



"Everything we do in schools should have student learning as its focus, including student activity programs."

Dr. Earl Reum
Student Activities Advocate and
Advisor, Trainer, Extraordinaire

**Planning a
Year of Significance
Starting with
"Why"**

**NAWD / NCSA
Scottsdale, Arizona
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Presented by:
Tom Heethuis, Michigan Association of Student Councils

- Activity Advisor / Presenter- 37 years
- Director of Student Activities - 23 years
- MASC Executive Board Member
- MASC Leadership Camp Staff Member and Director
- National Leadership Camp (NLC) Staff Member and Director
- MASC State and Regional 9-M Advisor of the Year
- Host School Advisor, MASC State Conference
- NASC National Executive Board Member (Region 4)
- NASAA National Board of Directors (Region 4)
- NASC Region 4 National Advisor of the Year (2003 Warren E. Shull Award)
- NASAA Region 4 National Advisor Trainer of the Year (2009 Earl Reum Award)
- Advisory Committee Member – Alliance for Student Activities
- MASC Principal of the Year
- Initial inducteee Michigan Student Leadership Hall of Fame
- NAWD Region IV Advisor Trainer of the Year (2012 Earl Reum Award)

Leadership Test
How I doing the right thing
at the right time, in the
right way, for the right
reason?



Plan program not events

- What do we want to do first . . . and why?**
- Decide how to allocate group resources what are they? which is most important?**
- What is the group's vision for the year? (not just next week)**

Suggestions for assisting students in planning a year of significance

- Have a game plan
- there are better reasons than "we did it last year"
- Know what a good year will look like avoid large peaks and valleys
- Understand you cannot do it all

Program Vision for the Year

	August	September	October	November
From program, not just activities	December	January	February	March
Do our projects fit our goals?	April	May	June	July
A good fit is shown with a double line				

Suggestions for assisting students in planning a year of significance

- Have 3 or 4 major focuses for the year
- "what we are going to focus on first" items can be added after these are addressed
- Its better to have 4 things go well than 6 to be so-so
- Allow for mid course evaluation and adjustment

Program Vision for the Year

Plan programs, not just projects	Do our program fit our goals?	A goal is a dream with a deadline
August	September	October
November	December	January
February	March	April
May	June	July

Teach process (the how)
as well as product (the what)

- Its easy to plan many things, if first you learn how to plan
- start the year with how to plan ... not just homecoming
- don't let bad habits develop and become the norm
- find and adapt a process that works for you
- focus on developing good group process

TEAM - Together Everyone Accomplishes More

The W's of planning
Who?, What?, When?, Where?
and the biggest one - Why?

- P.O.P. - Put On Paper OR P.O.W. - Post on Web

Focus on the Process (the how)
as well as the **Product (the what)**

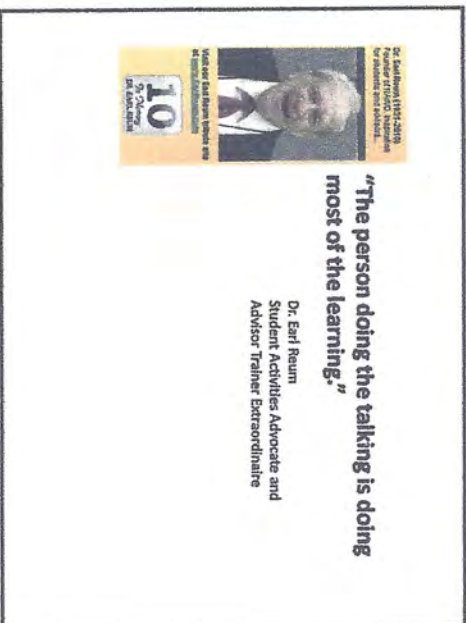
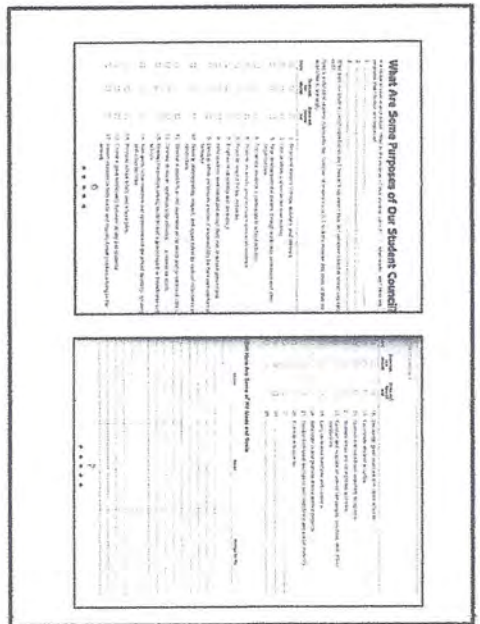
Don't let bad habits develop and become the norm

Find and adapt a process that works for you

The W's of planning
Who?, What?, When?, Where?
and the biggest one - Why?

