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President's Message by Kris Burkholder

**WELCOME**

Greetings School Counselors:

I feel very honored to serve as President of KSCA this year and to have the privilege of working with so many dedicated, hard working and committed professional school counselors across the state of Kansas. I truly believe that professional school counselors in Kansas are strongly committed to their work and profession. We are committed to addressing the social and emotional needs of our students, committed to improving the academic performance of ALL students, committed to assisting our students as they consider educational and career options, committed to reducing the barriers to learning, and committed to providing our students with the best interventions and services possible.

As we begin another school year, let's not forget to celebrate the value and the importance of the day-to-day work we all do in our efforts to meet the needs of each child and to assist each child every day. George Eliot once said, "What do we live for if

not to make life less difficult for each other?" How fortunate as professional school counselors to be able to have so many opportunities each day to make life less difficult for others!

This year, KSCA is celebrating 41 years of service to school counselors. KSCA is committed to supporting and enhancing excellence in professional school counseling at all educational levels by supporting school counselors, as well as advocating for the school counseling profession both locally and nationally.

Have a great school year, celebrate the profession of school counseling, celebrate being a KSCA member, and celebrate YOUR role in the lives of others as a professional school counselor.

**Remember, it takes only ONE counselor.....**

- One** SCHOOL COUNSELOR can wake a dream
- One** SCHOOL COUNSELOR can begin a friendship
- One** SCHOOL COUNSELOR can lift a soul
- One** SCHOOL COUNSELOR can guide a lost student
- One** SCHOOL COUNSELOR can change a school
- One** SCHOOL COUNSELOR can raise your spirits
- One** SCHOOL COUNSELOR can inspire new beginnings
- One** SCHOOL COUNSELOR can speak with wisdom
- One** SCHOOL COUNSELOR can inspire a student to stay the course

**ONE SCHOOL COUNSELOR  
can make the difference!!**

Welcome Back!

KSCA Newsletter themes for this school year are:

⇒ **September: Peer Helping Programs**

- ◆ November : Student Motivation
- ◆ February: Coping With Testing and DrStressing
- ◆ May: Celebrating Student Achievement

## Past President's Message

by Val Beikmann

I hope you all have had a relaxing summer and are gearing up for the start of another school year. The summer seems to get shorter and shorter every year! The KSCA board is continuing with a themes newsletter for its members so I hope you find this issue full of ideas for groups group counseling.

**Our greatest natural resource is the minds of our children.**

Walt Disney

## Small Group Activity : "You Are Special" by Val

While I was doing elementary counseling, one of the groups I did was a 5<sup>th</sup> grade social group. Students were separated into groups of 5-6 and we met for 4 consecutive weeks. The goal of the group was to get them thinking about differences in each other and acceptance as they began the critical transition years. I did this for 6 years and it evolved into something the students looked forward to each and every year.

One session favorite was discovered by accident as I could not find the regular book that I used. Instead I grabbed the Max Lucado book, "You Are Special." After I read the book, we had a discussion using the following sample questions:

- Why did everyone want a star sticker?
- What did the stars represent?
- What did the dots represent?
- How did Punchinello feel when he had so many dots?
- Why did nothing stick to Lucia?

- After Punchinello visited with Eli, why did his dots begin to fall off?
- How do the dots and stars affect your lives as junior high students?

Conversation then turned into how we might judge students based on various factors and how this is unfair of us to do so. Throughout the year we had several new students join our school so we also discussed how we might welcome them and get to know them better.....the possibility of discussion is endless.

There are many Max Lucado books based on the Wemmick characters. It would also be very easy, depending on the grade level to incorporate an activity or highlight a character trait using these resources as each can be adapted to fit your message and/or topic discussion. I hope your students will enjoy them as much as mine did!

## A Beginning of the Year Activity by Cathie

(4th or 5th graders)

On index cards or even scrap paper have the students number their paper 1,2,&3. After number one give a general kind of detail that applies to them. (i.e. I love to read) After number two, give a personal detail a little more specific. (i.e. I am a good bowler) After number three, write the most specific detail. (i.e. I went to California this summer) Then at the bottom of the card have them write their name in small letters. Stress that these should be factual, very private and DO NOT tell anyone what they have written! After the teacher has collected all of the cards, she mixes them up.

