- f) Program (optional)
- g) Adjournment

Article V: Committees

Section 1: Standing Committees (e.g. Publicity-handles all publicity for the organization, Programs-in charge of securing guest speakers for the meetings, Projects-in charge of initiating new projects)

Section 2: the President shall appoint Special Committees as the need arises.

Article VI: Rules of Order

Section 1: This organization shall follow the revised edition of Robert's Rules of Order in running its meetings.

Section 2: The amendments will take effect at the next meeting.

OFFICER JOB DESCRIPTIONS

THE ROLE OF THE PRESIDENT

The President shall:

- Represent the student body at school and civic events and meetings
- Conduct all student council meetings
- Supervise the functions of the other officers
- Call an executive committee to develop an agenda
- Appoint chairpeople
- Work with administrators, advisors, and executive committee in preparing a workable year long calendar and budget
- Take an active role in all school activities
- Voice student concerns to faculty and administrators
- Keep students, faculty, and administrators informed on significant developments of student council
- Respect all persons involved in activities

THE ROLE OF THE VICE-PRESIDENT

The vice-president shall:

- Be prepared to preside over the student council meetings in the absence of the president
- Assist in the preparation of agendas
- Attend various meeting either with or in place of the president
- Assume leadership to see that all committee chairpersons report regularly
- Work behind the scenes to help iron out differences between people
- Assume other responsibilities as assigned by the president
- Be the “chief helper” of the president

THE ROLE OF THE SECRETARY

The secretary shall:

- Assist in preparation of the agenda for meetings
- Take and distribute minutes of meetings
- Be in charge of reports and file them
- Handle official paperwork, such as correspondence, written motions, etc.
- Take attendance at all meetings
- Make sure that administration and faculty receive copies of minutes.
- Produce the student council directory.

THE ROLE OF THE TREASURER

The treasurer shall:

- Work with the president and advisor on the budget
- Present proposed budget to student council for adoption
- Maintain a financial record
- Prepare financial statement for meetings of the student council
- Coordinate fundraising projects
- Sign/prepare purchase orders and requisitions
- Chair the financial committee
- Check that school officials sign all contracts entered into

THE ROLE OF THE CHAIRPERSON

The chairperson shall:

- Call and preside over committee meetings
- Help members express their ideas in meetings
- Help the committee focus on a single idea at a time
- Help the committee research information about a project
- Prepare regular reports for student council meetings
- Know committee responsibilities and authority
- Delegate to and involve all members of the committee
- Keep a constant check on progress toward deadlines
- Check with treasurer about financial obligation

THE ROLE OF THE REPRESENTATIVE

The representative shall:

- Attend all council functions
- Collect ideas for council activities
- Propose and support motions brought before the council that support what is best for the students
- Serve on committees
- Report results of council actions
- Welcome new students to the school
- Talk with and listen to the ideas, needs, and desires of the people represented

MISCELLANEOUS OFFICER ROLES

The chaplain shall:

Provide inspirational messages to council meetings.

The historian shall:

Develop a pictorial and written record of main events and activities during the year.

The Parliamentarian shall:

Be knowledgeable of basic parliamentary procedure.

THE MEETING AGENDA

To insure an orderly meeting, you must start with an agenda. An agenda is nothing more than a plan, an order for the business. Below is an example of an agenda that is followed by not only student councils, but also most organizations.

A Student Council Agenda

Call to order	This is the official start of the meeting. The presider says, "I now call this meeting to order."
Roll Call	The secretary reads the list of the members and records those present and absent.
Reading of the minutes	The secretary reads the minutes of the previous meeting. The president then asks for any corrections. If none, the president says, "The minutes are approved as read."
Officers' Reports	If any officer has a report it is given at this time. Treasurer gives financial report at this time.
Committee reports	The chairpersons of committee give their reports on any projects or activities they are planning.
Unfinished business	This is for ideas or business you started at a previous meeting and you need to finish.
New Business	This is the time for new ideas or order of business. Motions are made, seconded, discussed and voted upon. The decisions of the council are made at this time. If more information is needed, the item can

	be left unfinished and taken up under old business at the next meeting.
Announcements	Any person can announce other meetings, for example, committee meetings, or any item of interest.
Adjournment	The president closes the meeting. There is no debate on a motion to adjourn.

TIPS FOR SUCESFUL MEETINGS

- Let people know ahead of time if you're going to ask them to do something such as lead a small group discussion.
- Plan well in advance.
- Set time limits for guest speakers, agenda items, and group discussion.
- Communicate clearly the purpose of the meeting.
- Check out all equipment before the meeting to be sure it works.
- Be sure to arrange seating to facilitate the purpose of the meeting.
- Go over the agenda/program ahead of time with those who will be speaking.

Parliamentary Motions Guide

Based on *Robert's Rules of Order Newly Revised (1990 Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ?	DEBATE?	AMEND?	VOTE?
Close meeting	I move to adjourn	No	Yes	No	No	Majority
Take break	I move to recess for	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of Privilege	Yes	No	No	No	None

Make follow agenda	I call for the orders Of the day	Yes	No	No	No	None
Lay aside temporarily	I move to lay the Question on the table	No	Yes	No	No	Majority
Close debate	I move the previous Question	No	Yes	No	No	2/3
Limit or extend debate	I move that debate be Limited	No	Yes	No	Yes	2/3
Postpone to a certain Time	I move to postpone the motion to...	No	Yes	Yes	Yes	Majority
Refer to committee	I move to refer the Motion to a committee	No	Yes	Yes	Yes	Majority
Modify wording of Motion	I move to amend the motion by...	No	Yes	Yes	Yes	Majority
Kill main motion	I move that motion be Postponed indefinitely	No	Yes	Yes	No	Majority
Bring business before Meeting (a main motion)	I move that...	No	Yes	Yes	Yes	Majority
Enforce rules	Point of order	Yes	No	No	No	None
Suspend the rules	I move to suspend the Rules	No	Yes	No	No	2/3
To adjourn	I move we adjourn	No	Yes	No	No	Majority

OKLAHOMA ASSOCIATION OF STUDENT COUNCILS

WHAT IS OASC?

It is an educational, non-governmental, not-for-profit organization of member schools sponsored by the Oklahoma Association of Secondary School Principals. Membership is open to high schools, both public and private. The OASC Executive board determines annual dues. The dues are assessed on a school year basis.

The mission of the Oklahoma Association of Student Council is to provide educational leadership training and opportunities for member schools and students and advisors in those schools.

The organization sponsors a variety of activities that are available to all members throughout the state. Those activities include an annual convention held at an elected secretary school, summer workshops, fall advisors' workshop, and additional activities.

OASC is divided into fourteen districts. Each district holds fall and spring workshops at elected officer schools.

OASC EXECUTIVE BOARD

The OASC Executive Board consists of the Executive Director, three elected adult advisors, three state officers. The Board has two annual meetings.

OASC CONSTITUTION

ARTICLE I NAME AND PURPOSE

SECTION 1. The name of this organization shall be the Oklahoma Association of Student Councils.

SECTION 2. The purpose of this organization shall be to further the training of youth leaders through democratic participation, and to provide

for an Annual convention of this Association for discussion and better understanding of mutual problems.

**ARTICLE II
THE OFFICIAL SEAL**

The official seal as affixed to this document shall be placed on all official documents and communications.

**ARTICLE III
MEMBERSHIP**

SECTION 1. Any senior high or mid-high Student Council of Oklahoma, which has the majority of its students in grades 9-12, may become a member upon its payment of the annual dues.

SECTION 2. Each member school shall pay an annual fee to the Executive Director. The Executive Director shall bill member schools.

**ARTICLE IV
STATE OFFICERS**

SECTION 1. The officers of the Association shall be a president, a vice-president, and a secretary whose school has held membership in NASC and OASC the previous year and are current members in good standing.

SECTION 2. All officers shall assume all duties outlined in the by-laws and/or agreed upon by the Executive Board.

**ARTICLE V
ELECTION OF STATE OFFICERS**

SECTION 1. At the Annual convention, at a time designated by the planning committee of the convention, the delegates present shall nominate and elect by secret ballot the member schools that shall hold the offices of President and Vice-President as designated in Article IV of this constitution for the ensuing year. The delegates present shall nominate and elect by secret ballot the member schools that shall hold the office of Secretary as designated by Article IV of this constitution for the year following the ensuing year. Schools wishing to file for state office should submit their candidacy at the time designated by the Secretary school. In the event there is a vacancy appearing for a state office, nominations may be from the floor with the approval of the principal of the nominated school.

SECTION 2. The association shall elect the school for an office, and not an individual. The school elected shall hold the state office to which it is elected and shall select a regularly enrolled student to represent the school in said office.

SECTION 3. A school may no hold more than one office at a time. Permission of a school's principal shall be required for its holding any office. No school shall be an officer school two years in succession. Only those schools that are members of NASC and OASC the current and preceding year shall be eligible to run for office.

SECTION 4. Each school shall be allowed one nomination speech and one seconding speech, both of which may be made by other schools.

SECTION 5. Election shall be by majority vote of the official voting delegates present. To win on the first ballot your school must receive a majority of votes (50% plus one more vote cast in your race). If no school receives a majority on the first ballot, a runoff election shall be conducted between the two schools with the highest number of votes. Voting by proxy, voting by e-mail, by fax, voting by telephone are not permitted.

SECTION 6. All schools wishing to run for the office of OASC secretary must make a proposal to the OASC Executive Board by the second Saturday in September, one year in advance of the fall conference that they want to host the conference. This proposal should contain information as requested by the Executive Board.

ARTICLE VI EXECUTIVE DIRECTOR, STATE ADVISORS

SECTION 1. There shall be three state advisors and one Executive Director.

SECTION 2. The state advisors shall be elected at the advisors' meeting of the annual convention to serve for a term of three years. These advisors shall be referred to as First, Second, and Third Year Advisors and serve in different capacities each year. The First Year Advisor shall be elected at the advisors' meeting. The duties of each advisor are defined in this Constitution and its By-Laws.

SECTION 3. An Executive Director shall be elected at the advisor's meeting of the annual convention to serve for a term of three years.

ARTICLE VII EXECUTIVE BOARD

SECTION 1. The Executive Board shall consist of the three student officers, the three state advisors, and the Executive Director. The advisors of the three state officers shall serve on the Executive Board as ex-officio members.

SECTION 2. The Executive Board shall make decisions not provided for in the body of this constitution or its by-laws, nor expressly delegated to others.

ARTICLE VIII ANNUAL CONVENTION

The Secretary school, with the approval of the Executive Board, shall set the date of the regular annual convention of the Association for that particular year; however, no annual convention of the Association for that year shall be held later than the fifteenth (15th) of December. The Secretary school may approve additional students and sponsors from the Secretary school to attend the Executive board meetings in order to assist in the planning of the Annual Convention.

ARTICLE IX

AMENDMENTS AND BY-LAWS

SECTION 1. Proposed amendments to this constitution must be submitted to the Executive board at least one month prior to the annual Convention and must be presented on the official OASC Amendment Form. Ratification by the Executive Board shall require a majority vote by the members present and voting. Upon ratification, the proposed amendment shall then be presented to the student delegation at the annual convention.

SECTION 2. Amendments to the Constitution shall require ratification by the Executive Board and by the student delegation at the annual convention. Upon receipt of the proposed amendment from the Executive Board, appropriate time for debate and the ballot shall be determined. Ratification by the student delegation shall be a two third majority of those voting delegates present and voting. The vote shall be by secret ballot.

SECTION 3. By-laws for the Association may be proposed without previous notice by any official delegate at the annual Convention. A proposed by laws change must be presented on the official OASC By-Laws Form. Passage of a proposed by-law shall be by a majority of the official delegates present and voting.

