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Introduction to Spring Leader Guidebook

Guidebook should be used as a building tool

The Spring Guidebook is a supplemental tool to the Fall Guidebook. This is a building tool, and should be used with other STLF training materials. This guidebook, along with all STLF material, is not supposed to be used as a structured step-by-step guide for bus leaders. Rather, this guidebook is to inform you of the upcoming tasks that bus leaders should complete. In addition, this guidebook provides possible examples of activities that can be facilitated on both the Winter Retreat and the PIF Tour. This guidebook begins with a Winter Retreat agenda, which is the next task PIF Bus Leaders need to facilitate.

You will receive your Tour Guidebook closer to the date of your departure, no less than two weeks before you leave. The information in the Tour Guidebook will provide you with the most updated information regarding your Celebration City, but you can also use the activities and songs described in this guidebook on your Tour.



2009 PIF Bus Leaders: Top row left to right: Ahmed ATm El-Mawas, Shelby Perkins, Becca Seeman, Nicole Schleif, Katelyn Schmidt. Bottom row left to right: Yongxi Wu, Kysa Youngren, Scott Pavy, and Lauren Benolkin.

Winter Retreat 2010 Agenda

Friday

7:00 p.m.	Core Check-In Meetings
8:30 p.m.	Introduction: Welcome to the Retreat!
9:30 p.m.	Activity: Channel Surfing
10:00 p.m.	Activity: Reflection
Closing	Share & Next day's logistics

Saturday

7:45 a.m.	Breakfast: Activity
8:45 a.m.	Session: [All] Rapid Fire Icebreakers (with some facilitation training) Session: [Core, Grouped by Tour] Crash Course in PIF Manual
12:00 p.m.	Lunch: Activity Free Time (Sledding!!)
2:15 p.m.	Sessions: [SPLIT] All split. <ul style="list-style-type: none"> o Celebration/Connection City o Recruiting: Practice your pitch! o Finance and Information Management o Troubleshooting & Risk Management/Health
5:15 p.m.	Media overview for College Program
5:30 p.m.	Core Time: Break off in Cores. Anyplace but the dining hall.
6:00 p.m.	Dinner
7:30 p.m.	Evening Programming Session: Facilitation Training Session: [SPLIT] Rapid Fire Closing (more serious) activities Night Time Activity: Retreat Closing Core Time

Sunday

7:45 AM	Breakfast
9:00 AM	Session: Conduct & image
9:15 AM	Activity: STLF Amazing Race
10:30 AM	Closing

We are here as long as you all have questions and need us. We love to help!

Pay It Forward Tour Planning Spring Timeline

Similar to the Fall Timeline, this Spring Timeline is a suggested checklist of tasks to be completed. However, the noted deliverables are tangible products that will need to be received by a certain date.

Spring is going to be interesting. You will receive another set of tools to use to better prepare yourself for the months and weeks approaching the Tour.

February

- Make a hard push to fill bus before price is raised
- Finalize all city plans (project, lodging, food, tourism)
- Contact hotels once everything is finalized to make sure they can fit a bus in their parking lot
- Book hotels for bus drivers
- Deliverable:** Submit finalized trip itinerary to bus company. Include the following in itinerary:
 - Addresses of service projects and lodging sites, etc. included
 - Addresses of bus driver hotels
 - Estimated driving times and arrival and departure times
- Assemble binders for all participants including but not limited to the following:
 - Brief biographies of Bus Core members
 - Educational information related to the service project and the city
 - City maps, stories, quotes, and other additional information is possible
 - Loose-leaf paper for journaling, etc.
- Continue updating the database with participant/financial information

March

- Finalize all details
- Confirm all projects and lodging arrangements
- Have fun on PIF Tour
- Fill out project evaluations after each city
- Continue to challenge, inspire, lead

April

- Follow up with each person involved
- Send thank you card to each participant
- Send thank you card to each service or organization with whom you worked
- Attend the STLF Spring Conference, which takes place at the end of April
- Deliverables:** Please bring/send/complete the following items by the Conference:
 - Pay National Fee
 - Complete all online post form
 - Participant forms
 - Return guidebook binder with feedback
 - Provide constructive criticism/feedback for Fall & Spring Guidebooks

June/ July

- Send out reflection letter to participants

I. Pay It Forward Tour

“I was so nervous because I wanted the trip to be amazing for everyone and all I could think about was if it would be a blast for the participants. I knew though that my humorous Core members would for sure make it a good time.”