To play: Read #1 aloud to the class. Anyone who this detail applies to should stand up. Then read #2 to the class. This fact should only apply to those standing! If it does not apply to a student, that student will sit down. Finally read #3 to the class. Of those still standing, if the detail does

not apply, they sit down. Let the rest of the students guess which of the still standing students does the paper belong to. (Sometimes I add a couple more details to eliminate more kids. (i.e. I am a girl or I wear glasses etc.)

This is a good activity to show similarities and differences of the students in your classroom. It also encourages good listening and following directions.



### Attention all educators...

It is time for the nomination of school counselors for the Kansas School Counseling Association Counselor of the Year!!!! Professional school counselors are the heart of any school. This is a wonderful way to let others know how important they are to our students' academic and social progress. Please take a few minutes to nominate a school counselor in your area to represent **all** school counselors.

Applications are available on the KSCA website, [www.kssca.com](http://www.kssca.com) Contact Tonja Wienck at [t\\_wienck@teen.k12.ks.us](mailto:t_wienck@teen.k12.ks.us) or 620-947-3297 if you have questions.

Nomination forms are due to Tonja by: **DECEMBER 1, 2007**  
Don't miss this very important date!!!!



## Friend to Friend Conference Dates: Monday 11/5/07 @ Emporia State Tuesday 11/6/07 @ Ft. Hays State University



With so many school students being touched by Rachel Scott's story, we decided to bring them back for Year 2: Rachel's Legacy. In addition to the keynote, there will be break out sessions on topics of interest including how other students have started a 'chain reaction' in their own schools. You do not have to have attended last year to attend this coming year, information presented will be differently.

Detailed information was mailed out early fall along with registration information. IF you need more information, please contact Becca @ bflowers@usd438.k12.ks.us at Pratt-

Skyline schools @ (W) 620-341-5794 or Paula @ paulagrussell@Yahoo.com.

Watch in the mail or come back and visit the web site!! Information about Rachel's Challenge can be found at [www.rachelschallenge.com](http://www.rachelschallenge.com)

"I have this theory that if one person can go out of their way to show compassion then it will start a chain reaction of the same."

- Rachel Scott

## Tom Jackson Resources by Val

Are you looking for some quick and easy resources for group activities? Several years ago I had the pleasure of attending a conference and listened to Tom Jackson. He has several books that I have used at the elementary and grade school levels. Not only are the simple and practical, but also cover a variety of topics. Topics include problem-solving, goal setting, decision making, communication, tobacco, alcohol and there are many more!!

### Tom Jackson Book List:

- **Activities that Teach**
- **More Activities that Teach**
- **Still More Activities that Teach**
- **Activities that Teach Family Values**

Here is a sample lesson that I used during Red Ribbon Week called Bad Vision.

### Materials needed:

- Dark Sunglasses
- Vaseline
- Three round balloons

### Activity:

Choose one person from the class to come up front. Blow up three round balloons. Give the balloons to the student one at a time and have him/her bounce them into the air. The object is to see if he can start with one balloon, then add the second balloon, then the third balloon and keep them all in the air at one time. He should be pretty successful with the two balloons and somewhat successful with three. Now collect the balloons from him and tell the class that you are going to simulate one of the effects of being under the influence. This effect is blurred and darkened vision. Give him the pair of sunglasses. Beforehand rub Vaseline on the front of the lenses. The Vaseline works best if it is rubbed on in a circular motion. Now have him repeat the same activity while wearing the Vaseline covered glasses

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\*GREAT  
Book  
Resources!

## A Quick and Easy Conversation Starter by Bill

If you have a metal desk, buy some magnets with letters and numbers to display on the front of it. As you are talking with shy or withdrawn draw on for conversation starters....

# Tom Jackson Resources contd.

## SOBERING FACTS:

24 percent of eighth graders say they have used alcohol in the last 30 days.

