

CADA



CALIFORNIA
ASSOCIATION
OF DIRECTORS
OF ACTIVITIES

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PROMOTING & SUPPORTING LEADERSHIP DEVELOPMENT THROUGH STUDENT ACTIVITIES

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Streaming services have helped my family ease and lighten an otherwise challenging pandemic over the last 17 months. While all three of us (my wife Heather, my 14-year-old daughter Libi, and myself) have our programming we enjoy individually, we try as much as possible to find entertainment we can all enjoy together. Three of the following have not only entertained us but also provided some helpful leadership lessons for educators. Warning: mild spoilers ahead.

The first is *Loki* on Disney+. Loki has a reputation for literally stabbing people in the back. Throughout the Marvel Cinematic Universe and Norse mythology, the trickster god commits horrible acts but has moments of redemption. Loki is like that student we have who is constantly getting into trouble, for whom mischief and misdeeds seem to always be just around the corner. However, in the streaming series bearing his name, Loki finally meets an authority figure (Mobius) who believes in him, trusting him when others don't, and continuing to believe in him even after Loki betrays that trust. Throughout the series, Loki is finally able to look within himself, examine the choices he's made in his life, form better relationships, and even find love, all because he had someone who believed in him. We have some tricksters, pranksters--those kids who always seem to find trouble--on our own campuses. But deep down, we know that just like Loki, they're worth fighting for and worth believing in and that we might be the only authority figure in their life who does.

While we're already on Disney+, let's dive into our family's most-watched summer movie: Disney-Pixar's *Luca*. The title character

is a middle school-aged "sea monster" living in a world where he and his sea monster friends can present as humans above the surface. On its own, *Luca* is a sweet, beautiful film about growing up, finding friendship, and standing up for yourself and your friends in the face of bullying and discrimination. But the part of the film that resonated for me near the end was when an unlikely human stands up for the sea monsters. That moment was a very poignant reminder of the power that we have as educators to show up for our students who are different, underrepresented, and the most vulnerable. When that happened in the film, a few changes followed: the most vocal bully lost his platform and his power, the regular townspeople who were just as willing to accept the status quo were now willing to accept change, and those who were secretly and silently different could finally be their authentic selves. When we (student and adult leaders) celebrate differences on our campus, we can create a school culture where all students feel loved and accepted.

Finally, our favorite show that popped up during quarantine is *Ted Lasso*, currently in its second season. If you haven't checked it out yet, the premise is simple: a coach leaves his college football career behind and moves to the UK to coach a professional association football team, despite having no knowledge of the game (what we call "soccer") whatsoever. The language is coarse and the content at times mature, but this show is full of great leadership lessons, and it has thoroughly warmed my heart in the process. Through his patience, kindness, forgiveness, and gosh-darn, ever-persistent Midwestern optimism, Ted fosters the growth of a number of the characters during season

1. What hits home for me as an educator, however, is season 2. In this current season, Coach Lasso is discovering that the tricks and techniques that have helped him connect with his players--including what some might describe as "toxic positivity"--may not always work. Ted is learning and growing alongside his players, and perhaps in the process becoming the best version of himself. Here in CADA, we create opportunities for growth and self-reflection through webinars, online book clubs, virtual trainings and conferences, and our gradual return to in-person events like Leadership Development Days, the CASL Conference, and the CADA Convention.

For those of us who are veteran educators, particularly those of us who have been doing leadership, activities, and school culture for a long time (I'm now entering my 26th year as a CADA member), it is both tempting and comforting to lean into those habits and practices that have brought us success in previous years. Whether you are in year one or year thirty-one in your educational career, this moment in which we find ourselves--the intersection of a coronavirus pandemic, systemic racism, climate change, economic uncertainty, as well as other local and global challenges--can and should be one of tremendous personal and professional growth for educators. We can either return to the status quo, resurrect our pre-pandemic calendar of events, and simply follow the "proper flow of time," or we can seize this opportunity to reinvent school culture, create more inclusive programs, show up for the underdogs, and believe in kids who have even stopped believing in themselves.

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CADA



Get Involved in CADA!

By Allison Gadeke

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CADA is always looking for motivated and enthusiastic leaders to move our organization forward. Each year we add new members to our state board and our local area councils. I encourage you to get involved if you are interested. I started small (many years ago) when I joined my Area Council -- helping set up for area conferences and helping new activity directors. Eventually, I built the confidence to present at leadership camp and local area conferences. I met many amazing people and made connections with friends across the state. This really helped me to develop and continually improve my leadership program at my own school. As my time on the board is coming to a close, it's time for me to pass the torch to outstanding leaders like you to jump in and take on these roles!

There are many ways to get involved. First, you can reach out to your Area Coordinator to volunteer. This will give you a taste of what being part of your area council is like. Our current Area Coordinators are: Area A, Melissa Edsall; Area B, Laura Castro; Area C, Joe McMahan; Area D, Lisa Walters; Area E, Ruth Simonds; Area F, Ken Nedler; and Area G, Judy Zazvrskey. If you are ready to take the next step, I encourage you to reach out to these outstanding leaders and ask for more information about what a council position commitment entails.

Once a member has served on their area council for at least one full year, he/she/they are eligible to run for the Area Coordinator position. This year at the CADA Convention in March, Areas B, D, and F will be electing Area Coordinators (Areas A, C, E, and G will elect their new

Area Coordinators in 2023.) These two-year terms are staggered so that half of the areas elect their representatives every other year. Area Coordinators are responsible for leading their areas in planning regional trainings and conferences for students and advisors, and representing their constituents on the CADA State Board for a two-year term. There are specific qualifications to run for the position of Area Coordinator:

Qualifications to run for Area Coordinator (taken from CADA Board Policy 6.2)

- After serving one full year on the Area Council, all council members (elected and appointed) are eligible to run for the position of Area Coordinator.
- Former Area Council members are eligible to run for Area Coordinator up to and including five years after leaving the council.
- The Immediate Past President is responsible for running the election process if the Area Coordinator is up for reelection.
- The intent to run form will be sent out by the Immediate Past President by December 1st and will be due to the Immediate Past President by January 1st.

If you have any questions, please reach out to me, Allison Gadeke, current Immediate Past President, at agadeke@cadaboard.org for more information.

Once a member has served on the CADA State Board for a full year, he/she/they become eligible to run for the position of CADA Vice President. When one runs for the office of Vice President, he/she/they is making a four-year commitment to the organization. The member will serve a year as Vice President, a year as President-Elect, a year as President, and finally, a year as the Immediate Past President. Our CADA Board Policies outline this process as follows:

Qualifications to Run For CADA Vice President (taken from CADA Board Policy 6.1)

- After serving one full year on the CADA State Board, designated board members (elected and appointed) are eligible to run for the position of Vice President.
- Former board members are eligible to run for Vice President up to and including five years after leaving the board.
- Once elected, the member will serve in the following positions: Vice President, President-Elect, President, and Immediate Past President.

Each position has specific roles and responsibilities. If you have any questions, please reach out to me, Allison Gadeke, current Immediate Past President, at agadeke@cadaboard.org for more information.

I am currently accepting applications for the 2022-23 CADA Vice President. Eligible candidates will be informed of their eligibility by mail. They have until November 1, 2021, to express their desire to run for this office.