Trish Shannon
2009 Venus Tour Bus Leader



PIF Crash Course Session

The purpose of this section in the Spring Guidebook is to tell you what needs to happen between now and your Tour. The following information is important to position you and your bus for success. Remember that in the next couple of weeks you will receive an updated Bus Tour Guidebook, which will be beneficial on the Tour itself.

Get organized

- Continue to communicate with your cities
 - Gain more information on site logistics:
 - How many bathrooms and showers?
 - What kind of space is each site (a church, gym, etc)?
 - Will there be someone to contact in case of emergency?
 - Does your site location cover volunteers in its insurance policy?
 - Are they providing food? Can you cook food there?
 - Is there requirements for Males and Females sharing a sleeping space?
 - Can you adjust the lighting/use candles?
 - What time can you arrive?/When do you need to leave by?
 - Gain more information on service project logistics:
 - Will any supplies be necessary? (i.e. gloves, rakes, etc)
 - Are there any safety hazards involved?
 - How many hours of service are they looking for?
 - Is there a backup project in case of bad weather?
- Begin creating a tour binder, with any important information about cities, activities, forms, etc.
- Become familiar with health forms
- Prepare your **First Aid Kit** with proper medicines (Bus in a Box)
- Hold an orientation meeting to:
 - Inform students about logistics
 - Get students excited for the Tour

- Begin organizing food or planning a shopping list

Position your bus for success

- Lead by example
 - Act as a model for other students
- Set up your bus to welcome students
 - Decorate your bus
 - Bring food
 - Bring freebies to pass out to students
 - Bring un-loading carts (This will make un-loading suitcases much easier when you reach your site)
 - Make it a habit to get students to sit by a new person each time
 - Make it a habit to count off every time students reload the bus
- Set ground rules right away
 - Set bathroom rules
 - Be considerate to other passengers
- Be prepared for the unexpected
 - Hold Bus Core meetings during Tour
 - Review action plans
 - Be prepared by having a plan A, plan B, and many other alternatives. The tour is very fluid and many bumps will occur in your travels. Be flexible.
 - Think about worse case scenarios and the best way to handle these situation

Consider other factors

- Communicate with those who have already signed up
- Provide students with a pre-Tour expectation form
 - The Orientation meeting is a good time for students to fill out this form
- Have students fill out a post-Tour evaluation form
 - The bus ride home is a good time for students to fill out this form
- Develop a process for tracking information on the front-end
 - Cell phone list
 - Online tracking

Personal Pay It Forward Stories and Pictures

Importance of bus leaders

As a bus leader you play a very important role in creating a memorable Tour for all students. All of the hard work you have put into planning this Tour will impact the participating students' lives. Below are personal stories from past participants about how the PIF Tour changed their lives. Thank you for Paying It Forward and helping make a difference, "one student at a time" (STLF).



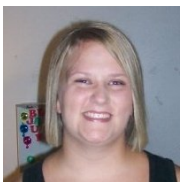
Personal stories

University of Minnesota student, Sarah Murawski, says:

"STLF has changed my life and the lives of others in so many ways, but the most profound is the group's ability to inspire hope in those it touches. It was founded on the belief that one student can make a difference and change the world. The students involved in STLF give hope to every community it touches, including, universities, cities, high schools, grade schools, homeless shelters and many more."

Indiana State University student, Kyla Richardson says:

"Throughout the Tour, I gained new friendships, but most importantly, I gained 33 new family members.



STLF has also given me a group of people who have the same interests as I have and a place where I belong. STLF has impacted my life in so many ways that I cannot even describe them all. I cannot even thank STLF enough for all that they have done for me in such a short time."

University of Minnesota student, Brooke Huibregtse says:

"STLF changed my life in ways I never imagined. Before leaving on the Tour, I was a little nervous about what I was getting myself into. But the moment I stepped on the bus I felt welcomed by everyone. The bus leaders did a great job creating a truly memorable experience.



II. Celebration City

“I was so excited to get to the Celebration City and reconnect with all the other Tours. I was eager to share our experiences with everyone and listen to theirs. I definitely felt a part of a cause greater than myself in making a positive difference.”