40 percent of children who begin drinking before the age of 15 will become alcoholics at some point in their lives.

3 million children ages 14 through 17 are regular drinkers who already have a confirmed alcohol problem.

### Discussion:

How did the person do keeping the balloons in the air when he did not have the sunglasses on?

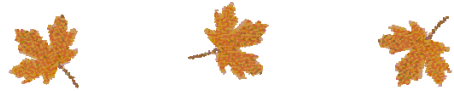
How did they do keeping the balloons in the air when the glasses were on?

What effects of being under the influence did the sunglasses simulate?

List activities that would be impaired when you were under the influence?

List jobs that would be dangerous if done by a person who was impaired?

What can we learn about the effects of alcohol from this activity?



## HIGH SCHOOL GROUPS

Are you able to conduct high school groups? Are you looking for practical information to share with your seniors as they head off to college? Here are two resources that I have enjoyed using:

**Real Life 101: A Guide to Stuff that Actually Matters** by Derek and Steve Avdul  
**The Everything College Survival Book** by Jason Rich



## Forced Choices by Deb

This activity was taken from: **Values Clarification: A Handbook of Practical Strategies for Teachers and Students** by Sidney Simon, Leland Howe, and Howard Kirschenbaum. It was published by Hart Publishing Company, Inc. in NY, 1972.

This exercise is a great one for helping students become comfortable with one another, begin to learn some things about each other, and value the art of listening. I have used it with all levels. The elementary aged students tend to be more concrete and talk about what they like rather than how it symbolizes them. It is also possible to have students become creative with their own examples and create poetry based on them.  
 --Deb Woodard

### Forced Choices

**Directions:**  
 I am going to say two words. You need to listen carefully and decide which one tells more about you and your personality. Those who choose the first word will move to this half of the room. (Point) Those who choose the second word will move to the

other side of the room.

### Expectations:

- It is important to move quickly and quietly to your side of the room.
- Nothing people say is stupid. Let's support one another.
- It is okay to have your own opinion--different from everyone else.
- It is okay to agree to disagree without an argument or a fight.
- Everyone needs to be quiet and listen to the responses of the other students. I will select students to share.

### Example:

Are you more like the sun or the moon?

### Sun:

How many of you think you have a bright personality?

How many of you love to get up in the morning?  
 How many of you spread your friendship around to others?  
**Moon:**  
 How many of you have moods that change?  
 How many of you wake up later in the day?  
 How many of you consider yourselves to be heavy thinkers?

When we begin, you will make the choice and then think of a reason why you are like that choice. Everyone understand?  
 Can anyone think of something else that would make you like the sun? Like the moon?

Choices:	Are you more like...
A tuxedo	or jeans?
A cat	or a dog?
A rose	or a sunflower?
A lion	or a lamb?
A tortoise	or a hare?
A motorcycle	or a bicycle?
A mountain	or a lake?
A test	or the key?
A tree	or the grass?
Salt	or sugar?
The ocean	or the land?
Breakfast	or dinner?

## *Elementary Classroom Guidance Activities* by Kathy (Schurle) Isaacson

I always enjoy being on the receiving end of some new activities for classroom guidance, so I'm going to share some ideas that are original and "borrowed". I've found school counselors to be very generous in sharing ideas; thanks to those who have contributed to my "bag of activities"! **I hope your year is off to a positive start!!**

### **Alike/Different 4<sup>th</sup> or 5<sup>th</sup> grade**

**Objective:** To identify one's uniqueness and uniqueness of others.

I draw a Venn diagram on the board for the classroom teacher and me and have the students ask us a question for us to answer. (Not yes/no questions or questions where the answer can be seen, like color of hair) It gives the students a chance to get to know us; but also, to see how different we may be and can still have a respectful relationship. Then, I ask the teachers to pair the students with someone they don't normally hang around with; and they do a Venn diagram as a pair for themselves. We discuss and they give examples for both the alike and different information. I have found this to be effective when cliques and friendships are an issue.