I will share more with you in the next newsletter about all of these positions. However, I encourage you to reach out to me anytime if you have questions regarding specific responsibilities, your eligibility to run, or anything else related to these elections.

If you are ready to take your personal leadership to the next level and serve our organization in a greater capacity, I encourage you to get involved! As we grow as an organization into the future, topics of interest will include equity, diversity, inclusion, social justice, fostering connections, teaching in a post-pandemic world, and more. If you feel you can offer expertise in any of these areas, I highly recommend you share your knowledge with us by joining our incredible team!





CADA TOURS...

Your Passport to Leadership

By Geniel Moon
 CADA President Elect
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Who is ready to have new adventures and get ideas to help finish the school year? CADA TOURS is just that place! Book your flights or get your car tuned up and join us in Reno for a fun-filled and educational time. We are so excited to be meeting live and in person and use some of the new skills this past year has given us. Let us work together to continue to build campuses of positive young people who want to make this world a better place. Get new stamps in your passport as you visit the various areas and hear from some amazing people. You could be one of those who present your passion and expertise to assist other members; apply to present at cadal.org/presenter.

Fasten your seat belt and get ready to take off on the adventure of the year; visit our wonderful vendors, see old friends and meet new ones as you navigate your way



around the convention. CADA is the place to go if you need innovative ideas, see what is new in education, and be entertained by our keynote speakers.

If you enjoyed the all-access pass from last year's Leadership Mixtape, then get ready; it is coming back. We will have three virtual pre-cons running February 22-24 in the late afternoon, featuring a session from Growing Leaders on Tuesday, Dusty Nevatt from CASBO with the ever popular finance session on Wednesday, and equity trainer Erin Jones will wrap the virtual pre-cons on Thursday. Then, on Wednesday, March 2 at 9:00 a.m., there will be three more live

pre-con sessions to choose from. Choose an SEL (Social Emotional Learning) focus from Houston Kraft or Kevin Atlas or analyze your best you with a Strengths Academy session from the Learning Together Company. In addition, CADA offers the Master Activity Advisor (MAA) program on Wednesday afternoon; earn the certificate you can use to show your district that you are prepared to be the best activities director.

Get up and get moving each morning with your choice of fitness classes, from Zumba to yoga to a high-intensity workout or just go for a walk along the riverbank. Sign-up for the Scholarship Run and get your competitive side taken care of, or jog along for fun. Be prepared to join in on sessions that interest you and will make your campus a healthier place. Your days will be filled with learning and your evenings will be a time to relax and network with friends, both old and new. Wednesday evening will be networking with your area, Thursday will be bowling, dancing and a piano bar lounge, and Friday evening is the dinner/dance. CADA Tours has a destination for everyone.

Newer to CADA will pair you up with a travel guide (mentor) virtually on the Saturday before the convention starts. You will get the necessary travel itinerary you need to navigate successfully through the tour. Meet with your travel guide nightly for a quick check-in and assistance with your next adventure.

At the check-in counter, you will be given your passport with your first stamp, information about the tour, sign-up for bowling, and get your Scholarship Run swag. The CADA souvenir shop will be open to get books, gear and games to make your travels eventful. Each time you attend a session or visit an exhibitor, your passport will be stamped. On Saturday morning, the passport with the most stamps will win a prize.

On Thursday, we will hear from the State CIF Executive Director, Ron Nocetti and see how our partnership with athletics can grow. If athletics is not an issue at your school, Kim Karr, #ICANHELP, and Digital4Good will



present the latest in social media.

We will also have Meet the Pros, the CADA Slam! and an exhibit hall with hundreds of vendors who provide quality products and services, along with a special panel for administrators on Friday morning.

After any great tour, you can hardly wait to share your adventures with your family and friends. On Friday at the Dinner/Dance

you'll get your chance to picnic with your new friends and share all your adventures. Then, the CADA award winners will be announced and celebrated followed by a night of dancing to get on our feet and celebrate our travels. Finally, get moving Saturday with a fantastic brunch and the big reveal of the 2023 theme as we prepare to return to beautiful San Diego.

CADA TOURS
YOUR PASSPORT TO LEADERSHIP
2022

Register Now!

MARCH 2-5, 2022
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Seeking Presenters!
Application deadline: 10.31.2021
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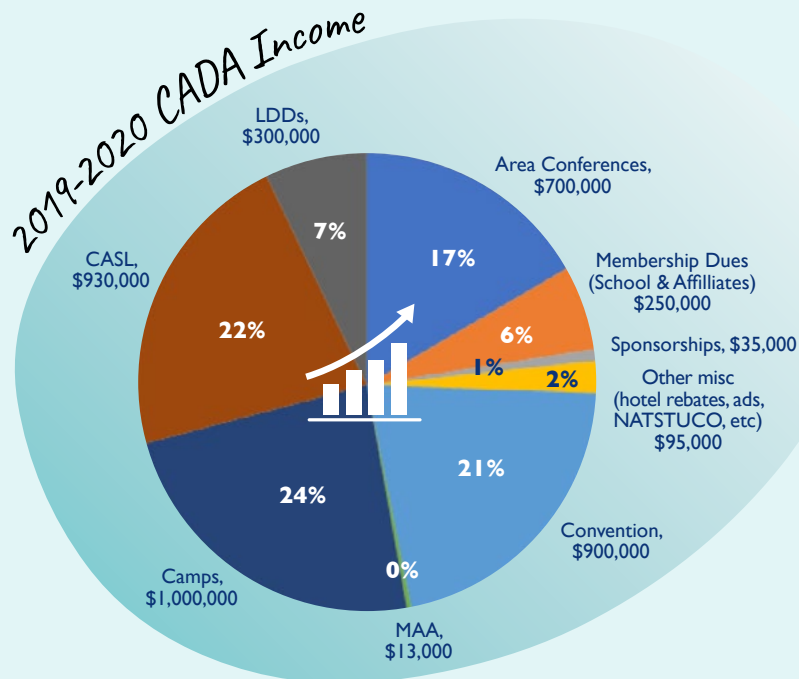
CADA FINANCIAL RECAP

By Radon Fortenberry

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In the midst of the pandemic that has impacted CADA, we are thankful to report that our fiscal position has silver linings. The response of CADA and the board to the loss of in-person events have been diligent, creative, and consistent. Member services have been maintained, and virtual presentations and events have delivered excellent content. In addition, significant savings have been realized through virtual board and Area Council meetings. Our ability to operate effectively is due to prudent practices and policies that established reserve and checking accounts for difficult times. The health of these accounts, along with the continued fiscal responsibility of the board and Area Councils, allow CADA to remain as the gold standard of leadership training and services. Looking forward to CADA Tours - grab your Passport to Leadership!



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“Hello” TO OUR BACK TO SCHOOL TRADITION

By Sara Mariano

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One of my favorite things about my student leaders is their ability to take an idea from another school and bring it back to make it work for our student population and culture. I first saw this happen with them 12 years ago when we attended leadership camp in the summer. Students went to various workshops in our time at camp, one being a “swap shop.” There my students heard about Hello Week from San Lorenzo High School. The students in that particular “swap shop” got a fire lit under them and quickly got the rest of the leadership class on board. By the time we left camp, they had the first-ever Enochs High School Hello Week planned.