BY-LAWS ARTICLE I-B VOTING

OASC business shall be determined by majority vote of those delegates present and voting at any given business session.

ARTICLE II-B DUTIES OF STATE OFFICERS

SECTION 1. The duties of the president shall be a follows: (a) to preside at all meetings of the Association; (b) to appoint all committees unless otherwise provided for; (c) to work with the Executive Board to obtain speakers for the annual Convention; (d) to help in the planning of the program of the annual Convention; (e) to assume responsibility for providing suitable recognition for a retiring executive director.

SECTION 2. The duties of the vice-president shall be as follows: (a) to assist the president in all business matters; (b) to preside in the absence of the president; (c) to help in the planning of the annual Convention; (d) to assume full responsibility for the discussion groups at the annual Convention and BASIC Workshops; (e) to preside over OASC banquets when called upon; (f) to be responsible for the coordination and organization of the OASC districts; (g) to assemble the district officer lists and forward them to the OASC Executive Director; (h) to assume the responsibility for providing suitable recognition for the retiring third year advisor; (I) coordinate the Gold Chapter Award winners and forward them to the OASC Executive Director.

SECTION 3. The duties of the secretary shall be as follows: (a) to record the minutes of all meetings; (b) to conduct correspondence; (c) to collect and disburse convention fees; (d) to serve as host to the annual Convention; (e) to have charge of all housing arrangements, with the entertainment and with the program of said convention; (f) to file a convention financial report with the Executive director by the first day of February; (g) to file an annual report by the first day of April with the Executive director, to the secretary-elect school, and to all member schools attending the annual Convention.

SECTION 4. All office schools shall transfer pertinent information to the incoming officer schools at the April Executive Board meeting.

SECTION 5. The officer schools will select their officer that will represent them by January 1, following the convention in which they were elected. The officer will become their officer-elect and will be an ex-officio non-voting member of the OASC Executive Board. Voting membership will commence on June 1, of the same year.

SECTION 6. Failure to comply with the provision as stated this Constitution and its by-laws shall disqualify the office school from holding an OASC office for a period of two (2) years.

SECTION 7. All expenses, except for official OASC stationery, incurred as a State officer will either be borne by the officer or his/her home school. Reimbursement of finances shall be made in accordance with Article VI of these By-Laws.

SECTION 8. The student selected by the elected school to serve as a state officer must have attended BASIC Leadership Workshop before the commencement of his term of office.

ARTICLE III-B

DUTIES OF STATE ADVISORS AND EXECUTIVE DIRECTOR

SECTION 1. The duties of the Executive Director shall be as follows: (a) to maintain an official headquarters for the Association; (b) to serve as the official keeper of all records of the Association; (c) to serve as coordinator of the National and Southern Associations, with all correspondence from these organizations being directed to this office, and to distribute materials received from these organizations to member schools of the Association; (d) to distribute materials to prospective and member schools of the Association upon request; (e) to edit and publish a newsletter; (f) to serve as a coordinator of the summer Student Council leadership Workshops; (g) to assist the Secretary school in setting the date and planning the annual Convention; (h) to call all Executive Board meetings; (i) to actively promote and publicize OASC within the state and nation; (j) to carry out the desires and instructions of the Executive Board.

SECTION 2. The first year advisor shall record minutes of all Executive Board Meetings, assist the OASC Vice-president in completion of his/her duties, act as the assistant advisor for the NASC Conference Delegation, and communicate with the second year advisor relative to the NASC Conference.

SECTION 3. The second year advisor shall be the advisor for the election committee of the annual convention. He/she shall prepare and certify to the Executive Director the official list of all candidates and the number of votes received by each, which are to be posted immediately following the elections. The second year advisor shall be the official advisor in charge of the Oklahoma Delegation to the National Association of Student Councils to develop an itinerary for the travel to the NASC Conference, set costs for travel, receive and distribute travel costs and handle all correspondence with the Oklahoma Delegation about the NASC Conference.

SECTION 4. The third year advisor shall serve as the chair of the advisors' group and the Executive Board, shall appoint adult committees for the annual convention, shall serve as parliamentarian at the annual convention or shall provide a parliamentarian to serve at the annual convention, shall serve as the NASC Conference official advisor in the event the second year advisor cannot attend, and shall serve as acting executive director in the event of an emergency and provided that there is not sufficient time to allow the Executive Board to fill that position is accordance with Article V of these By-Laws. The third year advisor should travel with the OASC NASC conference Delegation as an official advisor if the delegate count reaches 40.

SECTION 5. It shall be the state advisors' duty to assist with all business of the state organization including the order of business; to act as advisors in all matters concerning the Association; and to see that regular parliamentary procedure is followed at all meetings.

SECTION 6. The three state advisors shall recommend a person to serve as Executive Director for a term of three years. They shall recommend his/her salary for each term to the budge committee. These recommendations shall be acted upon by the advisors at the advisors' meeting of the annual Convention.

SECTION 7. Each state advisor shall compile pertinent information concerning his/her respective office to be transferred to his/her successor.

SECTION 8. The term of office for the state advisors and Executive Director shall begin at the conclusion of the annual Convention at which they were elected.

SECTION 9. The travel costs and expenses of the adults who serve as official advisors of the OASC and who travel with the Oklahoma Delegation to the NASC Conference shall be borne by the OASC. These advisors would be the first year advisor, second year advisor and possibly the third year advisor.

ARTICLE IV-B WORKSHOP DIRECTOR

The workshop director(s) shall be selected by the adult members of the Executive Board. The duties of the workshop director(s) shall be to recommend to the Executive Board the possible sites and financial arrangements for the workshops; to select the staff of the workshop; to select the student assistants; to make the physical arrangements necessary for the proper functioning of the workshop; and to keep the Executive Board informed of all important matters relative to the workshops.

ARTICLE V-B VACANCIES

SECTION 1. If the president of the OASC should leave the office for any reason, the vice-president will automatically fill this position.

SECTION 2. If the vice-president of the OASC should leave office for any reason, the schools that sought this office at the previous annual Convention shall be contacted in the order of votes received and afforded the opportunity to hold this office.

SECTION 3. In the event the elected Secretary school is unable to host the annual Convention the schools seeking that office at the previous annual Convention, shall be contacted in order of votes received, and afforded the opportunity to host said convention. If none of these schools is able to host the annual Convention, schools that have hosted the annual Convention within the past 5 years will be notified and those willing will be considered by the Executive Board which will determine the site. This event shall not prevent the host school from seeking any office at the next annual Convention.

SECTION 4. In case the Executive Director is unable to serve out his/her term, a search committee composed of the three state advisors and advisors of the three state officers shall notify all member schools of the vacancy and shall elect an Executive Director to serve until the next annual Convention.

SECTION 5. In case an elected advisor is unable to serve out his/her term of office, the state advisors, the Executive Director, and the three state officers' advisors shall select an advisor to serve until the annual Convention.

ARTICLE VI-B

**ANNUAL CONVENTION
STUDENT AND ADULT DELEGATES AND FEES**

SECTION 1. To each annual Convention of the Association, each member council shall be permitted to send two students from its membership as official voting delegates and each of these delegates shall have one vote. The Secretary school may determine the number of additional representatives, if any, a member school may send. A Student council advisor must accompany each delegation except in extreme emergencies, than a member of the school faculty must be the substitute.

SECTION 2. An official Student Council sponsor/advisor shall be defined as the adult in charge of the active direction of a Student Council on a continuing basis.

SECTION 3. The official advisor of any OASC ember school shall register his/her name when the delegation from his/her respective school is registered to attend the OASC annual convention. He/She is to have a name badge that indicates he/she is the active advisor of his/her school's Student council. Only registered official advisors may vote at the annual advisors' meeting. Two advisors may attend the annual meting but will have only one vote between them; one shall act as the official advisor.

SECTION 4. The annual convention fees to be paid by each person attending the annual Convention shall be determined by the Secretary school and approved by the Executive board. Income from this source shall be paid to the Secretary school, who shall assume full responsibility for the expenses of the annual Convention. A financial report of the convention shall be filed with the Executive Director by February 1st and a complete convention report is to be sent by the secretary school to all member schools which attended the annual Convention by the first of April immediately following the convention. After all the bills for the annual Convention have been paid, 70% of the remaining funds shall go to the secretary school and 30% to the OASC. Of the 30%, 20% will be used for general OASC funds and the remaining the 10% is to be allocated and split evenly between the current year OASC student officers' expenses.

**ARTICLE VII-B
ANNUAL CONVENTION-STUDENT COMMITTEES**

SECTION 1. At each annual convention the President shall appoint the following committees: (a) a committee on resolutions. (b) a committee on suggestions and improvements, (c) a committee to conduct the election of officers. The findings of the above committees shall be reported to the delegates at the close of the annual convention, submitted to the Executive Director, and published in the OASC newsletter.

SECTION 2. Each of these committees shall consist of a minimum of five members. Each member must be an official delegate to the convention. Within each committee, no school may be represented with more than a

single delegate. The advisor for the committee on Resolutions and the advisor for the committee on Suggestions and Improvements shall be appointed by the president. The advisor of the Election committee shall always be the Second year Advisor.

**ARTICLE VIII-B
ANNUAL CONVENTION-ADVISOR COMMITTEES**

SECTION 1. Each year at the annual Convention, a nominating committee of three member advisors shall be appointed by the Third year Advisor. The Nominating Committee shall prepare a list of nominees for the position of first year advisor. Additional nominations may be made from the floor. Neither the list prepared by the nominating Committee nor any nomination from the floor shall require a second.

SECTION 2. Each year at the annual Convention, a budget committee of three member advisors shall be appointed by the third Year Advisor. The Budget Committee shall prepare a budget for the following year which shall be presented for approval, revision, or rejection at the annual advisors' meeting.

SECTION 3. Each year at the annual convention, an Auditing Committee of three member advisors shall be appointed by the Third year Advisor to audit financial records with the cooperation of the Executive Director and to report findings to the annual advisors' meeting.

SECTION 4. Each year at the annual convention, a workshop committee of five member advisors (three of which must have served on the BASIC Workshop staff) shall be appointed by the Third year Advisor to aid the adult members of the Executive board in the selection of the Workshop Director and Workshop format.

**ARTICLE IX-B
PARLIAMENTARY PROCEDURE**

SECTION 1. Robert's Rules of Order shall be used in the interpretation of parliamentary procedure at all official OASC meetings. These rules apply in all areas with the exception of means of debate of an amendment to the constitution or by-laws. The procedure to be used is outlined in Sections 2 through 9 of this article.

SECTION 2. The debate of an amendment to the constitution or by-laws shall be done by using the following system:

- I. Presentation of the amendment by the author (3 minutes)
- II. Seconding of the amendment
- III. Questions to the author of the amendment (5 minutes)
- IV. Amendment process
- V. Proponent and opponent speeches (5 minutes each side alternating)

- VI. Summation of the bill by the author (2 minutes)
- VII. Vote

SECTION 3. The author, during the "Presentation of the Amendment," may explain his/her amendment, but at no time may he/she debate the amendment. If he/she should start to debate the bill, a member should point this out by calling Point of Order. If he/she finishes before his/her 3 minutes are up, he/she may yield the time to questioning, or he/she may wish to wave the time in which case the time is forgotten and not added to the questioning period.

SECTION 4. The amendment must have a second before it can be considered and this is done during the "Seconding of the Amendment" period.

SECTION 5. In the "Questioning of the Author" period, a member raises his/her hand until recognized by the chair. He/she rises and states clearly his/her last name and the city/school, which he/she represents. If this is not done, members should point this out, via point of Order, whereas the questioner must be seated and regain recognition. A member may ask one and only one question per recognition. The chair is bound to recognize the members who have not been previously recognized before recognizing members who have already asked a question or been recognized.