### **Picking on Others 1<sup>st</sup>/2<sup>nd</sup>**

**Objective:** Resisting peer pressure/ bullying

Discuss picking on others and the feelings of the target. I use a scruffy white chicken puppet to lead a discussion of why some other chickens may pick on this one. Then, read **The Band-Aid Chicken by Becky Range Henton**. The discussion centers on:

Not following the crowd  
Teasing  
Defending  
Saying "No"

The students can each make a chicken puppet out of a brown paper bag, decorating it with eyes, beak, and the red comb of the chicken. Finish the chicken puppet by putting a Band-Aid on it as a visual for how it feels to be teased.

### **Rumors 5<sup>th</sup> grade**

During the bullying unit, we discuss rumors. An excellent bibliotherapy book is **Mr. Peabody's Apples**, by Madonna, which also has beautiful illustrations. After reading and discussing the book, each student gets a bookmark with the following poem printed on it. Then, each student glues feathers on the top of the bookmark as a reminder that all the "feathers" from a rumor spread cannot be retrieved.

### **Feathers**

Words, like feathers, fly  
in the wind, in the wind.  
Reaching far and wide,  
in the wind, in the wind.

Careless words, tossed about,  
cannot again be swallowed up.

Tongues like swords can cut the heart.  
Words fly out.  
The rumors start.

Cruel words, like feathers, fly.  
Cruel words reach far and wide.  
Try and try to gather them again,  
but they fly away in the wind.

Cruel words, like feathers, fly.  
Cruel words reach far and wide.  
They leave your mouth a bitter rind.  
May all your words,  
my friend,  
Be kind.

Eastern Europe  
Hasidic tale



## **Growing KSCA** by Kris

Our goal is to continue to grow KSCA so that we can provide many different services to better serve the needs of our members. You can help accomplish this goal by asking fellow school counselors to join KSCA, offer support and mentorship to a new school counselor, and by taking an active role in KSCA. If we all work together, we can strengthen KSCA, grow professionally, have fun, and build lasting friendships and relationships along the way.

For information to contact board members, check the last page.



## *GBMS Welcome Crew*

*By Judy*

Our schools smell of fresh paint, have sparkling clean floors, a myriad of textbooks are ready, and new motivational posters are strategically placed on the walls. Staff is refreshed, relaxed, and rejuvenated; and students are entering our buildings with a variety of emotions: eagerness, trepidation, fear, reluctance, happiness, anger, or non-chalance.

Students who may feel more reluctant than eager this fall are those who are new to our communities and our schools. Great Bend

Middle School has a peer helping program, the GBMS Welcome Crew, designed for those students.

Selected by teachers, the Welcome Crew from each of our six middle school teams is composed of four students. The crew students are those who are able to be empathetic, caring, and willing to mentor the new student for at least a week. One of the core crew members must be bi-lingual. Teachers are also asked to select one crew member from each first hour class so

that the new student will have a crew member no matter his/her schedule.

After a short training session, the Welcome Crew from each core is ready to begin.

The Welcome Crew gives the introductory tour of our building to the new student.

They also make introductions to administrators, teachers and to fellow students. The crew escorts the new student to classes, the lunchroom, and all other

activities. They answer the questions that new students may be reluctant to ask an adult. They are the “familiar face” for new students. The Welcome Crew also places a “Welcome to GBMS” poster on the new student’s locker and encourage fellow students to sign the poster.

If you would like more information about the GBMS Welcome Crew, please contact me at:

**johnsonj@usd428.org**

**or  
620 793-1510.**

## *VISIBILITY by Judy*

Our students are eager to be back to school, to be with old friends, and to make new ones. As counselors, we know that all of the students in our building need to know who we are, what we can do for them, and where they can find us.

A key word for each of us, most especially this time of year, is “visibility.” Students need to see us and know that we are approachable. A good way for this to happen is through classroom presentations: being in the room, teacher out of the room, and all students engaged in the selected activity.