They designed simple dress-up days so that students wouldn’t have to make too much effort, but instead could find things that they already had at home and make them work. Examples include tie-dye days,

summer vacation travel days, college logo days, sports days, fun sock days, fun accessory days, and more. We planned our traditional Senior Sunrise and our Back to School dance, “Back in Black” to accompany the Hello Week activities. In addition, students got staff members on board to play a bracket-style tournament (which now rotates yearly between dodgeball and volleyball and sometimes even quidditch) during lunchtime. These ideas came together as a fun way to get students excited about school spirit at our school.

Our main goal is to maintain the simplicity of our dress-up days and activities. There is much going on at the start of the year that can be overwhelming. Looking for their classes on a large campus, getting to know their



teacher’s expectations, starting sports tryouts and conditioning while managing homework assignments again after the summer break can be an adjustment. During the second week of school, my student leaders always manage to pull off an exciting and effortless introduction to our school spirit culture at Enochs High School. I love this tradition that they have built from an idea they acquired from another school.



TRADITIONS

By Jessica Holman

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Rancho Cotate High School prides itself on its traditions, as many schools do. What's funny, though, is that "it's what we've always done" only takes four years of collective memory to create a tradition for high school students.

There are many reasons to instill traditions, but what makes a tradition stick is remembering the WHY. If it is a fundamental rite of passage, an invitation for growth, or an inclusive activity, you're on the right track!

Rancho Cotate High School's student government has a few beginning of the year traditions open for everyone. The first morning of school greets all students and faculty with Welcome Paws. Our class councils take the week before school to write individual names of students in their graduating class on Cougar Paws, along with their graduation year, and in the ink of their class color (green for freshmen; pink for sophomores; blue for juniors; red for seniors.) These paws are traditionally taped to poster paper and hung up in the quad for each student to find and remove. Many students keep their paws all four years and are encouraged to show them at the end of each year for a simple "prize." Every staff member additionally is welcomed with paws bearing their names and the school year. The staff can find their paw hanging in the mailroom in the opening of their boxes. Many teachers will take them and display them on bulletin boards in their rooms to show school pride. This relatively simple tradition brings a sense of belonging to all.

The second week of school includes freshman class council elections and Clubs' Rush. It's best to bundle events for a more robust turnout and a tiny bit less stress, so these are scheduled for the same lunch period. Freshman elections are essential for students to feel more connected to their school - whether on the ballot or rocking the vote! Clubs' Rush includes individual tables around the quad with advisors, presidents, and representatives of each club hawking their wares. Clubs' Rush allows students to try something new, be aware of what's available to them, and for clubs to publicize and recruit. Students can express their interests and make connections.

Our staff and faculty are also recognized during a beginning of the year tradition. Knowing we're not allowed to spend student body monies on adults, we get a little creative. I have an apple tree that is harvested, and we pair the apples with donated caramel squares. Then we package them spiritedly for each of our adults - from teachers to custodial/cafeteria staff to para-professionals to admin - and place them in mailboxes the first week. A sweet twist to "an apple for

STUDENT CONNECTIONS:

*“No One Can Know Everyone,
but Everyone Can Know Someone!”*

By Don Shaffer

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After moving during the eighth grade, Andrew decided to attend his, now, local high school, where he knew only a handful of students that he attended church with and gave up his robust network of friends established from kindergarten through middle school. The night before beginning his freshman year, I asked him what he was going to be a part of at school going into this new adventure. Without hesitation, he announced that he was going to know the name of every kid in the school and to become the ASB President his senior year. WOW! What an ambitious goal.

With the large student bodies that make up many of our schools, it is virtually (no pun intended during these times) to know every student's name that make up our school communities, but the concept of “no one can know everyone, but everyone can know someone” can make a big difference in promoting and providing a positive campus climate and connecting students to one another.

There are plenty of articles referencing the effect of name-calling in our schools, most of the articles and books talk about the negative effect of calling students names. How about focusing on the positive and creating a connection that may bridge a gap that comes with knowing an individual's name and giving value and the feeling that someone, actually, cares enough to know my name? Personalizing conversation or even a seemingly insignificant “Hi, ‘Insert name here’” can make a difference that lasts a lifetime.

As a part of CADA/CASL's Leadership Development Days curriculum, there is a piece that initially connects the small experiential groups with a concentrated effort to learn the 6-8 names of the individuals in those circles. At first look, it seems to be time consuming and not a necessity but it has been a documented effective communication enhancer for over 20 years of LDD's to the experience and supported by research of Dale Carnegie.¹

From one such school that began to create this environment came this statement from a newer student. “No one knew my name, no one called on me, I was the invisible man. But over here, it's like a happy family, I'll never go back”²

One project proven to be effective in connecting students to one another took place as part of our ASB curriculum. Each fall our photography partner, CADA Platinum Sponsor Lifetouch, provided us with the Lifetouch Portal – a secure website that allows us to access our student images and data. Using the Portal, we created and printed customized directories with the student's photos: which meant we could sort them by grade or by gender (we made sure to not sort them alphabetically), we removed names and ID numbers, and then distributed the sheets to each of the ASB class members (some received duplicate sheets). Then, they used those sheets over a designated time period to come up with the name of each of the people pictured on their sheets. If you are not using Lifetouch, consider them or work something out with the company that does provide your ID photos.

The project provided an opportunity to talk with the class about the purpose of completing the task, as well as the different experience each ASB student had as they worked through their list. The final part of the project was not just identifying the student pictured, but creating at least a “Hi, ‘Insert name here’” moment, that would happen over the course of the next few weeks.

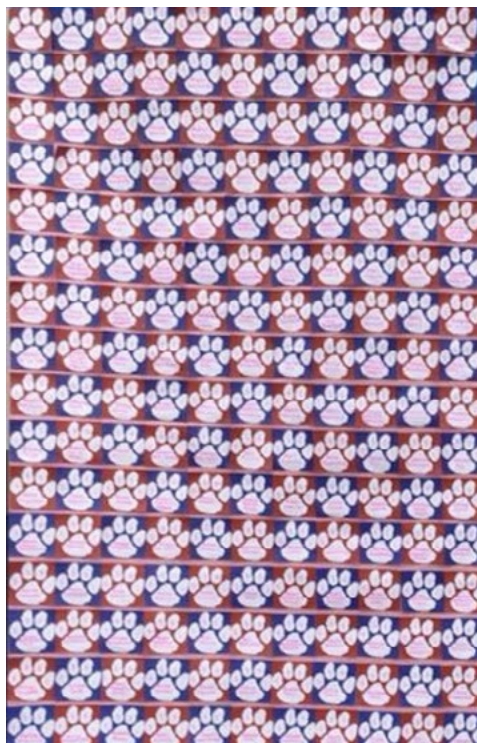
As school returns to whatever normal will be this year, it is essential that new connections be forged and a welcoming spirit be nourished. Start with everyone knowing someone's name.

Almost for certain, one of those students will be the ASB President in a few years!

(True, Andrew didn't know everyone's name but most of them and won that election three years later!)