A Planning Process





Top 20		Top 10	
1	20	1	19
4	23	8	24
7	24	12	34
8	28	16	37
10	30	18	39
12	32		
13	34		
16	35		
18	37		
19	39		

Top 20		Top 10	
1	20	1	19
4	23	8	24
7	24	12	34
8	28	16	37
10	30	18	39
12	32		
13	34		
16	35		
18	37		
19	39		

Our Top 5	
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•	
•	
•	
•	

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Program Vision for the Year

Listed below are our major program focus areas for the year:

Focus #1 _____

Projects planned for this focus area: _____
Date: _____

Focus #2 _____

Projects planned for this focus area: _____
Date: _____

Focus #3 _____

Projects planned for this focus area: _____
Date: _____

Based on original concept presented by Dr. Earl Raun
Format developed by Tom Heathus, revisions by Dave Conlon
Last revised by Tom Heathus, Oct. 2012

Focus #4 _____

Projects planned for this focus area: _____
Date: _____

Focus #5 _____

Projects planned for this focus area: _____
Date: _____

Goal Setting Hints:

Make your goals SMART

Specific – state exactly what it is you want to achieve

Measurable – the results can be seen and the outcomes can be counted

Attainable – appropriately challenging, but doable with available resources

Relevant – are encompassed by the vision and addresses an identified need

Timely – has a reasonable timeline and deadline for measurement of progress

Goal Setting Formula: to + (verb) + (objective) by (timeline)

- Take the time to critique your goals and vision.
- Make people aware of your goals. They will find ways to help you.
- Take small steps towards your goal. This breaks down the challenge.
- Post your goals in a visible spot. They remind you of the job ahead.
- Periodically reassess your goals to see if the vision has changed.

Why Student Council? Why Student Council?

To serve as a go-between for students and the administration

modified from *Class for Successful Student Activities*, Tom Henrich, 2013

To improve inter-school relationships

modified from *Class for Successful Student Activities*, Tom Henrich, 2013

Why Student Council? Why Student Council?

To be a communication tool for students in the school

modified from *Class for Successful Student Activities*, Tom Henrich, 2013

To promote the general welfare of students

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Why Student Council? Why Student Council?

To conduct and regulate school elections and campaigns

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To establish traditions and carry them on

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Why Student Council? Why Student Council?

To represent the student body and clubs

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To teach leadership, scholarship and citizenship

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Why Student Council? Why Student Council?

To identify problems

modified from *Class for Successful Student Activities*, Tom Henrich, 2013

To solve problems

modified from *Class for Successful Student Activities*, Tom Henrich, 2013

Purpose	Code
To serve as a go-between for students and the administration	1
To improve inter-school relationships	2
To be a communication tool for students in the school	3
To promote the general welfare of students	4
To conduct and regulate school elections and campaigns	5
To establish traditions and carry them on	6
To represent the student body and clubs	7
To teach leadership, scholarship and citizenship	8
To identify problems	9
To solve problems	10
To improve attitudes	11
To improve faculty relations	12
To participate in and promote school service projects	13
To raise academic standards	14
To be responsive to students needs	15
To train young leaders	16
To represent student opinion	17
To help students adjust to school	18
To prepare young people for living in a democracy	19
To facillitate communicate between groups	20
To organize student activities and administer them	21
To bring student ideas to the administration	22
To represent student interest in policy decisions	23
To teach students how school is run	24
To teach students how democracy functions	25
To lead the student body to achieve its best efforts	26
To promote student interests	27
To teach young people what the job of student council is	28
To direct the student body	29
To represent, to coordinate, to do	30
To sponsor social and recreational activities	31
To encourage understanding, respect and appreciation for cultural differences	32
To promote good public relations	33
To promote school spirit and develop school loyalty	34
To develop a sense of school pride	35
To provide learning opportunities for students	36
To learn lifetime skills on being leaders and followers	37
To practice effective group dymanics	38
To learn meeting skills	39
To project a positive image of the school	40