In a time when testing has become so important, teachers are coveting time with their students. Fortunately, most realize that the needs of the whole child must be addressed and nurtured. Classroom presentations give counselors the opportunity to be part of students’ educational team.



One presentation, “Flirting or Hurting”, is especially good for middle school students. With a video presentation, guided classroom activities, and a detailed instruction guide, this program introduces students to Title IX as it pertains to schools. It also clearly defines the difference between flirting and sexual harassment, and emphasizes the importance of the perceptions of the target.

A good link to preview this program is:

**[www.nea.org/titlenine/images/flirting.pdf](http://www.nea.org/titlenine/images/flirting.pdf)**

## ***HAPPENINGS!***

Smoky Hill ESC	<b>Bullying and Character Education Resources Day</b> Sept. 25 @ Concordia      Sept. 27 @ Phillipsburg
ESSDACK	<b>Bullying Prevention/Character Education Regional Training</b> Sept. 25    Contact Jenny Fry @ <a href="mailto:jfry@essdack.org">jfry@essdack.org</a>
Smoky Hill – Rolling Hills in Salina	<b>SAFARI – EXPO 2007 – A Science Career Day for Grades 8-12</b> Sept. 26
Wichita	<b>Kansas Coordinated School Health 2nd Annual Conference</b> October 1 and 2 Contact Shannon Bergmann @ <a href="mailto:sbergmann@ksde.org">sbergmann@ksde.org</a>
ESSDACK	<b>Implementing Career Clusters</b> October 3, October 4
ESSDACK	<b>Utilizing the Kansas Career Pipeline</b> October 3, October 4
Smoky Hill – Rolling Hills in Salina	<b>SAFARI Edventure Day 2007 – Grades K-7</b> October 5
ESSDACK	<b>Autism-Successful Learning Strategies</b> October 9
Smoky Hill October 9 – Hays    October 11 – Salina    November 6 – Concordia    November 8 – Phillipsburg	<b>Strategies for Changing Bullying Behaviors – Elementary</b>
Smoky Hill	<b>Basic SIT Training</b> October 16 – Hays
Smoky Hill	<b>Counseling Forums</b> October 17 – Salina      October 24 - Hays
ESSDACK	<b>Overview of Exceptionalities</b> October 19
Smoky Hill	<b>Strategies for Changing Bullying Behaviors – Middle School and High School</b> October 23 – Phillipsburg      November 15 - Salina

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ESSDACK	<b>Working With Kids With Medical Disorders</b> October 23
ESSDACK	<b>Teaching Students to take Responsibility</b> October 29
Topeka	<b>KSDE Fall Assessment Conference</b> October 29 and 30 Contact Theresa Steinlage @ tsteinlage@ksde.org
Smoky Hill – Salina	<b>Internet Safety – How to Keep your Students, Children, and Yourself Safe on the Internet</b> October 30, November 1
ESU	<b>KSDE Fall Counselor Conference</b> November 1 Contact Kent Reed @ kreed@ksde.org
Greenbush	<b>KISN Autism Training Series</b> November 2
ESU	<b>Friend to Friend Conference</b> November 5
FHSU	<b>Friend to Friend Conference</b> November 6
ESSDACK	<b>Using Positive Behavioral Strategies in the Classroom</b> November 8
ESSDACK	<b>The Three R’s of Abuse: Recognize, Respond &amp; Report</b> November 13
Smoky Hill – Salina	<b>Blogs, Instant Messaging and Students’ Emails – Oh MY!</b> November 19

## Responsibility Tic-Tac-Toe *by Paula*

*This is a classroom activity that I have found that all classes seem to enjoy: learning about responsibility using a simple game of tic-tac-toe.*

The first class lesson is spent introducing responsibility skills appropriate for each grade level. I introduce the character trait of responsibility and we come up with a definition for their class, make a sign, and display it where they see it often. In addition, I use "The Little Red Hen" for grades K & 1. The students like to repeat the "not I" part of the story and as we read the story we talk about why they don't want to help.