Kysa Youngren

2008 Superior Tour Bus Leader

Celebration City (CC) Section

The purpose of this section of the Spring Guidebook, is to go through CC logistics, expectations, and responsibilities. Basically, it is your responsibility to get the bus to the CC and a liaison from the Celebration City Core (Regional Core) will take over the bus logistics, expectations, and responsibilities. This means that once in the CC, the Bus Core role is no longer a main responsibility of yours, however, try and help out the liaison from the Regional Core whenever possible. Here is a quick run through of what to expect in your CC:

Approaching the CC

- Make sure the Bus Core Point Person communicates with the Regional Core
 - Details explaining the communication lines between the Bus Core Point Person and the Regional Core are explained in the letter from National (in Tour Guidebook)
- Tell students their room assignments

Arriving at the CC

- Stay on bus, the Regional Core will meet you at the planned time
- Pass out room assignments to students while still on the bus
- Unload bus with help from the Regional Core
- Park bus in the spot that was assigned to you during your pre-Tour communication with the CC (See PIF Crash Course Section)
- Hold an orientation meeting for entire bus about CC logistics
 - What is the schedule at CC?
 - What will students need at their service locations?
 - Where are bathrooms/ showers located? etc.
- Allow students to have some free time
- Hold a Bus Core Meeting when students have their free time
 - Use this time to hang out and share stories
 - Communicate logistics for rest of Tour
 - Decide which Bus Core member will track info during Tour; fill out online form at home
 - Decide which Bus Core member will be primarily in charge of taking pictures should this have been decided before the tour?
- Make sure to have every student sign-in before midnight each night in the hotel.

Serving at project sites at the CC

- Prepare for bus arrival by grouping students into small groups
- Leave quickly when the buses arrive to take you to the service site
- Review each service sites logistics, which were communicated at Bus Core meeting the first night

Closing celebration at the CC

- Have two students talk about their experience
 - Focus on stories. Share don't compare!

Connecting from the CC to the Connection City

- Leave quickly when the bus arrives to take you to the connection city
- Review logistics for CC connections, which were communicated at Bus Core meeting the first night

Turning in deliverables from the CC

The following is a checklist of several deliverables that **one** bus leader from each Tour will need to turn in to Chapter Core. These deliverables can be turned in a few days after you return home, but please make sure to send in the deliverables so we know how your Tour went!

Deliverables

- Fill out online forms about the information you tracked throughout the tour
- Turn in pictures via CD or flash drive; please submit the following... is this no longer being turned in at the CC?
 - 1: shirt front
 - 1: shirt back
 - 2-4: all Tour
 - 1-2: Core
 - 3-5: goofy
 - 4-7: small group
 - 10+: actual service
- Turn in **one** t-shirt for National with Celebration City décor
- Turn in final & updated participant list



Energizing Songs

The following pages include a few example song lyrics that can be used on the PIF Tour. Singing with your Tour is a great way to establish commonality early on. Get creative and make up your own additions, verses, dances, changes to the below. Woohoo bonding!!!

Milk Song

Give me a long M
M.....
Give me a short m
M
don't want no pop no pop
don't want no tea no tea
just give me milk
moo moo moo moo (one person sticks out thumbs
and another pulls them as if milking a cow)
Wisconsin milk
moo moo moo moo
Give me a long I
I.....
Give me a short i
I don't want no pop no pop
don't want no tea no tea
just give me milk
moo moo moo moo (one person sticks out thumbs
and another pulls them as if milking a cow)
Wisconsin milk
moo moo moo moo
Give me a long L
L.....
give me a short L
L
don't want no pop no pop
don't want no tea no tea
just give me milk
moo moo moo moo (one person sticks out thumbs
and another pulls them as if milking a cow)
Wisconsin milk

Give me a long K
K.....
give me a short k
K
don't want no pop no pop
don't want no tea no tea
just give me milk

moo moo moo moo (one person sticks out thumbs
and another pulls them as if milking a cow)
Wisconsin milk
moo moo moo moo
Give me a long milk
CHOCOLATE
give me a short milk
SKIM
don't want no pop no pop
don't want no tea no tea
just give me milk
moo moo moo moo (one person sticks out thumbs
and another pulls them as if milking a cow)
Wisconsin milk
moo moo moo moo

Suggestions for The Milk Song

- o Make appropriate hand motions when noted in the song



The Princess Pat

“This is a REPEAT-AFTER-ME song”