SECTION 6. From the presentation of the amendment until after all the questioning is done, amendments may be made. These amendments to the amendments must be on official OASC amendment forms, After all questioning is over the chairman asks for all amendments. The main amendment process is now over. The chairman gives the amendment to the secretary who reads the amendments twice to the delegates. The process of debate follows the following outline:

- I. Presentation of amendment by author (3 minutes)
- II. Seconding of amendment
- III. Author's Pleasure (If the author of the original bill wishes this amendment to be added, it is added without further delay.) If he/she wishes it to fail, the process is continued.)
- IV. Questioning of the author of amendment (5 minutes)
- V. Proponent and opponent speeches (3 minutes each side, alternating)
- VI. Summation by the author of amendment (2 minutes)
- VII. Vote

The process continues until all amendments are taken care of.

SECTION 7. Proponent and opponent speeches come after the amendment process. Each side (proponent, opponent) has five minutes to discuss the amendment. The chair proceeds to ask for members who wish to speak for the amendment. They proceed to be recognized and go

up front. The number of speakers are divided into the five minutes so that each speaker has exactly the same amount of time. (Example-five members with to speak so each speaker has one minute.) The chair then gathers members who wish to speak against the amendment. The outline is the same as for the proponent speakers, when the slots are allotted it shall be proponent, opponent, proponent, opponent, etc. until all speakers have spoken. A person may yield his time if he/she does not wish to speak. He/She simply states 'I yield my time to or "I waive my time.' The person who receives the added time can use it when he/she speaks, or if he/she has spoken, he/she may use the time at that moment. Time is the only limit on proponent and opponent speakers, NOT the number of speakers.

SECTION 8. The author then has two minutes in "Author's Summation" to do whatever he pleases, be it debate, question and answers, summation, etc.

SECTION 9. The voting delegates, not the entire delegation, then vote on the amendment.

ARTICLE X-B DISTRICTS

SECTION 1. There shall be districts of the OASC whose boundaries shall be defined by the Executive Board. The purpose of these districts shall be as follows: (a) the betterment of inter-school communications and relations, (b) the assistance in OASC business.

SECTION 2. Each district shall file semi-annual reports of business with the Vice-President of the OASC.

ARTICLE XI-B DELEGATES TO NASC

The Associations' official delegates to the National Association of Student Councils convention shall be determined each year as follows:

SECTION 1. The three newly elected officer schools, the Second Year State Advisor, the Associate Advisor/First Year State Advisor, and the Executive Director shall be delegates.

SECTION 2. The schools may be qualified to be delegates by secret ballot vote after placing their names in nomination through written correspondence with the secretary school. There will be no nominating or seconding speeches. The delegate school shall submit a letter of commitment to attend the NASC Convention signed by the principal and the advisor. This letter shall be submitted to the secretary school along with the registration forms to the annual convention. The maximum number of delegates shall be determined by subtracting six (the number of delegates provided in Section 1) from the quota allowed OASC by NASC. A list of schools shall then be made according to the number of votes received, and delegate schools shall be selected in order of highest votes

until the new quota is filled. This list accompanied by the ballots cast from all schools must be turned in to the Executive Director immediately after the election by the Second Year State Advisor.

SECTION 3. Only those schools who were members of NASC and OASC the previous year may be eligible for the nomination.

SECTION 4. The name of any school that does not qualify under Section 3 will be automatically dropped from the elected list.

SECTION 5. No school may serve as a delegate to the NASC Convention in two succeeding years, with the following two exceptions: Exception 1: If the school is authorized to serve as delegate by the terms of Section 1 of this Article, it may accept that position; Exception 2: Schools which serve as delegates to the NASC Convention may apply to serve in the same capacity in the following year; however, these schools may receive delegate positions only after the provisions of Section 2 of this Article have been fulfilled, such delegate positions being filled according to the number of votes received.

SECTION 6. If, after the provisions of Section 2 and Section 5 (renumbered Section 4) of this Article have been fulfilled, additional delegate positions to the NASC Convention remain unfilled, other schools, which qualify under Section 3 of this Article, may apply for the positions in writing to the executive director, and they will be accepted on a first come/first served basis.

**ARTICLE XII-B
OASC MEMBERSHIP FEES**

SECTION 1. Each member school shall pay an annual membership fee to the Executive Director. Fees will be set by a vote of the advisors at the Advisors' Annual convention business Meeting after due considerations of the reports of the Executive Board, the Budgeting & Auditing Committee.

SECTION 2. Schools failing to pay dues shall not be eligible to attend the annual convention or the workshops.

**ARTICLE XIII-B
DISBURSEMENT OF MONIES**

SECTION 1. The Executive Director to defray the expenses of the Association shall use all OASC funds received.

SECTION 2. Any expenditure not authorized by the budget must be approved by the Executive board.

**ARTICLE XIV-B
PROBATION**

SECTION 1. If any student is expelled (sent home) from an OASC activity or from a NASC activity for violating the rules, his school shall be placed on probation for one year, beginning with the last date of the infraction,

during which time the school shall be prohibited from participating in any activity sponsored by the OASC or the NASC. The director of the activity shall use registered mail to notify the principal and the parents of the infraction.

SECTION 2. If a member school wishes to appeal the decision of their council being placed on probation, they must request an appeals hearing by certified mail within thirty (30) days of the date their council was placed on probation to the executive director of the OASC. A panel which will consist of two (2) existing executive board members and three (3) past executive board members or student council advisors of member schools which have actively participated in OASC activities over at least five (5) years.

The selected panel will hear argument for or against an appeal. The panel has the right to uphold or deny the decision of probation. The selected panel's decision is final. The selected panel's decision will be mailed by certified letter to the appealing school within ten (10) working days from the date of the decision by the executive director of the OASC.

ARTICLE XV-B

OFFICER & ADVISOR PLAQUES

SECTION 1. The OASC shall purchase plaques/trophies for each state officer for their year of service and dedication to the Association and shall be presented to them at the annual convention. They should be purchased/presented by the Executive Director of the Association or his/her designee.

SECTION 2. The OASC shall purchase plaques/trophies for each state advisor at the completion of their year of service to the Association. The presentation shall be made at the annual convention with the Vice-President of the Association presenting the award. A similar plaque/trophy shall be presented to the Executive Director upon leaving his/her position. That presentation shall be at the annual convention with the President of the Association presenting the plaque. These plaques should be purchased by the appropriate OASC officer.

ARTICLE XVI-B

HONORARY MEMBERS

An honorary member of the Oklahoma Association of Student Councils shall be any person who has served on the summer BASIC and/or ADVANCED Staff and who no longer serves as a student council advisor. An honorary member may attend all OASC functions and meetings, may serve on committees, may vote during meetings, but he cannot hold any elected position on the OASC Executive Board. If a person is inactive with the OASC for more than 3 consecutive years their honorary status shall be revoked.

ARTICLE XVII-B

REMOVAL OF STATE OFFICER OR ADVISOR

Any member of the Executive board who displays behavior that is considered inappropriate by any member of the OASC Executive board will be brought before a special meeting of the OASC Executive Board. The accused member shall be afforded every reasonable opportunity to offer a defense. A motion to remove the member shall be approved only with the affirmation of 2/3 vote of the board present and voting. If removal is approved, it shall take effect immediately. The school represented by the impeached student officer shall be responsible for filling the position. The vacancy section previously outlined in this constitution and by-laws will handle replacing of an adult member.

ARTICLE XVII-B

OUTSTANDING HIGH SCHOOL STUDENT COUNCIL AWARD GOLD CHAPTER AWARD OF EXCELLENCE

SECTION 1. The purpose of this award is to recognize any Student Council, which has demonstrated a well-rounded program, and which is active on the local, district, and state levels.

SECTION 2. Any high school student council, which satisfies the requirements established by the OASC Executive Board shall receive the Gold Chapter Award of Excellence, and shall be recognized at the Annual State convention.

SECTION 3. The application for the Award of Excellence shall be submitted to the Executive Board of the OASC District in which the school is located.

ARTICLE XIX-B

OKLAHOMA ADVISOR OF THE YEAR

SECTION 1. The purpose of this award is to recognize an advisor who has served outstandingly on the local, district, and state levels. Nominations may be submitted by the following authorities: (a) The Executive Board from an OASC District shall nominate one advisor from its district; (b) The student council of a school may nominate one of its advisors; (c) A student council advisor may nominate an advisor.

SECTION 2. Each nominee must be an advisor of a school student council which is a member of the national Association of Student Council.

SECTION 3. A committee shall be appointed each year by the Third Year Advisor. This committee's responsibility shall be to select an award recipient from the nominees. Ex officio members of the committee shall include the First, Second, and Third Year Advisors, and the recipient of the award from the previous year. In addition the third year advisor shall appoint one advisor from each quadrant of the state as defined by Interstate 35 and Interstate 40.

SECTION 4. The Oklahoma Advisor of the Year will then compete for the NASC Region 6 Advisor of the year. This Award is intended to be an extension of the national Association of Student Council's Warren Shull Advisor of the Year Award.

Suspend Article XI-B, Sections 2, 3, and 5 for the 1995 NASC Conference only.

- A. All schools that are members of the OASC and DASC in 1993 and 1994 will be eligible to have their names placed in a drawing at the 1994 OASC Conference. The school must be present at that convention to be eligible.
- B. The drawing will be held at the last meeting of the advisors during the 1994 OASC Conference.

This only effected the 1986, 1995 NASC Conferences in Oklahoma City-Putnam City North in 1986, and Tulsa-Union High School in 1995.

NATIONAL ASSOCIATION OF STUDENT COUNCILS

The Oklahoma Association of Student Councils is affiliated with the National Association of Student Council. OASC is sponsored by the Oklahoma Association of Secondary School Principals. OASC is affiliated with the National Association of Secondary School Principals.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

National Association of Student Councils (NASC)
Oklahoma Association of Student Councils (OASC)
National Honor Society (NHS)

TO JOIN NASC

Membership in NASC provides your school membership in both NASC and NHS and membership for the advisors in NASAA. Membership material is sent to your principal each spring. Membership provides you with the opportunity to participate in nationally sponsored activities: National Student Council Convention, National Honor Society Convention, Regional Student Council Conferences, National Leadership Camps, National Activity Advisors Convention, Regional Advisors Conferences (Fly-Ins). Membership entitles you to liability insurance for three sponsors, others may be added for additional cost. You will also receive the magazine Leadership.

You may join by calling 1-800-253-7746. This number will also get you any of the DSA offices.

The address is **NASC, 1904 Association Dr., Reston, VA 20191.**

THE NATIONAL STUDENT COUNCIL CONVENTION

The convention is held annually in late June. It is a five-day convention. The registration rate is subject to annual review and change.

The conventions feature nationally known motivational speakers, nationally known speakers from the world of business, show business and sports. Student led discussion groups, entertainment based on local attractions, and a community service project are all annual events. It is an excellent opportunity for students and advisors to interact and connect with other students and advisors. Students are housed in host homes; adults stay in local hotels. Registration fee does not cover transportation or pre-trip.

WARREN E. SHULL ADVISOR OF THE YEAR

This is sponsored annually by NASC to recognize the state, regional and national advisor of the year. Oklahoma has been participating in this program for many years. To nominate a colleague for the state advisor of the year, please see the Advisor of the Year Nomination Form. The Oklahoma Advisor of the Year is named yearly at the Annual State Convention.

DISTRICT WORKSHOP GUIDELINES

The Oklahoma Association of Student Councils exists to establish a closer relationship between student councils in the various Oklahoma communities, to facilitate inter-council cooperation, to encourage the

extension of student participation in school government, and to provide vital and practical experience in leadership for members. State level activities include the summer workshop, the state convention, and activities for advisors. In addition, the state is divided into districts. Each district conducts its own activities, including annual workshops in the fall and spring.