1. Remembering Names by Dale Carnegie
www.dalecarnegie.com/en/courses/3741

2. The Kids Left Behind: Catching Up the Underachieving Children of Poverty by Robert D. Barr; William H. Parrett



Welcome Paws with individual names written on them.

the teacher” that everyone can enjoy! It is a small reminder that our teachers are appreciated, too.

Since so much is in flux these days, I'm starting a new “tradition” this year. Until recently, most of us have been traditionally schooled and are welcomed “back” from summer break. I'm taking it a step further this year, and welcoming our students, staff and faculty “home.” This play on words is important because although we've been educating/educated from home these last several months, we are finally in our rightful place as educators and students: our campus. It should be a comfortable place to be yourself, a place of refuge where one can feel safe and accepted, express one's interests, and have an emotional connection and sense of belonging. Everyone on our campus should feel this connection and have that sense of “home” in their heart. And, in four years, it will be “What we have always done.”

CADA CAMP:

Leadership Renovation Curriculum Focus

By Jeff Culver

CADA Professional
Development & Camp Coordinator
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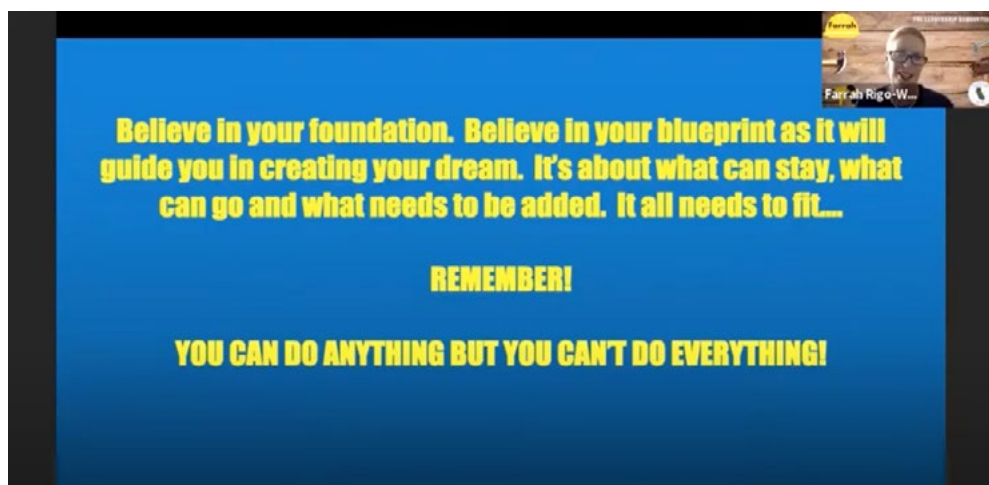
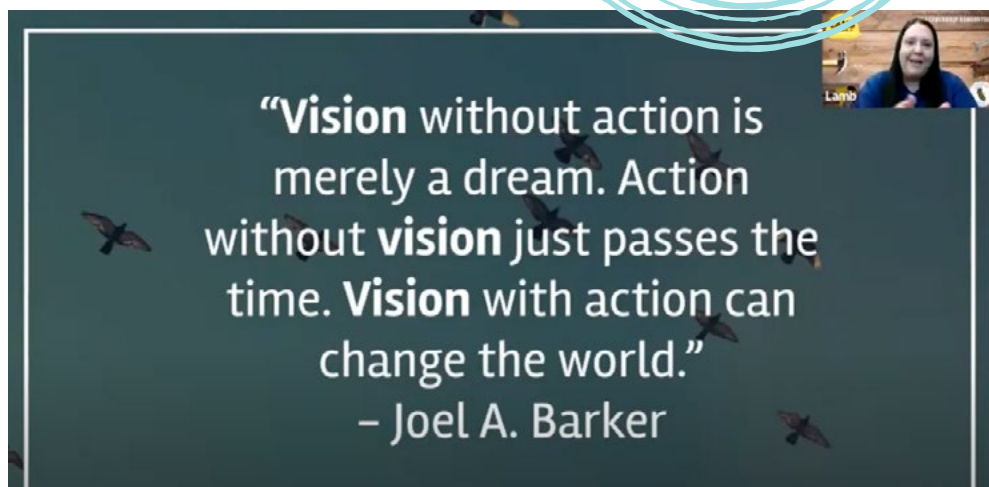
The 2021 summer leadership camp program, themed the Leadership Renovation, focused on the opportunity for students and advisors to really analyze their school's leadership and activities programs through a three-step Camp Toolbox process presented as the Dream, the Blueprint, and the Build.

As the new school year begins and we return to campus full time, many are excited for the opportunity to rebuild their programs, shifting away from events and activities that may have been on the calendar annually because "that's what we always do" to a more intentional calendar rooted in a "why" developed by the current group of students and stakeholders that truly provide opportunities for all students to feel connected and develop involvement with the campus culture.

The Dream lesson, presented by Karen Lamb, focused on how each leadership team can come together to develop their vision for the year. Farrah Rigo-Witt tackled the Blueprint lesson, which takes the ideas from the Dream and allows student leaders to flesh out their ideas and figure out which ideas and people are crucial to the foundation of their campus culture. And the camp curriculum focus wrapped with Paul Chylinski walking campers through the Build. In this phase, the action happens, priorities are set, and adjustments are made as needed. Paul wrapped by walking campers through the process to develop a slogan for the year that truly reflects the vision and ideas that allow the student body and community to rally around a common idea and purpose.

The following is a guide for How to Plan a Renovation in 5 Steps, adapted from a home remodeling outline but useful for student leaders who are eager to begin the process of an activities/leadership-based renovation. This resource was included in camp materials provided to our 2021 camp attendees.

CADA Camps staff look forward to welcoming student leaders and their advisors back to in-person camp in the summer of 2022. We are currently working with our university partners to schedule dates. Watch for updates at cadal.org/leadershipcamps or follow @CADACamps on social media.





LEADERSHIP RENOVATION

Starting a renovation can be overwhelming, especially if you haven't completed one before. Whatever the project, your renovation will involve so many details it can easily become daunting.

Use these steps and tips for planning a renovation to choose how to order, prioritize and build a detailed project plan that will help reduce your stress level while keeping you on budget and on schedule.

How to Plan a Renovation in 5 Steps

1. Build a Detailed Improvement Project Plan

The first step in a renovation project is to develop a plan that clearly states the goal for your renovation and includes designing inspiration and an outline of the work that needs to be completed.

Your project plan should also include:

- Blueprints or sketches of your finished project.
- A list of needs and wants for your project.
- Project steps divided into DIY steps and steps that will require a professional.

At this point in planning a renovation, investigate local regulations and permits. Make sure your school will allow your renovation (some renovations are not allowed everywhere) and find out if you'll need permission. If you are completing a project that will change the structure of your school, you will most likely need it. Wait to apply for permission until you've built a project timeline.

2. Set a Project Budget

The next step when planning a renovation is to determine your budget and funding. Your budget should include all costs.

To build your budget:

- Decide how much you want to spend and finalize funding. Plan and budget for some unexpected costs.
- Request cost estimates from vendors.
- Price out all required materials and services.