The second lesson I introduce my EXCUSE CHARACTERS to the K students. These characters come from '**Character Counts for K-2 Students**'. The students color characters and while they color, we talk about using excuses. The book has wonderful activities to teach responsibility and the students really respond well to them. The characters are:

**Too Tired Turtle, I'm Busy Beaver, Forgetful Ferret, Later Lama, and Responsible Rhino.**

After the students color them, I cut them out and glue them to Popsicle sticks for them to use in future class work.

The third class visit, I then read "The Little Red Hen" again and allow the students to use their stick characters at the appropriate places in the story. I keep the character sticks and we use them in a later lesson on Caring.

In grades 3-5 I mention "The Little Red Hen" as a reference point and then use the following poem:

### ***Everybody, Somebody, Anybody, and Nobody***

*"This is a story about four people:*

***Everybody, Somebody, Anybody, and Nobody.***

*There was an important job to be done and **Everybody** was asked to do it.*

***Everybody*** was sure ***Somebody*** would do it.

***Anybody*** could have done it, but ***Nobody*** did it.

***Somebody*** got angry about that because it was ***Everybody's*** job.

***Everybody*** thought ***Anybody*** could do it, but ***Nobody*** realized that ***Everybody*** wouldn't do it.

*It ended up that **Everybody** blamed **Somebody** when actually **Nobody** asked **Anybody**. "*

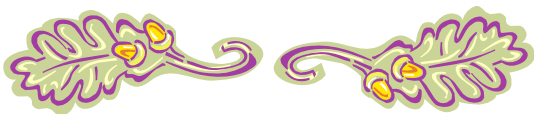
I then ask for some definitions of who **EVERYBODY**, **SOMEBODY**, **ANYBODY**, and **NOBODY** are. We have fun realizing that we each fit that definition. (This could also be used to work with communication skills.) At each level we talk about responsibilities that each of us have at work and at home and how responsible choices aren't always easy.

After the first lesson when I feel the students have a clear idea of what responsibility is for them (age/grade appropriate) we begin the second session playing tic-tac-toe with all students divided into two groups, Group X and Group Y. The groups are given a scenario and allowed to discuss as a group what the responsible choice would be. After discussing the situation, one child tells me they are ready and then they share their answer. The other group gets to decide if Group X chose a responsible method to deal with their problem. When they have agreed that it was responsible, Group X is allowed to mark an X on the tic-tac-toe. Then Group O goes through the same process.

One example of a scenario that works for all ages is: *You are walking in the hallway and no one else is there. Is it okay if you run since no one will get hurt?*

I have asked the classroom teachers for some behaviors that the class is struggling with and I sometimes use those in my scenarios too.

Our students have responded really well to this and it is very simple to do as well as cost and time effective.



## Internet Safety *by Kris*

**(Adapted from Classroom Guidance From A to Z by Becky Kirby)**

**Objective:**

- To help students understand the importance of learning to use the Internet safely
- For grades 6-8

**Lesson:**

Ask each student to write three things about him/herself on a 3 x 5 index card. Two of the statements should be true and one should be a lie. The students should not write their names on the index cards. Collect the cards and redistribute them so that no one gets his/her own card. Ask the students to take turns reading aloud to the class what is on their card and ask the student reading the card to guess which of the statements on the card is a lie.

Explain that when a person doesn't know who wrote what he/she is reading, it is often hard to determine whether what was written is true. This is also true about information taken from the Internet and strangers who read their messages have no way of knowing what is the truth and what is a lie.

Ask the students to give examples of lies that people have posted on the Internet. Examples: teens say they are older than they are, older people say they are younger than they are, some people lie about where they live or what their interests are. Some males say they are females, etc.

Show the students an actual blog from someone on myspace.com or another site. You can discuss the information and the fact that you don't know for sure if any of this information is true. Everything written could be a lie. You can also discuss that fact that if this information is true, how much is really revealed about the person. You can point out that if this information is true, for instance, you might know the person's name, where they live, where they work, their hobbies, where they go to school, the names of their closest friends, the activities they participate in. Stress that this is enough information to find that person if they wanted to and that some people will do this and try to harm others – stalking them, etc.