Guidelines for a good district workshop:

PRE-REGISTRATION:

Host School establishes the date for the meeting. Host school notifies the District Advisor and district schools as soon as possible.

Host School mails the information and registration forms to schools in the district. Include in the mailing the following information:

- Description of highlights planned
- Map of school and map to schools from nearby highways
- List of discussion topics
- Explanation of theme
- Location in school of the registration tables
- Registration form, including costs, deadlines, etc.

REGISTRATION DESK:

- Provide simple and inexpensive packet (may be just a folder) which includes a program, trinket (which may be acquired from local businesses and merchants) and a list of schools attending.
- Have Name tags (pre-made or let delegates make their own)
- Hall and building guides to direct delegates.
- Welcome and directional signs throughout the building
- Provide an informal gathering place with simple refreshments while the delegates are arriving
- List of workshops and rooms
- Conference evaluation form

PROGRAM:

Usually the format is close to the following:

GENERAL SESSION—Music, introductions, Keynote Speaker (about 1 hour)

DISCUSSION GROUPS—Two 45-minute sessions in morning

LUNCH AND ENTERTAINMENT—1 hour

DISCUSSION GROUP—One 45-minute afternoon session.

BUSINESS MEETING—May elect new officers, may include closing remarks from speaker.

LEADERSHIP DEVELOPMENT

There are always things to think about when you start to plan a workshop or retreat.

ADVANCED PLANNING

- Decide how long the workshop will be and when it would work the best:
After school, half day, full day, weekend, overnight
At school, community building, camp facility, a church facility
- Check on facilities and other logistics:
Time off of school for sponsor and kids, food, area, supplies, helpers,
Etc.
- Select what time of year the workshop will be:
The beginning of school, before school starts, middle of the year energizer
- Decide who will be participating
- Executive officers, committee chairs, all members

DIRECT PLANNING

- Compile any packets or materials to be presented
Project planning sheets, materials for session, schedule
- Make any signs needed:
Welcome signs, a large schedule for all to see
- Determine a schedule of activities. It will help things run much better if you know exactly what needs to be done and know who will run each activity.

THINGS TO CONSIDER

The biggest thing to remember about workshops is to be organized and try new things. Most people have had some experience with this sort of thing at one time in their lives. There are a ton ideas that you can get from other leadership camps, church camps, business retreats, and other

experiences. There are numerous books on games and activities that are designed to teach these different skills. If you are open to suggestions there are endless places to receive them.

BEFORE SCHOOL WORKSHOP

12:00-12:15	Welcome/Registration/Name Tags
12:15-12:30	Opening Remarks (Goals for the workshop)
12:30-1:30	Boundary Breakers Name Tag Game, Sears and Roebuck, Human Scavenger Hunt, & Do You like your Neighbor
1:30-3:00	Brainstorming to set goals for the year Small group to brainstorm, then compiles best ideas
3:00-3:15	Break-restrooms and snacks
3:15-4:15	Meeting Skills Talk about members role in a meeting and Discuss what an effective meeting is— Headband Meeting Activity
4:15-5:00	Activities using teamwork, problem solving, and communication, number races, toobers and zots, knots
5:00-6:00	Dinner
6:00-7:00	First 'real' business meeting
7:00-8:00	Group Dynamic Activities Straw Towers, Trust Activities
8:00	Clean up and go home

**WORKSHOPS ARE GREAT WAYS TO
BUILD UNITY IN YOUR COUNCIL AND
TEACH STUDENTS SKILLS NEEDED TO**

BE GOOD LEADERS.

PROJECT PLANNING

Projects are the “talk put into action” of the student council. They should grow out of specific purposes and goals and from genuine student interests, needs and concerns. Successful projects are well planned and evolve in an organized and sequential manner. The basic steps listed here are applicable to almost every student council project.

PROJECT SELECTION

- Have a believable and believed-in purpose. Don't propose projects simply to make money or for something to do without a meaningful connection to members of the school and to group goals.
- List general areas for projects (social, fund-raising, school spirit, service, etc.) and propose activities in each area through brainstorming or student interest surveys.
- Review previous year's project lists and evaluations.

PROJECT PLANNING

- Establish specific project goals.
- Seek proper approval and support of the student council, advisor and principal.
- Select project chairpersons and establish committee.
- Prepare a time-line and responsibility chart.
- Design a project budget. Itemize as much as possible and be sure to obtain council and/or advisor approval. Make a reasonable estimate of profits.
- Determine physical facility needs and seek use permits.
- Determine the kind of publicity needed and publicize through all appropriate channels.
- Obtain faculty or administrative supervision if necessary.

PROJECT EXECUTION

- Double-check all arrangements for rooms, materials, speaker, etc. Make sure to check on such things as cash boxes, keys to rooms and lights.
- Remain cool-headed when minor things go wrong. Stressing out won't help.
- Keep and file records of everything to help future committees.

- Thank everyone who helped with the project. Written thank you letters are especially nice.

PROJECT EVALUATION

- Focus evaluation on group cooperation, time pressure, and clarity of purpose, specific problems, etc.
- Include attendance figures, costs, hours expended and sources of supplies.
- Recommend how project could be improved
- Evaluate project publicly.
- Prepare and file a written evaluation for future use.

Q

Quality vs Quantity

*“People may have the most dazzling talents,
but if those talents are scattered upon many objects,
they will accomplish nothing.”*

The only time that quantity is more important than quality is when you're brainstorming. Even then, those numerous ideas are evaluated for merit at the end of the process. Quality should be the number-one concern in all your organization's activities.

QUALITY OF PROJECTS

Your project should...

- Be fun for everyone
- Never embarrass anyone
- Be creative
- Highlight the various talents of the student body, not just the athletes or leaders
- Not disrupt the learning process
- Be well publicized in tasteful ways
- Be accessible to everyone (cost, participation requirements, and location should not eliminate anyone)
- Be determined by the needs and desires of the total school population.

QUALITY OF PRODUCTS

When you raise funds, be sure your products...

- Are useful to the consumer
- Support the learning process
- Won't disrupt classes
- Won't break school rules
- Are made of good materials
- Are worth the price
- Are backed up by the company

- Are attractive
- Contain no spelling errors or flaws

STUDENT INVOLVEMENT

Balloon day	Challenge of the classes
Harvest solo dance (girl ask guy)	Evening pep rally
Ice cream mixer	Homecoming balloons
Howdy dance	Pumpkin-grams
Big Buddy Lunch/Week	Bonfire
Battle of the Bands	Halloween carnival
Inner tube Water Polo	Masquerade dance
Rock-a-thon	Spook-o-grams
Mash Bash	Legs contest
Hi Week Dance	Kiss-a-pig contest
Club sign-up day	Baskin-Robbins Race
Summer reflections dance	Turkey of the Week
Powder Puff football	Harvest Hop
Back-to-School Dance	Sports Award assembly
Inter-squad game/dinner	Spirit Chains
Jamboree	Turkey games
Beach party	Student Appreciation Day
Soap scrimmage	Intramural football game
Watermelon bust	Turkey-for-a-day Contest
Back-to-school swim party	School Olympics
Freshman/Senior mixer	Greased pig chase
Powder puff football	Hall dance
Pep assemblies	Holiday dance
JV vs. Varsity football game	Candy cane lane
Spirit weeks	Take-a-picture with Santa
Opponent dinners	"Snowball" dance
Fall sports meeting	Clone dance
Hi week dance	Christmas kisses
Tug-o-War faculty vs students	Holiday gram
Skit night (pep rally)	Santa look-alike contest
Sell spirit	Exam Dance
Attendance at Football games contest	Color Day
Mud volleyball	Secret pals
Homecoming dance	Snow contest
Pumpkin contest	Punk dance
Hay ride	Snowman-building contest
Halloween/Harvest dance	Mr/Ms Irresistible contest
Great pumpkin contest	Donkey basketball
Haunted House	Mr. School (Muscles)
competition	

Sell Homecoming ribbons
Luau
Pumpkin sculpture
Challenge of the sexes

MORP
Snow sculpture contest
Toga Dance
Singing Valentines

CLUES FOR STUDENT COUNCIL PROJECTS AND ACTIVITIES

PURPOSE: It is through projects and activities that a student council accomplishes its purposes—and objectives.

EXAMPLE: Purpose: To promote school spirit
Projects: Sponsor pep Assemblies, spirit week

Purpose: To promote good citizenship
Projects: Citizen of the Month Award, Sponsor School Elections

FIVE-POINT SELECTIVE TEST

1. Effectiveness: how effective will the project be in meeting our goal?
2. Implementation: How easy will it be to do the project?
3. Time: How long will it take?
4. Cost: How much will it cost?
5. Can we get permission to do it?

The projects that score best on the five-point test are likely to be the best choices.

GETTING PROJECTS MOVING

Translating an idea into an exciting and stimulating event is a difficult task that requires planning, caution and foresight. At many points along the way, something may go wrong to hinder the success of the effort. However, if a committee proceeds carefully, it can usually work out any problems it encounters. Here is a checklist that will help get the projects off the ground.

1. Establish project goals.
2. Make sure the project has received approval and full support of the Council.
3. Clear the project with the Principal before any planning or organizing begins.
4. Determine exactly what the Council wants the committees to do. The committees should work from written instructions.
5. Work with the Treasurer in designing a project budget and ways to cut costs.
6. Prepare a time line and responsibility chart for members. Make sure everyone understands the assignments.
7. Publicize the project through appropriate channels.
8. Secure necessary physical facilities.
9. Obtain adult chaperones if necessary.
10. Submit periodic reports to the Council officer in charge of reports.
11. Develop a list of phone numbers and addresses to help future committees.
12. Implement the project! If more help is needed, ask for it!
13. Clean up after the project.
14. Pay bills promptly and submit all records of financial activity to the Council Treasurer.
15. File an evaluation report. State how well the objective was met.
16. File a complete project report in council records. As you think of ways to “do it better next time,” write them down immediately for future reference in the files.

TIPS FOR MANAGING YOUR LIFE AND YOUR TIME FOR SUCCESS

Write goals. Plan ahead with calendars. Get organized. Block interruptions. Handle decisions. Delegate everything possible/practical. Measure achievement. Believe you can do better. Work faster/smarter.

1. Schedule quiet time for planning and setting priorities.
2. Begin with attainable goals, activities. Write them down.
3. Decide what should be done, in what order.
4. Survey your normal time schedule. Analyze it.
 - A. Determine how much unassigned time you have. Use it more effectively. Be early for meetings and appointments.
 - B. Recognize time-wasters. Avoid them.
 - C. Group similar activities together—telephone, letters, errand, etc.
 - D. Identify your most creative/productive time of the day and protect it. Make appointments with yourself. Assign yourself objectives.
5. Write out specific goals: Intellectual, physical, spiritual, social, family, financial, business, personal, etc. List activities to reach them.
6. Use “To do” lists—daily, weekly, and long-term. List jobs as #1, #2, and #3.
7. Schedule blocks of time to make significant progress on the most important goals. (Reduce/avoid distractions-interruptions.)
 - A. Carry a list of “instant tasks” to be done.
 - B. Plan each day the evening before; write plans on a goal sheet.
 - C. Do the most important tasks first.
8. Do one thing at a time—resist detours. Follow the schedule.
 - A. Break down large/unpleasant jobs into manageable units.
 - B. Establish starting times, dates, review times, completion times, deadlines. Do it right the first time.
9. Plan for the unexpected. Don’t schedule every minute of each day.
10. Learn to say no -- to the phone, to salespeople, to family, to church, to community, to friends and don’t feel guilty. Don’t hold unnecessary meetings.
11. Use sleeping time to let the subconscious work. (Keep paper and pen by the bed.)
12. Delegate activities, assignments to associates and friends. Ask people for help and give personal recognition for their achievement.
13. Use follow-up systems. (Keep goals in focus.)
14. Commit yourself to others (as well as to yourself) to get things done by the deadline. Don’t leave something until it is done.
15. Determine what things can appropriately be put off, ignored.
16. Recognize the 80/20 people. (Eighty percent of the work is accomplished by 20 percent of the workers.)