3. Set up your Committees

Next in your school project planning, you'll need to "hire" your team. When selecting your committee, consider:

- **Experience:** A person who's been in student leadership for a long time makes them a safer bet than one who is new to the class, but a new perspective may give rise to new ideas, either way, pick the right people.
- **Resources:** Request and call upon your resources. This is a great way to make sure your "contractor" isn't just good on paper.
- **Availability:** A reputable committee member will be honest with the time they have to give. If you need a lot of help and someone is overly busy you may give them simpler tasks to accomplish than others. In some cases, it's better to spend a little extra to get someone you're comfortable working with.

4. Build a Timeline

Once you have your budget and team in place for your renovation plan, it's time to put together your timeline. First, choose the desired start date, or if you're hoping to have it completed by a specific date, work backward from that date instead. Sit down with your committee to determine the length of time each portion of the project will take. Discuss which steps of the renovation need to be completed first, how long they will take, and which project portions can be completed concurrently.

Use a calendar to mark out each step of the project. Set a completion date(s) that includes a few days' worth of wiggle room for unexpected issues. Confirm with your team members that the timeline is realistic and keeps you within budget.

5. Pack Up and Prepare for Your Leadership Renovation

Now that your project planning is nearing an end, it's time to prep. Whatever you've decided to stop doing you can start by removing things that no longer serve you or your school. Look at repurposing older items to newer themes. Now is the time to make things work for you instead of having clutter surrounding you that no longer has a purpose.





MINDFUL MOMENT

with Morty

By Jill Mortensen

Ripon High School, Ripon CA
CADA Print Media Coordinator
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Teachers are resilient. They are passionate. Driven. Ready for the next challenge. Nothing has shown that more than this past year while teaching during a global pandemic.

The many forces that come together in the educational world have worked to help each and every child that possesses various learning abilities. Adaptation, innovation, new technology and creativity have become the new "normal." The child was never left behind because educators in this nation wouldn't let that happen.

Yet, we as a country have forgotten the teacher. Countless hours given, instant re-

modeling of lessons and delivery, lost sleep, and stress have overcome our educators. Teachers are leaving the profession and we don't have enough qualified educators to take these positions.

SO WHAT DO WE DO?

We begin by taking care of ourselves! Here are some tools that can be used in life to find balance, self awareness, and a moment to process the mental fluctuations that can dominate our lives.

- 1. Set boundaries** - find that time frame in the day where you leave work behind and you live in the present moment with family, friends, or perhaps yourself. You cannot get it all done in one day. It can wait until tomorrow.
- 2. Exercise the body & the mind** - make time in your day for movement in the

physical sense whether it be a run, walk, skateboarding, yoga, swim, and more. Equally, allow the mind to rest. Journal your thoughts reflecting on the day and find gratitude. Meditate with sound that brings thoughts into your mind and time to release what does not serve you.

- 3. Read for enjoyment** - find a world to get lost in or read about that moment in history that fascinates you. Bring enlightenment, joy and imagination into your mindset with a good book.
- 4. Eat healthy** - your body will thank you!
- 5. Find inspiration** - take a look at @DailyOM on Instagram on Instagram and find words that can guide your day in a positive direction.

What we do today to take care of our entire essence will allow us to be our best self tomorrow.

We Need YOU!



CADA is looking for passionate and involved members statewide to be a part of the digital and print media teams. Love technology? Join the Digital Media Team! Love sharing your words of events and fun on your campus? Join the Print Media Team! Sign up today at the following link: www.bit.ly/cadamedia

Digital Media Team Member Responsibilities

- Attend monthly Digital Media Team meetings
- Assist in creating content for the CADA digital media platforms
- Provide media coverage (photo, video, interviews) at Area student & advisor conferences
- Reach out to members in your Area for event tips, tricks, and ideas to be shared via the CADA digital media platforms
- Assist with outreach to highlight different activities advisors and programs in your Area

Print Media Team Member Responsibilities

- Attend bimonthly Print Media Team meetings
- Assist in developing the newsletter's theme & purpose quarterly, contribute by writing for the newsletter, and reach out to members in your area to write for the newsletter.
- Provide photos for the newsletter.

GETTING TECHY WITH SPEED

SLIDO



By **Bryan Speed**

Matilda Torres High School
CADA Digital Media Coordinator
bspeed@cadaboard.org

There are so many great tech tools that you can use to engage your class and student body to create magic on your campuses! My most recent discovery came during CADA Camps 2021 - The Leadership Renovation when a group of students used Slido to engage their peers during a Program on the Green Screen session. Slido is an audience interaction platform that can be used to engage group members during virtual, hybrid, or in person meetings. As I planned my in-person summer training session for my student leaders this year, I used Slido to support some of the work we had to do! Check it out!

HOW TO ACCESS

Vist www.slido.com to get started.

Slido offers a variety of different packages for educators that range from \$0-\$10. The Basic Package is FREE and includes access for up to 100 participants, 3 polls per event, as well as 1 quiz per event.

FEATURES:

- **Audience Q & A** - Group members have the opportunity to ask any questions they would like anonymously, and other members can upvote questions that they like bringing the most important questions to the top.
- **Live Polls** - You can use live polls, surveys, or word clouds to bring group members into the discussion and get them engaged.
- **Quizzes** - Engage group members with live quizzes or trivia. Group members enter their own names similar to a Kahoot and answer questions - the person to get the most questions correct

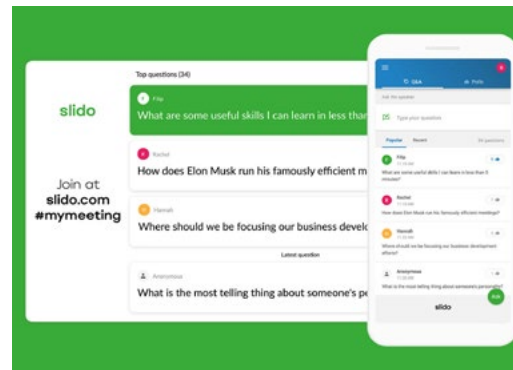
in the shortest amount of time can move to the top of the leader board announced at the end of the quiz.

WHY YOU SHOULD TRY IT:

- **A Variety of Features in One Place** - It combines features of many of the apps out there that can be used to engage people in meetings. You get everything in one place, making things that much easier to use.
- **Ease of Access** - participants can join by going to slido.com and entering a code, or scanning a QR Code that can be projected during your meeting.
- **Platform Integration** - You can integrate Slido into Google Slides, YouTube, Microsoft Teams, Powerpoint and More!

HOW I USED IT WITH MY STUDENT LEADERS:

- **Voting** - When the time came to select our Homecoming theme for the year, I input each of the available options into Slido and had my students vote for their top choice. We were able to see the results in real time, while giving a bit of anonymity to the voting process.



- **Determining Core Values for the Year** - When looking at values to determine our focus for the school year, I had students input one core value into Slido's Word Cloud Feature. Taking the terms that came to the surface we settled on Spirit, Inclusivity, and Service as the core values to drive our work this year.
- **Team Building** - To connect with students, and help them to learn a little more about me, I gave them a short "Who Knows Mr. Speed Best" Quiz with random questions about my life and interests. This year, I used Slido's Quiz Feature to facilitate the activity and get my top 3 winners in real time.