The Princess Pat (Egyptian style)

Lived in a Tree (roof over head)

She Sailed across (ocean motion)

The seven seas (hold up 7 fingers; make a c with you hand)

She sailed across (ocean motion)

The channel two (hold up 2 fingers)

and she took with her (both hands over shoulder like holding a bag)

Arrigabamboo (shake booty all the way down)

Arrigabamboo (shake booty all the way down)

Now What is that? (shrug) It's something made (bang hands together)

by the Princess Pat (Egyptian style)

It's red and gold (Twirl hand around like you're waving a string at your waist)

And purple too (bring your voice up. point high)

That's why it's called (Get loud; cup hands around mouth)

Arrigabamboo (shake booty all the way down)

Now the Captain Jack (strong man)

Had a mighty fine crew (salute X 2)

He sailed across (ocean motion)

The channel two (hold up 2 fingers)

But his ship sank (Hold nose and sink down)

and yours will too (point finger and shake hand in scolding motion)

If you don't take (both hands over shoulder like holding a bag)

Arrigabamboo (shake booty all the way down)

Arrigabamboo (shake booty all the way down)

Now What is that? (shrug)

It's something made (bang hands together)

by the Princess Pat (Egyptian style)

It's red and gold (Twirl hand around like you're waving a string at your waist)

And purple too (bring your voice up. Point high)

That's why it's called (Get loud; cup hands around mouth)

Arrigabamboo (shake booty all the way down)

Suggestions for The Princess Pat

- Make appropriate hand motions when noted in the song

There was a Great Big Moose

“This is a REPEAT-AFTER-ME song!”

There was a great big moose!

He liked to drink a lot of juice.

There was a great big moose!

He liked to drink a lot of juice.

Singin' oh way oh

Way oh way oh way oh way oh

Way oh way oh

Way oh way oh way oh way oh

The moose's name was Fred.

He liked to drink his juice in bed.

The moose's name was Fred.

He liked to drink his juice in bed.

Singin' oh way oh

Way oh way oh way oh way oh

Way oh way oh

Way oh way oh way oh way oh

He drank his juice with care,

but he spilled some in his hair.

He drank his juice with care,

but he spilled some in his hair.

Singin' oh way oh

Way oh way oh way oh way oh

Way oh way oh

Way oh way oh way oh way oh

Now he's a sticky moose ... Full of juice (SHOUTS)

... And on the loooooose

Suggestions for There was a Great Big Moose

- This is a repeat-after-me song



<p>Coast to Coast</p> <p>From coast to coast, (Repeat) STLFL is the most. (Repeat) From Coast to coast (Repeat) STLFL is the most. (Repeat) Na na na na na (Repeat) Na na na na na na (Repeat) Na na na na na na na (Repeat) Na na na na na (Repeat) From East to West, STLFL is the best From State to state, STLFL is really great From City to City, STLFL is really pretty From Town to town, STLFL is getting down ETC</p> <p>Suggestions for Coast to Coast</p> <ul style="list-style-type: none"> o This is a repeat-after-me song 	<p>Wiggalo</p> <p>Hey ____ (call out to someone) Hey what? Are you ready? For what? To Wig? Wig what? Wiggalo! You put your hands up high Your feet down low That's the way you wiggalo (Do a dance move)</p> <p>Suggestions for Wiggalo</p> <ul style="list-style-type: none"> o Be creative with the dance moves
<p>Boom Chicka Boom</p> <p>I said a boom chicka boom (echo) I said a boom chicka boom (echo) I said a boom chicka Rocka chicka Rocka chicka boom (echo) Oh yeah (echo) Uh huh (echo) One more time (echo) _____ style (echo)</p> <p>Suggestions for Boom Chicka Boom</p> <ul style="list-style-type: none"> o This is a repeat-after-me song o Sing it using different styles-loud, whisper, valley girl, opera, attitude, teacher, janitor silent but loud, etc. 	<p>Rumba Rumba</p> <p>Rumba Rumba A tiki tiki tonga A wasa wasa wasa O lay O lay O lay a wasa</p> <p>Suggestions for Rumba Rumba</p> <ul style="list-style-type: none"> o This is a repeat-after-me song o Repeat song faster and faster each time through

Activities: Icebreakers & Moving Around

The following is a list and a brief description of some icebreakers that are great to use on the Winter Retreat and the PIF Tour. The icebreakers that follow below are additions to the icebreakers described in the Fall Guidebook. Feel free to use icebreakers of your own or icebreakers from either guidebook or your own on the tour.