17. Handle each piece of paper as few times as possible. Limit the time spent with phone calls. Use a detailed filing system (but one that you can work with).
18. Make every second count. Set deadlines, and meet them.
19. Be sensitive to the time, needs and wants of others.
20. Concentrate on the best use of time, activity, and goal selection right now. Do it!

A PLANNING GUIDE

IDEAS FOR DEVELOPING A MASTER CALENDAR

The Yearlong Planner is the master schedule of activities and the assigned use of specific school facilities. The purpose of the Yearlong Planner is to avoid overlapping use of school facilities or excessive clusters of conflicting activities. An administrator, office secretary or advisor is in charge of the Master Calendar.

Requests for activities from the Council should be submitted to the administration, office secretary or advisor on a "Master Calendar Activity Request" form at least two weeks prior to the activity. Once these forms are processed, conflicts will be avoided.

It is necessary and important for everyone in the school to have calendar information. Monthly calendar information can be posted on a Council bulletin board, in the faculty lounge, in the library, in the cafeteria, and in other areas to reach people. The Council should make every effort to keep the school community aware of activities. All Council Representatives should be keeping up-to-date calendars in their notebooks. Included in the calendar should be dates, locations, times, activities, and appropriate information.

HOW TO PLAN AN ACTIVITIES CALENDAR

PURPOSES:

- To get goals translated into projects;
- To save time involved in replanning every year;
- To focus on participants;
- To assign specific duties/jobs;
- To organize planning;
- To set out details;
- To make better use of facilities;
- To delegate work evenly; and
- To help staff understand what's happening.

PLANNING AN ACTIVITIES CALENDAR:

- Structure for a three-week period;
- Meet with the Council advisor and the Committee to brainstorm ideas and arrange details of activity;
- Arrange details in a logical order; and
- Assign dates to each item and write them on the calendar.

PUTTING IT ALL TOGETHER:

- Include large blocks for each day on the calendar;
- List dates on the calendar;
- File the calendar under the activity;
- And review the calendar for revisions for next year.

A PROJECT PLANNING OVERVIEW CALENDAR FOR THE YEAR

MONTH	GOAL	PROJECT	EST DATE FOR COMPLETION
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AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

HOW TO BUILD THE PARTS TOGETHER

The beginning of the school year is the time for initial student involvement in organizations, the setting of goals for the year ahead and the selection of those projects that can be successfully.

PREPLANNING (GETTING ORGANIZED)

- Set-up a Master Calendar of meetings and activities
- Get together and discuss plans (align projects with purposes of THIS Council, THIS YEAR).
- Study the Constitution, the system or organization, the qualifications and philosophy of the Council, membership, and the election procedures.
- Act as guides for new students for the first few days of school.
- Appoint Standing Committees.
- Put tentative dates of projects for the year on the Master Activities Calendar.
- Submit budget plans to the Principal.
- Arrange an orientation session of old and new officers.
- Teach the Interaction Method and Parliamentary Procedure to members.
- Set up Council files: include all relevant information currently in the files.

SEPTEMBER (GET MOVING)

- Pre-planning: goals, committees, duties, master Calendar of Meetings and Activities
- Plan Citizenship Day Activities (September 17)
- Election: council delegates, installation of Council, class officers, new student involvement in committees.
- Prepare first meeting: purposes, goals, organization, budget, etc.
- Teach: Basic parliamentary procedure, agenda, minutes, good reporting and recording, review Constitution, begin Council scrapbook.
- Hear reports: summer conference delegates, officers' objectives and concerns.
- Pay dues to NASC and OASC.

- Distribute school handbooks.
- Publicize school motto, code of conduct, traditions, etc. Choose a theme.
- Conduct Workshop: committee chairpeople, committee advisors and council representatives.
- Hold a Welcome and orientation Assembly/open House for parents
- Make a list of known student recognition programs and disseminate to student body.

OCTOBER (KEEP MOVING.)

- Work on pride campaigns and anti-vandalism-anti-violence programs.
- Plan for Homecoming and alumni involvement
- Plan United Way Drive/set School spirit Week
- Plan Red Ribbon Week
- Plan social activities: safe sane Halloween, dances
- Plan November leadership Conference, select delegates if not already done so for State Convention
- Hold a pumpkin-decorating contest

NOVEMBER (REALIZING SOME OBJECTIVES)

- Reevaluation of documents (code, constitution, regulations)
- Leadership Convention
- Safety campaign
- Scholarship promotion
- Observe Spirit of Thanksgiving
- Canned Food Drive
- Project Redirectory
- Teach Problem-solving techniques
- American Education Week

DECEMBER (INVOLVEMENT)

- Plan January elections for officers (if needed)
- Plan holiday decorations, social activities, projects, etc.
- Evaluate progress
- Plan awards for Honor roll students
- Teach concepts of Brother/Sisterhood; how to plan activities for all students

JANUARY (MID-YEAR RENEWAL)

- Hold special event for Honor roll students
- Hold election of officers and representatives for spring semester (if needed)
- Evaluate council contributions to school life and purposes set in September
- Plan school improvement activities
- Stress citizenship and responsibilities for the month
- Prepare for mid-term exams

- Plan secret pal activity with principal, teachers, staff and council members

FEBRUARY (CARING FOR OTHERS)

- Hold a Valentine Dance
- Plan Parent Appreciation Day
- Sponsor a student-faculty event
- Sell Valentines and involve a student messenger service/Valograms
- Plan Principal Appreciation Day
- Stress citizenship responsibilities
- Hold student council week
- Elect delegates for exchange program

MARCH (PARTICIPATION IN SCHOOL LIFE)

- Begin orientation for fall students. Visit feeder schools. Stress opportunity for student participation. Invite younger StuCo members to breakfast, tour of school, etc.
- Carry out special projects
- Conduct a clothing drive
- Plan and hold annual money raising project
- Set an All School talent show

APRIL (CLEAN-UP AND EVALUATION)

- Hold clean-up, paint campaign
- Plant trees
- Plan elections
- Set community
- Hold a career information night
- Review constitution for revision
- Get set for Annual Awards Day

MAY (ENDINGS AND BEGINNINGS)

- Hold elections of officers for fall
- Make sure delegates have signed up for summer workshops
- Have a meeting of old and new officers
- Discuss calendar, budget
- Awards day
- Have end of year dance
- Complete the Student Council scrapbook
- Review orientation folder
- Evaluate projects and entire year
- Plan the calendar for the next year
- Visit feeder schools

JUNE (THE END IS NEAR)

- Plan a council picnic
- Give a staff appreciation party
- Schedule summer meetings

COMMUNITY SERVICE PROJECTS

SENIOR CITIZENS PROM

Plan, decorate, and provide food and a DJ for a prom for area senior citizens. The dance can be held in the school cafeteria. StuCo members act as hosts and dance partners for the senior citizens.

OPERATION SNOW SHOVEL

The council contacts the community senior citizen center and volunteers to shovel snow for free for listed senior members. This helps create a bond with the elderly and the youth of the school.

PLANT A TREE

For Environmental Awareness Week, each club plants a tree on campus. The art club makes a landscaping sketch that shows the location of the new tree along with the name of the club that plants it. This sketch can be displayed in the library.

TUTOR-ADOPT-A-KID

Select a high school student who is an “invisible” or uninvolved student as a partner to help tutor elementary students. The elementary students are selected by the faculty.

VETERAN’S DAY SERVICE PROJECT

Collect items to make up “comfort kits” for patients at the Veterans Hospital. Kits include toothpaste and toothbrush, soap, razor, comb, stamps, tissues, pen, and socks. The student body donates these items. NHS members decorate the kits and write poems and messages to the patients, visit patients at the hospital, and present the kits.

SAFE TRICK OR TREAT

Clubs decorate rooms and youngsters come to the school, going from room to room for tricks and treats.

ADOPT-A-STREET

Four to six times a year, students clean up a one-mile area near the school. This project is coordinated with the city Parks and Recreation Department, which provide street signs that, credit: “Adopt-A-Street, Student council, Your School name.”

TURKEY TROT—CANNED GOODS DRIVE

Donations of canned goods to enter faculty-student races and homeroom relay races. Teams compete in competitions that are games of chance and teamwork. The three teams with the highest scores are awarded trophies and ribbons. This activity is open to the public—admission is six aluminum cans. The cans are recycled, and money raised is donated to a local charity.

STAFF APRECIATION

DECORATE THE FACULTY LOUNGE

Fill the teacher’s lounge with banners, or other decorations for special occasions. At the beginning of fall, make a huge tree with every teacher’s name on the leaves. Decorate for Halloween, Thanksgiving, Christmas, Valentine’s Day, Easter, Teacher Appreciation Week, and spring. Include small treats on a regular basis...for some reason teachers ALWAYS LIKE CANDY!

EXTRA PAY DAY

Give each teacher a PayDay candy bar with a note to “Have an Extra pay Day on us!” You could also do this with \$1000,000 bars.

THANKS FOR HELPING US GROW

In the spring give each teacher a small shovel with a package of seeds attached with ribbon and a card that says, “Thanks for helping us grow!”

WELCOME BACK TO THE JUNGLE

To welcome the teachers back to school make a “Welcome Back to the Jungle” survival kit for each teacher. Decorate pastel bags with palm trees and jungle animals and included such things as trail mix, aspirin, pencils, etc.

G.O.F.R.

Before school starts, on one of the teacher work days, Student council members come to school to help teachers clean their desks, stack books, file, or other things they need help with to get school started. This creates a good start to the new year, and introduces the Student Council members to the staff.

BUSINESS CARDS

Print business cards for each member of the faculty with the school logo, teacher's name and title, if appropriate. Thank them for being "professionals."

SPIRIT DAYS

For the various spirit days, make sure that the members of the support staff are informed about what is going on. They like to participate too! When there are special color days, have a special color for the cooks, custodians, etc. This makes them feel more a part of the school community.

FUNDRAISING

MARATHON CAR WASH

Everyone is given pledge sheets to get a pledge for every car washed. Don't count any more than 100 cars, for if someone pledged 5 cents, it would cost them no more than \$5.00. Advertise and collect pledges for two weeks. Approximate profit=\$800.

GRADUATION VIDEOS

Use a camcorder to videotape your graduation ceremonies. Make copies on 1/2" videotape (using two VCRs), then sell them for about \$10 each. Buy tapes in bulk for \$3. All tapes are preordered and prepaid. Average about 40 sales per class of 100 students, which equates to 40 hours of taping time. Parents are contacted in June to pick up the tapes in the school office.

GAME SHOW NIGHT

The student council stages a three-part show, each featuring a popular TV game show (Win, Lose, or Draw, the Dating Game and Faculty Feud.) Students host the shows, and

students and faculty serve as contestants. A student band plays between segments. There are no production costs; all ticket sales are pure profit.

LOVE BUD SALE

Just prior to Valentine’s Day, each “love bud” (carnation) is purchased by any member of the student body from the sponsoring organization. An announcement card is purchased on which you write a message to the recipient of the bud. On the back, you write the recipient’s name and homeroom then place it in a box in the student activity office (or other designated area). The organization then purchases the number of carnations needed. The school hallways are awash with pink, white, red, and yellow flowers. This is a great moneymaker that is easy and fun.

LUNCHBOX AUCTION

Each StuCo member brings a box lunch that will be auctioned of at an assembly. Students and teachers bid on these lunches. The highest bidder gets to choose which StuCo member gets to eat the lunch. Each box may go for as much as \$15-\$20.

