

SDSCA
JANUARY NEWSLETTER

2024



Kicking off a New Year



Welcome to 2024!

Hope everyone had a great holiday break and you are ready to tackle the rest of the school year! Looks like it is going to be a wintery start to our new year! Just want to remind everyone about our SDSCA convention on March 26th and 27th in Rapid City and to start planning for this huge event! Board members are working hard to make it the best!!

Congratulations to Emmie and David for being the 2 students selected for this National Student Advisory Board! I look forward to traveling with them back to Indianapolis!!

Attached is a press release from the NFHS regarding the 16 students selected nation-wide to participate on the NFHS National Student Advisory Council. The NFHS represents 12 million students across all US States. They selected 16 students from those 12 million to serve on this council, and **2 South Dakota Students- Emmie Hofer of Rapid City Stevens and David Yusten of Sioux Falls Roosevelt- are among the 16 students nation-wide to be selected for the NSAC.** Emmie and David are the two NFHS Section V (ND, SD, MN, NE, KS, MO) representatives on the council. This is an incredible accomplishment and reflects highly on Emmie and David, their student council advisors, their teachers and administrators, their schools, the State of South Dakota, and the work of Brooks Bowman from the SDHSAA and Gary Linn from the SDSCA. Emmie and David will head to the NSAC meeting in Indianapolis in January. I'm sure they will have a great time and represent us very well. **CONGRATULATIONS** to Emmie, David, Roosevelt High School, and Stevens High School! A Press Release from the NFHS announcing the 16 members of the NSAC is attached.

10 Ways To Motivate Others

There are some fairly simple things you can do that will give you a head start on membership motivation. Read em and reap (the rewards):

1. Provide low-threat situations that make it easy for new or shy members to speak up, and listen to what they are saying.
2. Give members with limited experience and low self-confidence something relatively simple to do at first, or include them in a small group effort with friendly and experienced models.
3. Look for non-verbal signals (facial expressions, eye contact, posture, tone of voice) that your members give you and be responsive to what you see. There is lots more going on non-verbally among people than words alone will tell you.
4. Use people's first names (make a habit of remembering them), and mingle and talk with members as they work. Be generous with positive suggestions and compliments. Let them know they're there and tell them you missed them when they're absent. (A phone call to Hap the day after a missed meeting may let him feel "noticed" for the first time!)
5. Involve members in setting organizational goals, choosing projects, and discussing issues, using small groups whenever possible.
6. Divide projects and committee work into as many manageable parts as possible before asking for volunteers to do the work. Encourage people to seek new experiences rather than ask them to do the same thing over and over again. (Hap may be your most effective poster maker, but he'll burn out fast if that's all he ever gets to do for the group.)
7. Get a sense of what people are seeking from the organization by spending informal time with them individually and helping them find things to do that match their interests.
8. Involve members in the business of the organization itself, to strengthen their sense of "ownership" of the group.
9. Encourage cooperation and teamwork . . . reward positive interaction and mutual support among members as they work together.
10. Be informal and personable, and get your hands "dirty" once in a while without getting too deeply involved in details which might limit your perspective of "the big picture."

Participation and involvement represent the most direct line to a person's motivational "buttons." The idea of motivating or "turning on" another person directly is a myth. All you can do is to get to know your people, then manage the structure, atmosphere, and activities of the group in ways that will give each individual both the will and the opportunity to get involved.

Leadership Secrets

Here are some important "secrets" of leadership (the best ones are the ones you live).

- People support what they themselves create.
- People in groups act in the same way that individuals act.
- People are basically good and capable of lots more than anyone expects of them.
- Every person needs to be needed, respected, loved, and appreciated. We need to feel and be important. We need variety. We need to be happy and successful.
- Enthusiasm and smiles are contagious.
- Leadership and friendship are earned.
- Every person needs to feel good about him or her self.
- Daily we need excitement, sharing, and trust, in an atmosphere of love.
- Groups can sometimes accomplish more than individuals can achieve by themselves (and the reverse).
- Success is the progressive realization of a personal worthwhile goal. Whatever I vividly imagine, ardently desire, and enthusiastically act upon will eventually happen.
- I must accept people for what they are and what they are becoming, and they will accept me. But I must reach out!
- We can give without loving, but we can't love without giving.
- I may have walked with greatness, and didn't even know it.
- Truly great people know that the greatness is not in them, but through them.
- Leadership influence moves around inside groups, from one person to another. Everyone can serve as a leader.
- Group process might be more valuable than the product!
- There is a climate with groups. Leaders know how to help "warm up" the climate.
- When I am aware that I could be wrong, I listen better.
- There are many skills needed for helping people. Leaders must know how to use these skills.
- Great leaders are not born; they are developed.
- Leaders lead by asking, delegating, guiding, encouraging, and risking.
- Effective groups happen with planning, sharing, and positive action.

What Are Some Purposes of Our Student Council?

If a visitor to your school asked, "What is the purpose of your student council?" . . . what would I say? Here are purposes that I believe are important:

1. _____
2. _____
3. _____

What does our student council constitution say? Should it say more? How do I get more added or something taken out?

Here is a checklist of some reasons for the existence of student council. Check the reasons that apply or that you would like to see apply:

Does	Does not, but should	Does not/ Should not	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Represent student feelings, opinions, and interests.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Give students a share in decision making.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Help develop potential leaders through leadership workshops and other organizations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Encourage students to participate in school activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Promote an activity program that's open to all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Promote respect for law and order.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Emphasize citizenship and democracy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Help students understand and accept their role in school government.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Develop within individuals a sense of responsibility for their own conduct and behavior.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Develop understanding, respect, and appreciation for cultural differences and similarities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Develop a sensitivity to and awareness of the needs and problems of others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Develop desirable sportsmanship attitudes . . . a reason for spirit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Develop friendships among students and a general spirit of friendliness in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Take pride in the condition and appearance of the school buildings, grounds, and other facilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Promote school loyalty and school pride.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Create a good relationship between faculty and students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Involve students in both social and organizational problem solving in the school.