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PERSPECTIVE

From Our Youth

By Naomi Wilbur

ASB President

Ripon High School, Ripon CA

In times of change and struggle, how do we challenge traditions in a way that makes our traditions modern and equitable for everyone? Over the past year, we've experienced events that have allowed us to reflect on our purpose, our why. As leaders, we have to commit ourselves to questioning traditions in the hope of creating a world that is innovative and equitable.

When reflecting on how to challenge tradition, we are brought back to our purpose. If our intention is unidentifiable, then how do we find value in what we are doing? So this then brings us back to a moment of reflection and how we can identify our purpose. We have to ask ourselves these questions: Who does this benefit? How can this be perceived? Does this send an upbeat message? In asking

ourselves these questions, we can recognize our purpose. Similar to leadership, our lawmakers and government officials have to ask themselves these questions to identify what is best for the people. But this now brings me to the point of serving ourselves or serving others.

As humans, we are naturally selfish and are always looking for what benefits us, just like politicians have ulterior motives for their legislation and are looking to serve themselves. So in asking ourselves questions to identify our purpose, it is easy to insert our benefit into those equations. While trying to figure out "our why," it's essential to look at it through an objective lens to see all sides of the situation without any biases. This is imperative to ensure our traditions are equitable for all those involved.



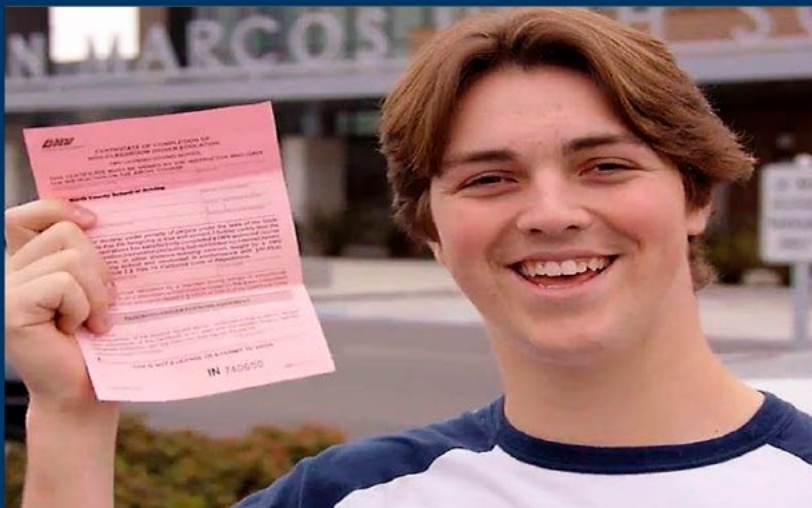
The purpose of challenging traditions is to question why we do things and why they become a so-called "tradition." We often get sucked into making something a practice because it's easier to do the same thing year after year rather than reflect and evaluate how we can adapt to changing times.

When we learn to adapt, it shows that we are conscious about what is going on in the world and want to make sure we appeal to those we serve.

Challenging traditions and social norms are beneficial to our society, the people we serve, and within our own lives. Reflection helps us identify our purpose, so we can put the utmost effort into everything we do. Realizing how and why we serve others is a step toward defining our goal because it allows us to reevaluate situations where we can give the maximum support to those we are serving. Adapting alongside a changing world shows that we consider what is happening around us to make the best decisions for the people. As leaders, we have to challenge tradition and find our purpose to accelerate innovation and modernity.



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THE NEWBIE GUIDE TO ACTIVITIES:

What to Expect?



Expect the Unexpected!

By Cameron Chitwood
Tracy High School - Tracy, CA
cchitwood@tusd.net

Picture this. You just got back from your first CADA State Convention in Reno. You've just had the time of your life making connections with fellow ASB advisors, learning the ins and outs, do's and don'ts, ups and downs about the role you are to undertake in the fall.

I had the fortunate experience of attending the convention before taking over as an Activities Director. On that very next morning, at the start of 1st period, feeling energized (and exhausted!) from the previous

week at CADA, dreaming not only about what the heck your lesson plan is going to be for the day, but you hear a notification come across your device. It's that same notification you expect, at least 10x/day, signifying another email needing an immediate response. But this notification sounded different. Not in terms of its tone. This notification was unexpected.

This specific notification, like many received on March 13th, 2020, was a haunting message from the superintendent stating that the district was shutting down. At that moment, many of us looked to make sense of the situation. In my case, I just wanted to get my grades in for the quarter. Looking back, I don't think this moment could have taught me more about activities and advising as it had. While those last three months

of school were difficult for us all, I began my journey as an activities director with a fire lit underneath me.

I had no time to think about planning. I had no time to ease my way into the position. As time marched on during the pandemic and my transition to this new role, I found that expecting everything to fall perfectly in line is not necessarily how activities happen, if ever! I learned over my first year as the activities director that things sometimes get messy! (I am a Type A classroom teacher. Everything has a place and gets put back in its destined location. Correction...was a Type A classroom teacher!) Additionally, things may not always go to plan. If there was one thing that being a new advisor taught me during a pandemic: Expect the Unexpected. And Welcome It! Once I began to let go of the year turning out exactly as I planned it (and taught the students to as well), we were able to focus on the things that truly mattered: Ourselves and Our Community.

With this new mindset, we were able to shift our perspective towards the things that mattered in that moment. We aimed at supporting each other's mental health and reaching out to others in ways that weren't through a Zoom/Team Call. We found ways to stay connected when we were forced to

be apart. We interpreted traditions, what worked for our school, and what did not serve our student body. We tried new things. Put on new events. We didn't know what to expect, but that was the beauty of it!

As a first-year advisor, these circumstances have allowed me (as well as my students) the opportunity to slow down and evaluate what is truly important for the class, our school, and our community. It is my hope that as a global community, we are able to come together to ensure that future first-year advisors won't have to expect to learn this role during a pandemic! However, fostering a sense of resiliency in yourself and within your students, as you navigate the unexpected that first year, will act as your roadmap towards making it through the inevitable unexpected "normalcy!"



ENLIGHTENMENT *From a Veteran*

By Linda Cooper

Modesto, CA

lindacooper971@gmail.com

SET THE STAGE, SHINE THE SPOTLIGHT –

The theme of the 2020 CADA State Convention has been my theme for most of my career. Setting the stage and shining the spotlight on others was my goal from the moment I became a teacher. I was a teacher, coach, club advisor, and administrator for thirty-three years at Ceres High School. But, to me, the most essential and enjoyable job I had was being the Activity Director for 24 of those years. I would ask my students each year – what can you do to leave this a better place than when you arrived? It was not about my legacy but theirs. CHS, a 113-year-old school, has many traditions. Many community members are graduates of CHS. I think back and chuckle at the firm opinions continually shared with me during my tenure. At times, it was difficult for current students to establish new traditions that they enjoyed and still keep some of the old ones for the community. Yet, communication and diligence allowed for success. In the time spent doing the job I loved to do each day, I established my “to do” list as a veteran Activity Director.