PROJECT PLAN

PROJECT NAME _____

DATE _____ **TIME** _____ **PLACE** _____

CHAIRPERSON _____

COMMITTEE MEMBERS _____

**PROJECT
GOAL**

Let's Clear It.

StuCo Advisor _____ School Calendar _____ Administration _____

Let's Publicize It.

Posters _____ Daily bulletin _____ Newspaper _____ Radio _____

Let's Get It Done.

Budget _____ Purchase Orders _____ Job Assignments _____

Let's Make A Time Line.

Let's Get help.

Custodial _____ Faculty Supervision _____ Parent supervision _____

Let's Get The Equipment.

Table/chairs _____ podium _____ PA System _____ Lights _____
Cashbox _____

Let's Get Supplies.

Scissors _____ Tape _____ Glue _____ Markers _____

Let's Clean It Up.

Take down _____ Pickup _____ Put Away Supplies _____ Return
Equipment _____
Restore rooms _____ Clean up _____ Lights out _____
Doors locked _____

Let's give Credit.

Thank you notes _____ Prizes _____ Recognition _____ Newspaper
Article _____

PROJECT EVALUATION

Project Name _____

Date _____ Time _____ Place _____

Chairperson _____

Committee Members: _____

Project Goal: _____
Was goal attained? If so, how? If not, why not? _____

Organization	yes	no	Comments
• A group effort	_____	_____	_____
• Adequate planning	_____	_____	_____
• Effective Publicity	_____	_____	_____
• Faculty Support	_____	_____	_____

Student Reaction			
• Acceptable behavior	_____	_____	
• Attendance	Good	Fair	Poor

Feedback From Students _____

Unexpected Challenges _____

Successes & Failures _____

Income _____ Expenses _____ Profits _____

Materials & Equipment sources (Be Specific)

GROUP DYNAMICS /ICEBREAKERS

ICEBREAKERS = RISKY BUSINESS

Rationale-i.e., Why do icebreakers?

They literally “break the ice.” People build barriers around themselves as they seek to establish their “space” or territory. Icebreakers help people bring down these barriers in ways that would usually take much more time. For example, if you saw a seriously good-looking guy or girl, it may take some time for you to approach him/her to try to strike up a conversation. Icebreakers give people a reason to speak to one another without having to build up their courage.

Icebreakers also provide ways for strangers participating in a workshop or other activity to learn one another’s names and to establish some common ground by learning something about one another.

Role of Risk-Breaking down barriers is risky business!

Be aware that most Student Council people are by nature high risk people. After all each of them has probably risked defeat in an election (rather a high risk) just to be involved in StuCo. This needs to be considered when asking participants to do something extremely silly, or when asking just one or a few people of a group to do an activity, OR ESPECIALLY, WHEN ASKING STRANGERS TO CLOSE THEIR EYES OR WEAR A BLINDFOLD.

Remember these statistics: only 30% of the student body participate in most school-wide activities; the converse is that 70% don’t participate. Try to plan activities that will improve these percentages by being aware of the risk factors for most students, many of whom are unwilling to risk anything close to what student council types will risk.

Problem Solving-Don’t do it here!

Don’t mistake problem-solving exercises for icebreakers. Any activity that asks for a group to make decisions or solve any kind of problem or task requires that people focus on the problem solving. This negates the purpose of icebreakers that we mentioned earlier to get people to focus on one another in order to break down their barriers to communication.

GROUP DYNAMICS

THE MONSTER

The group must join themselves together to form a single monster that walks with both hands and feet on the ground. The monster must have one more foot than the number in the group and one less arm. Once the monster is created it must move five feet and make a sound.

TRAFFIC JAM

Put down 10 pieces of paper in a straight line to mark a spot for each person. Add one extra piece in the middle. Members stand on their spot with those on the left facing right and those on the right facing left. Now, using the extra spot (which will move), switch the lines. Group on left will be on the right and vice versa. People can only go forward, and they can jump one person at a time, but only members that are facing them. You cannot jump someone on your own side. As this may take a while to figure out, it is fair to start over as many times as necessary.

ELECTRICITY

Divide the group in half, and have them sit in two rows facing each other. If your group has an odd number, have a volunteer be the coin tosser. Have players hold hands with the teammates sitting next to them. At one end, place an object, such as a can or a cup, in front to the two end players, equidistant from each. At the other end, a coin will be tossed between the two end players. Instruct players to turn their heads toward the object, except the two on the end where the coin is being tossed. The game is played in rounds. A round is won if a team's end player is the first to correctly grab the object. The object should be grabbed if the coin lands on heads. The coin watcher signals heads by squeezing the hand of the person next to him. If the coin is tails, nothing should happen. When players feel a squeeze in one hand, they should squeeze the next player's hand. If the coin is heads and team grabs the object, the "grabber" moves to the opposite end and becomes a coin watcher. The teams shift positions so that the new end player is now a grabber. If the coin is tails and a team incorrectly grabs the object, they rotate the reverse direction. A team wins when it has rotated completely around back to its original position.

HOT LAVA

Read the following directions to group of 7-10 members. (Supplies: start and finish line markers, three 1-foot square carpets or cardboard pieces):

"Your group is stranded on a small island. The island is surrounded by hot lava. The lava will soon rise above the area you are now on and you will all perish. You must get each member of your team safely across the lava to a higher island. You have been left three magic 'lava floats' to assist you. You may walk across using the floats, but the floats may be tossed only 5 feet at a time. You have five minutes to discuss your plan, after which you will have 10 minutes to cross. Remember, if you touch the lava you will be vaporized! Good luck!"

ELECTRIC FENCE

Using rope or twine, set up an obstacle to represent a fence. Instruct the group that they have just escaped from prison and must get over the "electric fence" without getting shocked (touching the fence). It is the responsibility of the group to get all members of their group over the fence. They may not go under. If a member gets shocked as they go over, they must go over again.

TRUST WALK

Divide the group in half. Half the group is to be blindfolded; the other half becomes the leader. One leader then leads one of the blindfolded people around the area. After a few minutes, reverse the roles. Process afterwards by asking questions such as: How did you feel as the leader? How did you feel being blindfolded? Did you trust your partner to take care of you? Did you feel responsible to take care of your partner?

BRIDGE BUILDING

Supplies Needed: Stack of newspapers 15" –18" high for each group, roll of 1" or wider masking tape for each group, 1 capped gallon jug nearly full of water, one 2 LB coffee can nearly full of sand or dirt, box approximately 10-12" wide. Before giving out supplies, give each group of 6-8 members 7 minutes to plan how to build a bridge strong enough to hold the jug or can and tall enough to allow the box to pass under it. (Show them the jug or can and demonstrate that the box will be pushed through long ways, not sideways.) Members may use only the materials supplied. They may come to measure the box or test the weight of the jug, but they may NOT take these back to their site. Encourage them to use their 7 minutes to plan carefully and to make sure everyone knows what s/he is to do—fold paper, tear tape, etc.—as they will have only 3 minutes to build the bridge. After answering any questions, allow them 7 minutes to plan. Give time cues of 3 minutes, 2 minutes, 1 minute, etc. After about 7 minutes distribute materials. Tell them not to touch until you say, "Go." Remind them to work as quickly and efficiently as possible. But—OOPS! You forgot that they cannot TALK (or write notes) at all during the building. Time 8 minutes. Stop after 4 minutes and give a 30-second talk break. Be flexible and give some time cues. Playing music during the building is a good idea. Call time and have someone from each group test their bridge to see if the group has been successful. Processing questions: What happened in the group? How did they communicate? Did a leader or leaders emerge? What roles did members play? What made the successful teams successful? What kept the others from succeeding? What does this teach us about real life situations?

STRAW TOWERS

Supplies: One box of standard drinking straws per group; scotch/masking tape per group. Groups of 6-10 build a freestanding tower using only the materials provided. The tower may not be attached to walls, ceiling, furniture or individuals. The tower may be attached to the floor if desired. Depending on the amount of time available, a time limit 5-15 minutes should be established. No VERBAL communication can be used. The goal is to build the tallest, most beautiful, best-designed freestanding tower. Processing questions: How did the group work together? How did the groups arrive at a building plan? How did the groups communicate? Did everyone participate?

STRAW CHALLENGE

In groups of 8-10, give each member a straw. Ask each member to place the end of the straw against the tip of his or her right index finger. Then ask them to cross their left arms across their right arms and press the tip of their left index finger against the end of their neighbor's straw. Instruct them to move in certain directions challenging them to see how few times they drop straws anywhere in the group. 1) Move in a circle to the left until all students are back in their original positions. 2) Move fifteen steps in a direction from where they are standing. 3) Sit down without dropping straws. Process with these questions: How does the

movement of the person right next to you affect your movement? Were you affected by anyone across the circle? What groups outside the school are affected by actions of people and leaders in the school? How do the actions of one member of the leadership group affect the rest of the members?

HUMAN MACHINE

Divide the large group into small groups of 5-9. Each group must create a machine with moving parts, using only the bodies of the group members. Each group demonstrates its machine, and the other groups try to guess what it is. The machine must reflect something about the purpose and goals of the organization.

HANGUPS

25 minutes, 4-30 people, wire coat hangers, cardboard or construction paper, crayons and markers, scissors, decorative materials, string, and clothesline.

1. Set out materials giving out one hanger to each person.
2. Tell them to make a mobile that tells something about themselves. Their names must be hanging from somewhere on the mobile.
3. Hang them up.
4. Ask each to describe his/hers and explain it.

BRIDGE BUILDING

A team building exercise. Group size-unlimited number of groups of 7-9 members. Materials-2 folding chairs per group.

Each group is to build a bridge using their own bodies. A troll should be able to walk across them. Rules permit 3 feet, 4 hands, and 2 butts to touch the floor and two persons to be seated in the chairs. These are minimum and maximum requirements. (For groups of 10-12, increase numbers by 1.)

MUSICAL CHAIRS

10-20 players. You need a chair for all but one of the players.

Chairs without arms are arranged next to each other in a straight line, alternately facing in opposite directions. Players stand by chairs, prepared to walk in counter-clockwise direction. When music is heard each player will walk around each chair. When the music stops each player will run to the nearest chair. One person will be left without a chair. Instead of taking a chair out, the person will sit in one of the chairs to make the game more challenging.

DRAW A CRITTER

Whole class—30-40 minutes—paper/pencils/crayons—classroom

1. Divide into groups of 3.
2. Each person gets one piece of paper, which they fold into thirds horizontally.

3. Each person uses the top third to draw a head of a critter adding guidelines for the next person to continue drawing the body without having seen the head.
4. Allow 10 minutes for this part.
5. Head is folded inside.
6. Second person complete the body in 10 minutes, then hides for the third person to complete lower portion.
7. Critter can then be colored and named
8. All are displayed.
9. Can be used to start a writing assignment.

FASCINATING FEUD

15 minutes. Unlimited amount of people. Copies of the following story. Each story should be cut into strips of one sentence.

1. Give a complete set of strips in an order that forms a story with a beginning, middle and an end.
2. They are not to start until you say go.
3. Explain that each member must place his own strip in the story. Other group members may contribute suggestions and advice. The story must make sense all the way through.

Set a time limit.

4. Say go.
5. Process how the group worked together. (Some groups will finish ahead of the others. Allow all to finish.)

The Trembles and the Prickles were always feuding.

Some say it started when Ellis Tremble went away to join the army.

He left Lizzy Prickle at the altar.

Others say it started when Sheriff Dan Tremble arrested Pete Prickle for fighting.

Pete had a heart attack in jail and died.

Now trouble was brewing again between the Trembles and Prickles.

It seems that Ellie Mae Tremble was out walking in the woods.