Discuss Internet safety. Stress that everyone needs to be concerned about Internet safety because anyone can write anything and you have no way of knowing if it is true. Teens are more likely to get into trouble than younger children and are more preyed upon by sexual predators and child molesters. Millions of people go online every day and do not get into trouble or endanger themselves. They are safe because they know how to use the Internet wisely. Here are some safety tips based on the letters in the word INTERNET:

**I** Instant messaging – Be careful whom you instant message and what you say. Anything you write can be forwarded for anyone to read.

**N** Never give out personal information without checking first with your parent/guardian. Don't add pictures, give phone numbers, etc. Once you give out personal information, you give up your privacy.

**T** Talk with your parents about their rules and expectations about your use of the Internet. If you ever feel uncomfortable about something on the Internet, it is important to let your parents know.

**E** Enter chat rooms and social network sites cautiously. In most of these sites, everyone can see everything you write. Never write anything you would not say in public, and don't give out personal information that would let others figure out who you are.

**R** Report to your parents/guardians. If you are being harassed or threatened online, make sure to report this to the cyber hotline.

**N** Never arrange to get together with someone you meet online.

**E** E-mail can be risky too. Don't respond to spam mail or to people you don't know. Never send a photo or personal information to someone you don't know. Tell your parents if you get messages that are threatening, belligerent, or make you feel uncomfortable.

**T** Tell someone if you are being cyberbullied. Talk with an adult if someone puts your secrets online, signs you up for contests, pretends to be you, posts your picture, gives out your per-

As a follow up activity, you may want to watch the video, *INBOX*. Students love this movie which shows them first hand the dangers of the Internet.

**If you have any questions or suggestions for strengthening KSCA or are looking for a way to get involved, please see one of your board members who are listed below.**

<b>Kristina Burkholder, President</b>	burkhold@teen.k12.ks.us
<b>Deb Woodard, President-Elect</b>	dewooda@yahoo.com
<b>Val Beikmann, Past President</b>	vbeikmann04@yahoo.com
<b>Cathie Kunstel, Secretary/Treasurer</b>	ckunstel@usd234.org
<b>Ken Hughey, Post Secondary VP</b>	khughey@ksu.edu
<b>Kristi Dixon, Secondary VP</b>	kdixon@bluevalleyk12.org
<b>Judy Johnson, Middle Level VP</b>	jjohnson68@yahoo.com
<b>Kathy Schurle, Elementary VP</b>	kathy.schurle@usd305.com
<b>Tonja Wienck, Awards</b>	t_wienck@teen.k12.ks.us
<b>Rhonda Wright, Government Relations</b>	rhonda.wright@usd305.com
<b>Elaine Werner, Membership</b>	wernere@usd320.com
<b>Cheryl Bowen, Professional Development</b>	bandcbowen@tvecwb.com
<b>Bill Bush, Public Relations/Advocacy</b>	bbush@usd396.net
<b>Paula Russell, Technology</b>	paulagrussell@yahoo.com
<b>Becca Flowers, Peer Programs</b>	bflowers@usd438.k12.ks.us
<b>Dr. Pat Neufeld, Peer Programs</b>	neufeld@emporia.edu

**Who Am I?**

I am your constant companion.  
 I am your greatest helper or your heaviest burden.  
 I will push you onward or drag you down to failure.  
 I am completely at your command.

Half the things you do you might as well turn over to me,  
 And I will be able to do them quickly and correctly.

I am easily managed; you must merely be firm with me.  
 Show me exactly how you want something done,  
 And after a few lessons I will do it automatically.

I am the servant of all great individuals  
 And, alas, of all failures as well.  
 Those who are great I have made great  
 Those who are failures I have made failures.

I am not a machine,  
 Though I work with all the precision of a machine  
 Plus the intelligence of a human

being.  
 You may run me for profit or run me for ruin;  
 It makes no difference to me.

Take me, train me, be firm with me,  
 And I will put the world at your feet  
 Be easy with me, and I will destroy you.

Author Unknown

**I am HABIT**