FIRST – you must be organized and have a plan. It should start with you and your leadership team creating a school retreat, training, or meetings prior to the



start of school. Establish and share your goals. Have at least three projects ready to explain, such as: improving school culture, getting more students to attend athletic events, and doing something big and flashy to attract more students on campus. These are just a few of a very long list. An Activity Director cannot wait until the last minute to do anything. I would put together my plan for the year with activities and leave room to add more that students wanted to add or be prepared to take off some they thought were “silly.” At the retreat each year with my students, I would go over my plan, adjust it after our decisions, and have each student sign it. Then the ASB team and I would meet with the administrators because it is essential to have them buy into your plan. During this time, you build connections with your students, develop your team, and build the trust required to complete a successful year of activities.

SECOND - The Athletic Director and the Activity Director must be a cohesive team. So many students crossover from activities to athletics and back that you both need to be on the same page. Work together. Establish a trusting rapport that is seen by students, staff, and the community.

THIRD – In your first year, do a few activities very well. You want your students to be successful, your school to have a positive and spirited culture, and you want to include all students and staff.

The following year - add 1 or 2 more. Sometimes we look at programs that have been going on for a long time and attempt to copy their style, and we end up doing too much. Do not let anyone tell you, “you aren’t doing enough.” I know how much time it takes to plan activities, train your leaders, set it all up, execute it, and take it all down. Evaluate the pros and cons after each event – What was good, what was not so good? What do we want to keep, what do we want to let go? Put it in the plan for the following year.

FOURTH – Don’t be afraid to ask for help, ideas, information, a friend – whatever you need. All of us veterans will share anything with you that you need. As the new school year begins, unique traditions, ideas, and creations can be established by a new activity director. Join CADA, learn your ASB laws, train your students, do 3-4 fabulous activities and work on your plan. What do you want to accomplish this year? Next year? Five years from now – where do you want to be? Remember, you are in charge and in control. Set the guidelines, stick to them, set the tone. Show your students how to work hard and work with them. Don’t let students get away with not investing their time into their program, their school, their future. Don’t get discouraged, this is your time! There are so many of us to support you, listen to you when things are tough, lend a shoulder, send you our documents, give hugs, and be there when you need us. I have confidence in you. **YOU CAN DO IT!**



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JEDI BOOK CLUB



*Justice,
Equity,
Diversity,
and
Inclusion*

By Laura Castro

CADA Area B Coordinator
lcastro@cadaboard.org

The California Association of Directors of Activities has embraced the need to consistently update and educate ourselves and others around the continued importance of Justice, Equity, Diversity, and Inclusion. The development of the Equity Committee by Allison Gadeke when she was CADA President was an exciting addition to our board committees, and I

was anxious to be a part of this work. We continue to educate and inform ourselves through webinars, curriculum suggestions, and input from you, our CADA members. Check out the Resource Library at www.cadal.org under Advisor Resources.

Continuing with this vital work, current CADA President Ron Ippolito has established the JEDI Summer Book Club. Crediting the term to James Layman and the Association of Washington Student Leaders, JEDI (Justice, Equity, Diversity, and Inclusion) is making its way into schools and associations throughout California. I hope that this book club continues beyond the summer! I was ready to explore my unintentional biases and lack of knowledge and was grateful to explore the topic in-depth with others.

We started our reading with **So You Want to Talk About Race**, by Ijeoma Oluo. This book helped to bring clarity and a heightened sense of purpose to the importance of this work. As stated by The Root, this book is “fascinating, real, and necessary.” Meeting and openly discussing the book and our personal experiences allowed reflection on our next steps in this work, both validating and encouraging. In *So You Want to Talk About Race*, the author discusses intersectionality. If you have not heard that term before, you are not the only one. I found this excerpt helpful. “*And even though Black Lives Matter was founded by black women, even though black women have been at the heart of every feminist movement in this country’s history - nobody marches for us when we are raped, when we are killed, when we are denied work and equal pay. Intersectionality, the belief that our social justice movements must consider all of the intersections of identity, privilege, and oppression that people face in order to be just and effective, is the number one requirement of all of the work that I do.*” (Pg 74)

The next book in our summer reading series was **She, He, They, Me: For the Sisters, Misters, and Binary Resisters**, by Robyn Ryle. The book calls our attention to the fact that gender is not just whether you are born a boy or a girl but “explores more than one hundred different scenarios that embrace numerous definitions of gender across the world, throughout history and in the ever-widening realms of your imagination. Follow your own gender path as well as the path of others for a better understanding of the depth of the term ‘gender identity.’”

We discussed the idea of this book being an excellent reference for us as we deal with students and colleagues that identify differently than we do. Why? Author Robyn Ryle assists in guidance to be successful in reading the book with the statement, “*The strange thing about life in the twenty-first century is that gender has probably never mattered more than it does right now. But gender has also never mattered so much less... Gender matters more because it is front and center in our daily lives...But in other ways, gender also matters less than it has in the past.*” The author goes on to explain how the strict rules of society are loosening, transgender people have growing visibility, and “*the grip that gender as a social system has on our lives is gradually loosening...*” (Intro)

At the writing of this article, we are reading **The Leader’s Guide to Unconscious Bias**, by Pamela Fuller and Mark Murphy with Anne Chow. The first step is admitting your own personal bias, which is not always an easy thing to do.

Stay tuned as we continue our journey, and please consider joining us in our future efforts to educate ourselves and others. Together we can become better for ourselves, our families, our communities, and the students in our care.

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CADA AREA EVENTS

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Coordinator | Melissa Edsall | medsall@cadaboard.org

Nov 6, 2021

Area A Advisor Conference

Sacramento, CA

May 3, 2022

Area A Student Conference

Modesto, CA

Jan 12, 2022

LDD Arden Middle School - MS Delegates

Sacramento, CA

AREA B

Coordinator | Laura Castro | lcastro@cadaboard.org

No events at this time - check back at www.cada1.org/areab

AREA C

Coordinator | Joe McMahon | jmcmahon@cadaboard.org

Oct 18, 2021

Area C Student Conference

Hanford, CA

Dec 7, 2021

Area C Advisor Conference

Clovis, CA

AREA D

Coordinator | Lisa Walters | lwalters@cadaboard.org

Nov 13, 2021

Area D Advisor Conference

Santa Maria, CA

Nov 16, 2021

Area D Student

Conference

Ventura, CA

Nov 18, 2021

Area D Northern Student Conference

Salinas, CA

AREA E

Coordinator | Ruth Simonds | rsimonds@cadaboard.org

Oct 9, 2021

Area E Advisor Conference

Pasadena, CA

Nov 17, 2021

LDD

Quartz Hill High School

MS Delegates

Lancaster, CA

AREA F

Coordinator | Ken Nedler | knedler@cadaboard.org

SEP 18, 2021

Area F Advisor Conference

Virtual with Local

Networking

Oct 27, 2021

LDD - Kraemer Middle

School - MS Delegates

Placentia, CA

Feb 9, 2022

LDD - Valley View High

School - HS Delegates

Moreno Valley, CA

Feb 16, 2022

LDD - Valencia High

School, PRIVATE

Placentia, CA

Feb 23, 2022

LDD - Valencia High

School, PRIVATE

Placentia, CA

AREA G

Coordinator | Judy Zazvrskey | jzazvrskey@cadaboard.org

Nov 9, 2021

Area G Advisor Conference

San Marcos, CA

DOWNTOWN CASL

EXPLORE THE INTENTION



Letter from the President



Dear Advisor,

At the time of our 2022 CASL State Conference, we will (hopefully) be approaching the last part of our first full, in-person, year back. On our campuses, we will all have been evaluating traditions, history, events we put on, and bit by bit expanding and improving on the things that are beneficial, while phasing out what has not.