She was looking for a Jack-in-the-Pulpit.

This is a kind of plant that looks like a preacher standing in the pulpit of a church.]

Ellie Mae liked to dig them up and take them home and plant them in her garden.

Josh Prickle was also walking in the woods that day.

He was carrying his axe.

He chopped down a small tree.

Ellie Mae was nearby and heard it fall.

Seconds later she felt a sting in her arm.

The arm was bleeding.

She ran home holding her injured arm.

The Trembles called the Sheriff.

The Sheriff arrested Josh.

He told the Sheriff he had chopped down a tree, that and nothing more.

They found the fallen tree where he said it would be.

There was a piece of bark from the fallen tree near where Ellie Mae was standing.

The Sheriff let Josh go.

Josh sent Ellie Mae flowers.

Ellie Mae loved the flowers and invited him to supper.

The feud may be coming to an end with this courting couple.

LAZY MAN'S AEROBICS

5 minutes. Unlimited number of people. No materials. Tell the participants to follow the instructions while remaining seated. Slowly rotate your head in a circle to the right, reverse, rotate in the other direction. Put your arms out to your side, clap your hands over your head, repeat and drop your arms. Lift your right arm, make a circle, and drop it. Lift your left arm, make a circle and drop it. Lift both arms, make a circle, drop your arms and shake them out. Lift your feet off the floor and extend your legs. Repeat. Extend your right leg and make a circle. Extend your left leg and make a circle. Bend over at the waist, putting your head on your knees. Stand and stretch.

CONFUSION

10-15 MINUTES. Unlimited participants. Write the following list on the board or on newsprint

Key words	Instructions
Giraffe	Bend over, hands clasped in front of you
Elephant	Stand straight, hands clasped above your head
Alone	Group together with other people
Group	move away from the others
Sit	Stand up where you are
Stand	Sit down where you are
Against the wall	Move to the center of the room
Center of Area	Move near a wall of the room

1. Tell them you will be reading a story. They are to listen for the key words and follow the instructions. Point out that the instructions are the opposite of what the key word suggest.
2. Read the story at a slow even pace.
3. Read the story a second time at a fast pace.

The Story of the Elephant and the Giraffe

There once was an elephant who had a Giraffe as his best friend. Often the elephant would lean against the wall alone and sit, waiting for the giraffe. The elephant's friend liked to go to the center of an area of grass and stand with the other giraffes. Meanwhile the patient elephant would lean against the wall and sit until the giraffe left the center of the area of grass to come over and lean against the wall and stand by his friend.

Ask how it felt to hear one thing and do the opposite. Was it hard to change back?

YOUR NUMBER'S UP

15-20 minutes. Unlimited number divided into small groups.
Supplies: one die for each group. List of the rules of the game on newsprint and posted where all can see.

Rules:

Roll a 1-recite your name, birthdate, and favorite food before passing the die to the next roller.

Roll a 2-good roll, pass the die on.

Roll a 3-Get up; run around the circle; sit down before passing the die to the next person.

Roll a 4-Good roll, pass the die on.

Roll a 5-sing the first line of "Row, Row Your boat" and then pass the die.

Roll a 6-Start over. All previous scores are erased.

1. Instruct the group to sit in a circle on the floor or around a table.
2. Give each group a die.
3. The object of the game is to be the first group to roll a total of 56.
4. Read the list of rules aloud.
5. Remind them they must take turns rolling the die.
6. Announce the first or first two to win and have them stand for applause.

FOOD CHAIN/WORD CHAIN

All-once around the class—classroom

1. Sit in circle.
2. Choose topic-food, countries, sports, and careers. First person names a food, the next person adds a food that begins with the last letter of the previously named food, i.e.—apple, egg, grapes, etc.

WINK MURDER

Whole class-5-10 minutes-no supplies needed—classroom with space
Students up milling around.

Teacher taps one student while all have their eyes closed who becomes the murderer.

Murderer kills victims by winking at them—whereupon the victim dramatically dies; others try to guess who the murderer is.

CREATIVE THINKING ENERGIZERS

Groups of 3 or 4, 5-7 minutes, paper and pencils—classroom

Give task to students: name 20 soft blue things (Can give a series of tasks in an envelope)

Announce time limit.

This activity is perfect at the start of the day or just after lunch, to get the brains working again.

Allow each group to give their lists.

REVERSE BUZZ

Indoor or outdoor. 15-25 players

Buzz-fizz-buzz and fizz-boom-buzz are but a couple of the variations that many people know for this fascinating game with numbers. Few appear to know Reverse buzz. As in most mental games, this is a quiet game.

The goal is for the group to reach the count of 50 without making an error. Eliminating an individual who makes a mistake, as the game is frequently played, has the natural result of losing that player's interest and reducing the game to a contest of wits between those who are the most nimble with numbers.

Equipment—chairs or benches help but are not essential. Players sit on the floor or ground in a circle.

Action—the Leader begins counting by saying "One." The player to his left says, "Two," and so one round the circle. Whenever a player has to say a number with 7 in it (for example: 17, or a number that can be divided by 7 (for example: 21), he must say "buzz," instead. When a player says, "buzz." The player to his right—not his left—resumes the count with the next number. This is the reverse element. The player who said "buzz," then continues with the count as before. If the player to the right has a number that also calls for a "buzz," the play continues to reverse back one more player to the right before resuming with normal progression to the left. A player who fails to say "buzz," when he should or says a number of "buzz," out of turn must start the process all over again with the number 1. The game ends when the group reaches 50 without an error.

ICEBREAKERS

LINEUP

The leader issues a command and group members line up in single file as quickly as possible. A good command to start with is "Line up in alphabetical order." Other possible line up commands include birthday, height, favorite color...be creative.

SEARS CATALOG GAME

Sit in a circle. The first person starts by saying her name along with an object from the Sears catalog that starts with the same letter as her name. The next person in the circle repeats what the person before said and adds her name and object. The next person repeats what both people before said and adds her name and object. The next person repeats what both people before said and adds her name with an object. Repeat process until the last person, who must say all names with objects and then add her name with an object.

FAMOUS PAIRS

Prepare half as many index cards as there are participants. On each card, write the halves of a famous "pair," such as peanut butter & jelly, Fred and Ginger, salt and pepper, Popeye and Olive Oil, etc. Cut cards in half, and distribute one half to each person. They are to find their other half, interview each other and be prepared to introduce their partner to the group.

INDEX CARD PUZZLE HUNT

Prepare half as many index cards as there are participants. Write one question per index card and cut card in half to create two unique puzzle pieces. Scramble pieces and distribute one piece to each participant. Participants are to find their match and answer the question on the card to each other.

BACK DANCING

Partners stand back to back and hook elbows. When the music starts, they “rock and roll” to the music. When the music stops, everyone finds a new partner for when the music begins again. Variations: combine pairs into fours, fours into eights.

NECK MESSAGES

Form a circle standing up and joining hands. Take one step forward, drop hands and turn to your right. Then give the person in front of you a back and neck message. Feels good! Then turn and give one like you just received.

TWELVE SQUARES

Provide each person with a sheet of notebook size paper. Instruct them to fold the paper so that they end up with 12 squares of approximately the same size. They are to write questions in the squares, which they will ask others, leaving room for answers and names. Following this, each member of the group is asked to stand in turn, and as s/he stands, other members relate the question asked and reply of the standing member.

LAP GAME

Place a chair for each participant in a circle. The caller gives a direction to the people, who fit a description such as, “Everyone wearing yellow socks must move one seat to the right.” The people who don’t have yellow socks on stay where they are. The result of the various calls often has more than one person sitting on someone’s lap.

MUSICAL CIRCLE

Have partners form two circles, one inside with a partner facing out and the other outside with the other partner facing in. When the music starts, the inside circle moves clockwise. The outside circle moves counter clockwise. When the music stops, the partners must find one another, hold hands and squat. The last pair to find their partner is out. The process continues until only one couple is left.

NAME THAT TUNE

Each person is handed an index card on which is written the title of a well-known song, such as “Jingle Bells.” Participants walk around the room singing their song, looking for another person singing the same song. Once a group is fully formed, members sing one big chorus of their song. The first group to finish wins.

CHUBBY BUNNY

Ask for some volunteers for a marshmallow-eating contest. The object is to see how many marshmallows one can stuff into the mouth and say “chubby bunny.” Begin by giving each person one and ask him/her to say “chubby bunny.” Keep adding and asking them to repeat “chubby bunny” until someone is the winner. (The record is 27.)

RUBBER BAND

Have a crazy contest, giving each volunteer a rubber band. Have them put it over their heads so it's beneath the ears and on the nose. Using only facial expression—no hands—work the rubber band down to the neck. First one wins!

CLUMPS

This game can be used for as many as one thousand. People crowd to the center with their arms at their sides. They are instructed to keep moving and crowding toward the center. They must keep their arms at their sides. The leader blows a whistle or foghorn to stop all movement and immediately shouts a number. If the number is four, for instance, everyone must get into groups of four, lock arms, and sit down. Referees then eliminate all those not in groups of four. This is repeated with varying numbers until all have been eliminated.

BALLOON STOMP

Using a 15" string, tie one end to a balloon and other to one ankle of each person. When the game begins, players try to stomp and pop everyone else's balloons while trying to keep his from being stomped. When a person's balloon is popped, he is out.

DO YOU LOVE YOUR NEIGHBOR

One person stands inside a circle of people in chairs. Remove any empty chairs. The person in the middle stands in front of a person in the circle and says, "Do you love your neighbor?" The person who is asked the question says, "Yes, I love _____ (the person sitting on her right), and I love _____ (the person sitting on her left); but I don't like people who wear _____ (nail polish, white socks...)." The person in the middle and all the people fitting the description must get up and find an empty chair. The person without a chair becomes the middle person.

FAVORITE CARDS

Divide an index card into four sections. In one section, draw a picture of your favorite TV show; in another section, draw your favorite state; in the third section, draw your favorite magazine; in the last section, draw your favorite food. Tape the card on and walk around the room trying to guess what other people drew on their card. Let others guess at yours, but do not tell them if their guesses are right or wrong, just listen. After everyone has walked around the room looking at each other's card, go around the circle and tell what your favorites are.

CIRCLE THE CIRCLE

Groups of 15-30 members form a circle hand in hand facing in. Place two hoops together between two people within the circle, hands still clasped. See how quickly the group can move the hoops around the circle in opposite directions and end up back at the starting point. (An interesting question is asking which hoop won? Was there a winner?)

APPLES & YOU

Dump a pile of apples on the floor, enough so that there is one for everyone. Instruct everyone to look over the apples and choose one that reminds them of themselves or appeals to them in some way. Then for 5 minutes they are to analyze their apple—really get to know it—every spot, bruise, color, etc. All apples then go back into one big pile.

After some mixing up, everyone has to find his or her own apple. (They nearly always do.) As they find their apple, they are to pair off and share with their partners by completing the following four sentences: 1) I picked this apple from all the others because...2) The thing about this apple that reminds me of myself is...3) The area in my life in which I naturally shine...4) The area in my life that needs a little polishing is...

GROUP JUGGLING

Groups of 12-15 people stand in a circle facing in with their right hand in the air. One person lobs an item across the circle. The person catching it puts her/his hand down and lobs it to someone else whose hand is up. Continue everyone has participated and a person-to-person sequence is established. Add objects one by one to be thrown. (Supplies: 6-12 soft objects, such as balls of different shapes and sizes, beanbags, small stuffed animals.)

SKIN THE SNAKE

Ask your group of 10-15 to form a single line facing forward. Participants take their right hand and put it back between their legs, taking the left hand of the person behind them. The last person in line lies down while still holding the hand of the person in front of him/her. Each person in line then steps backward while straddling the person lying down, still lying down, still holding hands, until the process has all members lying down. The group members then reverse the process and the last to lie down is the first to get up. The first person walks forward until all group members, with hands still joined have gotten up from the floor.