This year, the CASL board had a roughly five hour long discussion on what we wanted to provide the delegates and students of the state of California with this spring at our conference. We took into account the timing and the uniqueness of the situation we were in. Traditionally, we knew what the feelings were when we left our campuses the previous June, and could anticipate the potential needs of our schools for this year, however at this point, that was not the case.

Throughout the discussion, we kept coming back to the same idea: The ability we have now to re-invent our schools. On most of our campuses, over half the students in attendance had never set foot on the traditional campus. This was our chance to truly make a change, and not have to worry about the classic "but we ALWAYS do this!"

We kept coming back to the same idea: consistent re-evaluation and changes that go deeper than simply campus events. Eventually, we decided on one word, one idea: Foundational. At our conference this spring, delegates and schools will leave equipped with the resources and knowledge on how to keep the energy we have now to make immediate change, and how to evaluate the foundations of our programs, our events, and our campuses. Intentionally evaluating everything we do to ensure it is still beneficial is key to making our campuses foundations the best they can be.

We are so, so excited to welcome you BACK to Ontario this Spring to Explore our Intentions at Downtown CASL! If you have any questions, don't hesitate to contact any of our incredible board members, and see you there!

- Colin Culver - CASL State President



Meet the CASL State Board



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Outreach Director



Javier Azua Jr.
Northern Director



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Northern Director



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Northern Director



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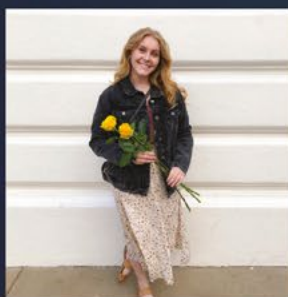
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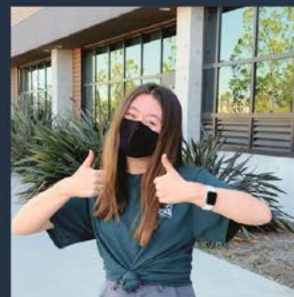
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Welcome to Downtown CASL!



What is the CASL State Conference?

The CASL State Conference is an annual event where student leaders from across California are given the opportunity to learn more about their place in making a positive, lasting impact on the culture of our state. Students are encouraged to take their voices and get involved. Through participating in CASL Board led workshops, hearing from amazing keynote speakers, engaging in our service learning project, and hearing to our student state-of-the-art presentations, our students will learn to continue to make a difference.

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↑ **S C A N** To watch the Theme Reveal Video

For more information regarding the 2022 CASL State Conference, visit www.caslboard.com/Downtown-CASL





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Deadline:**
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Area H Lead
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Program Directors & Appointed Positions

**Leadership Development
& CASL Coordinator**
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Treasurer
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Secretary/CADA Store
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Print Media Coordinator
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**Professional Development
& Camp Coordinator**
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Digital Media Coordinator
Bryan Speed
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Convention Lead
Kyle Svoboda
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WANT LEADERSHIP TRAINING FOR YOUR STUDENTS IN PERSON AND NEED TO HAVE IT ON YOUR CAMPUS?

LEADERSHIP DEVELOPMENT DAYS ARE HERE FOR YOU!

LED BY FACILITATORS WITH MORE THAN 10,000 HOURS IN LEADERSHIP TRAINING EXPERIENCE, LEADERSHIP DEVELOPMENT DAYS PROVIDE OPPORTUNITIES FOR ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS TO BECOME INSPIRED AND CONTRIBUTE TO THE BETTERMENT OF THEIR CAMPUS AND COMMUNITIES.

THE DAY-LONG EVENT UTILIZES EXPERIENTIAL LEARNING ACTIVITIES TO UNITE STUDENTS AND DEVELOP LIFELONG SKILLS. THE CURRICULUM IS CENTERED AROUND LEARNING EFFECTIVE COMMUNICATION, CULTURAL COMPETENCIES, CONNECTING TO OTHERS, INDIVIDUALISM VS. COLLECTIVISM, EXPANDING THE LEADERSHIP BASE, PERSEVERANCE AND COURAGE TO BECOME THE BEST VERSION OF YOURSELF.

\$30 PER STUDENT IS ALL IT TAKES TO BRING THIS DAY-LONG, RESEARCH-BASED, INTERACTIVE LEADERSHIP CONFERENCE TO YOUR STUDENT LEADERS AND THEIR PEERS AT LOCAL SCHOOLS, OR CALL FOR SPECIAL PRICING TO HOST ONE FOR YOUR SCHOOL ONLY.

FUTURE LDDS:

10/27/21 KRAEMER MS -F- RICKY CASTRO(MS DELEGATES)

11/17/21 QUARTZ HILL HS -E- STU MANTHEY(MS DELEGATES)

01/12/22 ARDEN MS -A- GLENN ALEJANDRINO(MS DELEGATES)

02/09/22 VALLEY VIEW HS -F- LANCE ESPEJO(HS DELEGATES)

02/16/22 VALENCIA HS 7TH GRADE AVID -F- PAUL LAPORTE (PYLUSD MS DELEGATES)

02/23/22 VALENCIA HS 8TH GRADE AVID -F- PAUL LAPORTE (PYLUSD MS DELEGATES)

READY TO HOST? VISIT HERE TO APPLY AS WE SCHEDULE THEM ALL YEAR LONG!

[HTTP://CASLBOARD.COM/LEADERSHIP-DEVELOPMENT-DAYS/](http://CASLBOARD.COM/LEADERSHIP-DEVELOPMENT-DAYS/)





FOR UPDATES & CONFERENCE
INFORMATION VISIT US AT:
WWW.CADA1.ORG



2021-2022
**CALENDAR
OF EVENTS**

SEP 18, 2021	Area F Advisor Conference	Virtual W/ Local Networking
SEP 13, 20, 27, 2021	S.A.L.T (Student. Activities. Leadership. Training)	Student Virtual Training
OCT 9, 2021	Area E Advisor Conference	Pasadena, CA
OCT 18, 2021	Area C Student Conference	Hanford, CA
NOV 6, 2021	Area A Advisor Conference	Sacramento, CA
NOV 9, 2021	Area G Advisor Conference	San Marcos, CA
NOV 13, 2021	Area D Southern Advisor Conference	Santa Maria, CA
NOV 16, 2021	Area D Northern Student Conference	Ventura, CA
NOV 18, 2021	Area D Student Conference	Salinas, CA
DEC 7, 2021	Area C Advisor Conference	Clovis, CA
MAR 2-5, 2022	CADA State Convention	Reno, NV
MAR 31 - APRIL 2, 2022	CASL Middle School Student Conference	Ontario, CA
APR 2 - 4, 2022	CASL High School Student Conference	Ontario, CA
MAY 3, 2022	Area A Student Conference	Modesto, CA

**LEADERSHIP DEVELOPMENT DAYS ARE HOSTED THROUGHOUT THE YEAR
VISIT WWW.CADA1.ORG/LDD TO SEE IF THERE IS ONE NEAR YOU!**

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