FACE TO FACE

Pairs of players scatter themselves around the room. One person serves as "it" and calls the commands. On the command "face to face," every one faces their partner. On the command "back to back," everyone turns back to back with his or her partner. On the command "change," all players find another partner and resume the last called position. In the scramble, "it" finds a partner, and the person remaining without a partner becomes "it."

BUMPETY-BUMP-BUMP

Sit in a circle. Each player finds out the first name of the player sitting immediately on each side of him or her. One player in the middle of the circle is "it." "It" points at a seated player and says, "Right. Bumpety-bump-bump." The player pointed at must answer with the name of the person seated on her right before "it" completes saying "bumpety-bump-bump." If not, the seated player becomes "it." If the seated player succeeds, she remains seated and "it" continues to other players, varying "right" and "left" as desired. An "it" who unseats a player must have time to find out the names of the people next to her before being challenged.

KNOTS

Groups of 7-12 members form a circle, shoulder to shoulder facing in. Extend both hands into the middle of the circle and grasp hands with two separate participants. A tangle of arms is formed. Untie the knot without letting go of hands. In the final circle, participants may be facing in alternating direction.

BALLOON FRANTIC

Each participant blows up a balloon. Participants try to keep their balloons in the air as long as they can. Time is kept and stops when 5 balloons hit the ground. Repeat for improved time. Challenge participants to help each other so they can be most successful.

WACKY OLYMPICS

The indoor or “wacky” Olympics have developed as a rather inspired technique for involving young people and at the same time performing an educational service. The benefits of this activity include:

- Developing a spirit of cohesiveness among members
- Involving many people in an activity that anyone can do
- Showing leadership patterns developing within an organization
- Indicating organizational abilities of group members
- Having fun

Just playing the games is fun, but in order to gain the full benefits of this activity, it is very important that each group spends some time after the Olympics discussing what happened during the events and what can be learned from the games about the group.

“Olympics in the Round” Organization

One technique for organizing wacky Olympics is called “Olympics in the Round.” Games of skill and luck are located at various points within a large room such as a gymnasium.

Tips for organizing “Olympics in the Round” include:

- The number of students and groups represented determines the number of games. There may be the same number of games as there is number of groups of young people.
- Each game has a judge in charge, who runs the game and keeps score as each group rotates through. Points are given in each game.
- The number of people in a group may vary, because the games run continuously through a line of participants until time is called
- Experience has indicated that it is best to demonstrate each game at the beginning of the Olympics, before starting to play.
- Three minutes per round is typical, with one–minute pause between games to allow the groups to move from game to game.
- Groups circulate clockwise around the arena.
- A whistle is necessary to start and stop the games and a sound system is very useful in giving directions, particularly for large groups.
- After each game, a runner reports to a master score keeper who keeps track of points for all teams. An alternate scoring system could be to have a clipboard with a tally sheet move from event to event with the teams. The judge at each station could record points for that event.

THE GAMES

The games may be of varying difficulty. Scores will be higher on easy games, and the more complicated or time consuming ones will generate lower scores. Be certain that the amount of time in each round is equal, and that all groups understand that they may continue taking turns until the allotted time is finished. Following are games, which could be used for games in the round:

GAME	EQUIPMENT	SCORING
BADMINTON BASKET Hit the birdie with a badminton Racket into a basket or box	2 rackets 3-4 birdies Basket or box	1 pt per basket
TENNIS BALL BOUNCE Bounce tennis ball on floor behind A line so that it rebounds into a Basket/box	2-4 tennis balls box or basket tape or chalk to mark line	1 pt per basket
RING-ON-HOOK Toss jar rings onto a peg (or leg of A chair)	2 dozen jar rings peg on a baseboard (or the leg Of an overturned chair)	1 pt per ringer
CLOTHES-PIN DROP From a kneeling position on a Chair; drop a clothespin into a Jar sitting on the floor	2-3 clothespins milk bottle or jar chair to kneel on	1 pt per pin in a bottle
PING PONG BALL WALK Carry a ping pong ball on a golf Tee for a designated distance Without dropping it	2 ping pong balls 5-6 golf tees chalk or tape to mark distance	1 pt per drop into cup
PENNY DROP Put a penny between the knees Walk to a cup and drop it in	5 pennies cup	1 pt per drop into cup
CARD TOSS Toss cards into an overturned hat	Deck of cards Hat	1 pt per card in hat
FRISBEE TOSS Toss a Frisbee into the air and catch It behind the back	Frisbee	1 pt each time it is thrown and caught behind the back
NERF BASKETBALL Throw the nerf basketball through The hoop	One nerf basketball one hoop	1 pt per basket
MUFFIN WASH Toss washers into a muffin tin	10 washers 1 muffin tin	1 pt per washer that stays in tin
CARRIER PIGEON Suck a piece of paper onto a A straw and carry it to a box To be dropped in	1 straw per participant 20 small pieces of paper box	1 pt per paper in box
SPOON THE PEANUT Hold a spoon in the mouth And carry a peanut to drop in A cup	plastic spoon per participant dozen peanuts	1 pt per peanut in cup

UMBRELLA BOUNCE

Place an open umbrella upside
Down on floor
Bounce ping pong ball into
Umbrella

umbrella
3 ping pong balls

1 pt per ball that stays
in umbrella

MACARONI SPELL

Players take turns spelling
Words from a cup of macaroni

cup
bag of alphabet macaroni

1 pt per word spelled out

JAVELIN THROW

Throw straw into pop bottle

100 straws
1 case of empty pop bottles

1 pt per straw in bottle

BAT BALL

Player bats ball into basket

2 plastic bats
12 Styrofoam balls
Box or basket

1 pt per ball in basket

THE SETUP

J	I	H	G	V	U	T	S
K			F	W			R
L			E	X			Q
A	B	C	D	M	N	O	P

“RELAY OLYMPICS” ORGANIZATION

A second method for providing wacky Olympics involves the teams in relay competitions. Games may have titles that coordinate with the “Olympics” such a javelin throw, discus throw, hundred-yard dash, etc. The team that finishes a relay first winds that round. To keep track of points for an overall winner, give points for first, second, and third place finishes: 5 points for first, 3 for second, 1 for third.

Games for relay Olympics include:

<u>GAME</u>	<u>EQUIPMENT</u>	<u>SCORING</u>
BREAK THE BALLOON Player blows up the balloon at The line, races to chair, and Sits on balloon to pop it	balloon per participant chair	First team finished wins
BALLOON ROCKET SHOOT Player blows up balloon Lets it expel air and “fly”	balloon per team's representative	Balloon, which goes farthest wins
“DISCUS” THROW Paper plate is thrown For distance	paper plate for each team's representative	Plate that goes farthest wins
PAPER AIRPLANE Piece of paper is given to Participant to make into plane And fly it	sheet of paper for each team's representative	Plane that goes farthest wins
MARSHMALLOW TOSS Marshmallow with string Tied around middle is thrown By swinging it overhead And releasing	marshmallow with string tied around the middle for each team's representative	marshmallow which goes farthest wins
DRESS THE CAPTAIN Team dresses their leader in Funny clothing	sack of mis-matched clothing for each team	team that finishes first wins
LIFE SAVER PASS Team members pass Lifesaver down line using Only toothpicks held between The teeth	toothpicks per participant lifesaver per team	team that finishes first wins
ORANGE PASS Orange held under the chin Is passed from person to person Down the line	one orange per team	team that finishes first wins
SPOON PASS Spoon with a string is passed Up and down through clothing To end of line	spoon with very long string wrapped around it per team	team that finishes first wins
EGG HEADS Pairs of players race to a goal And back holding an egg between Their foreheads	hard boiled (or raw) egg	team that finishes first wins

PROCESSING/CLOSURE

The key to the learning process in any activity is not necessarily in the activity itself, but in the discussion that follows after the actual activity. This discussion or “processing” is what ties together the lessons that are learned in the activity. By discussing what happened, the group should be able to summarize what they personally learned from the activity, as well as provide some new insights which they weren’t aware of while doing the activity. Begin the discussing by soliciting comments about things that happened during the activity. Often this will get the discussion flowing very naturally. A question as simple as “Mitch, when _____ happened, you responded by doing _____. Why?” can lead to many interesting insights. Other good questions that may be used by the facilitator include:

DESCRIBING

- What went on?
- How do/did you feel about it?
- Who else had the same experience?
- Who reacted the same/differently?
- What did you observe?
- What did you see?
- What are the facts?
- Who says so?
- What did you hear?
- What is most real?

INTERPRETING (MAKING SENSE OF DATA)

- Why did this happen?
- How do you account for that?
- What does that mean to you?
- How was it good/bad?
- What struck you about what happened?
- What caused that particular result?
- What did you learn?
- What surprised you; what was funny?
- Were you offended or edified?

GENERALIZING (DRAWING CONCLUSIONS)

- What does that suggest to you about ____? In general?
Specifically?
- What principle do you see operating itself?
- How does this relate to other experiences you’ve had?

- What do you associate that with?
- What did you learn/relearn?
- What hopes do you have?

APPLYING (UTILIZING IN REAL LIFE SITUATIONS)

- How could you apply, transfer that?
- What could you do to hold onto that?
- What would be the consequence of doing/not doing that?
- What modifications can you make for that idea?

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Georgia Association of Student Councils

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Leadership's Student Activities Resource Guide

<http://www.nassp.org/dsa/resource.htm>

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www.nassp.org/dsa/frm.htm

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Pennsylvania Association of Student Councils

www.pasc.net

Texas Association of Student Councils

www.tassp.org/tasc.htm

MY SCHOOL TEACHERS

Teachers...they are as varied as crayons in a Crayola box. Some are bright, some neutral, some new, some seasoned—but for all their differences, they share the same goal: their life's work is dedicated to imparting knowledge as they challenge their students to learn and grow. It is hard to believe that teachers really do have lives of their own, for they arrive at school when morning has not yet fully awakened, and they stay while the darkness of night descends on the grounds outside their windows.

There was a time when they only had to worry about failing grades and poor conduct. Like worn-out history books, those days are gone. Today's teachers are expected to be surrogate parents, psychologists, part-time policemen, nurses, comforters, and miracle workers. The importance of the basic 3 R's have been replaced by the reality of the new 3 D's: Drugs, Divorce, and Despair.

And yet, through it all, and perhaps because of it all, teachers keep right on teaching, trying harder than ever before to "gift" their students with a solid education, self-worth, opportunities to excel, and to believe in themselves by discovering their talents and ambitions, whether in the classroom, on the playing field, in music and art classes, or soaring to new heights when their imaginations and dreams are encouraged.

On any given school day, teachers open up, for a lifetime, the magnificent gift of reading, the ongoing pleasures of math, the adventures of geography and science, the legacy and lessons of history, the enthrallment of music, art, literature, and languages, and the demands and accomplishments of physical education and athletic competition.

Teachers are loved and scorned, respected, and derided, remembered and forgotten. They are laughed with, laughed at, and laughed about. They raise their own families and are devoted to someone else's children. They pay for the stickers that delight a little child's heart, slip warm mittens into the pocket of the student that has none, provide a classroom of security and safety when home is a battleground, tutor after school, guide the pregnant teen, cheer at games, counsel anxious hearts, and fall asleep wondering why they feel so tired.

Teachers are the reason why airplanes fly, computers program, ballets are danced, novels are written, cancers researched, lawsuits won, skyscrapers built and "art" decorates refrigerator doors.

Life's biggest, boldest, brightest ideas—life's honors, achievements, and accomplishments occur because somewhere, sometime, something touched our lives—and it all began with a teacher.