ESP

Focus on conforming, changing a group, moving, and acting silly

- Choose three actions and have a volunteer demonstrate (ex. cowboy, gorilla, ninja, etc.)
- Practice the movements
- Get into pairs, but remember: no talking
- Say “1-2-3-Go”
- Do not communicate with partners as they each do one of the actions
- Continue to play until partners match actions, but remember players cannot talk
- Have them sit down once players have matched each other’s actions
- Have pairs match up to equal four people, then fours match for groups of eight, and so on until the whole group is doing it

Blast off

Focus on communication, persistence, and teamwork

- Choose a number for the players to count up to (ex. 1-20)
- Do not say number at the same time; if you do, start over
- Good variations—eyes closed, different parts of room, etc

High five circle

Focus on introductions, public speaking, and communication

- Say name and “something unique/extraordinary/etc about me is...”
- Run and give a high five to the person if it applies to anyone else in the circle
- Go until no one gives a high five

Fit in a Circle

Focus on competition, teamwork, and creativity

- Give people a piece of yarn and they have a certain amount of time to see how they can get their whole group to fit in the smallest piece possible
- Check out the Bus Core Perspective file for a cool picture



Musical chairs

Focus on fun, movement, and competition

- Have everyone, except one player, place a chair in a circle
 - Start playing the music and have players walk inside the chairs
 - Stop the music and everyone must sit down in a chair (the person without a chair is out)
 - Keep playing until one player wins
- *A fun alternative is to have everyone dance while the music is playing. Makes for lots of fun!

Standing on newspaper

Focus on competition, teamwork, and movement

- Give players one sheet of newspaper
- Make players get into pairs of two (can be 3, but usually partners)
- Start the music and
- Have partners dance around the newspaper while music is playing
- Stop the music and have players jump onto the newspaper—last one on is out
- Fold the paper in half, turn on music, and repeat until one person wins

Finger fencing

Focus on physical touch, competition, and group bonding

- See picture to the right
- Interlock thumbs with pointer fingers out
- Attempt to touch the other person with your pointer finger



Finger Fencing

Lap sit

Focus on physical touch, teamwork, and trust

- Stand in a **tight** circle facing each others' backs
- Sit on the count of three at the same time
- Try to hold each other up and not fall over

Chair sit

Focus on physical touch, teamwork, and trust

- Create a circle of chairs facing inward
- Have everyone sit in chairs sideways
- Instruct participants to lean into the person's lap behind them
- Remove chairs and the circle is self sufficient



Chair Sit

Human rock, paper, scissors

Focus on competition, movement, and fun

- There are two ways to play this game
 - The accumulation way
 - Have players get into two teams
 - Have players find one partner from their team
 - Have each set of partners plays against a set of partners from the other team
 - Make the rock, paper, or scissors full body motions
 - Have the losers become part of the winners group and the larger group finds another team to battle
 - This way, no one loses and eventually, two big groups are going head to head
 - The run to the wall way
 - Have players get into two groups
 - Have team members stand in a line facing the opposing team
 - Have each team pre-decide a rock, paper, or scissors and do the correct full body motions on “1-2-3-SHOOT”
 - Make loser turn around and power walk to the wall (or a line), while the other team chases—if caught, the loser joins the other team

Carry person with fingers

Focus on teamwork, focus, and energy

- Get into groups of five
- Have one person sit in a chair
- Attempt to carry the person in the chair with just fingers
- Lift person by his/ her armpits and below the kneecaps, while hands look like a gun
- Keep trying if it does not work right away
- Have them focus and take turns placing their hands on top of each other (but not touching) kind of stacking the air above the head of the person who is sitting in the chair
 - This serves as a means of focusing; the task is possible, but they may be laughing or something
 - You can really process energy, focus, and its power with this one
- Try again until it works!



Telephone (whisper), TV (act), Email (write on back)

Focus on communication, fun, and bonding

- Telephone is self explanatory
- TV can be played by having players act out a scenario
 - Have all players face one way in a line
 - Make the first player act out a scenario for the next player in line
 - Pass down the act from player to player (like telephone) without the rest of the line watching
- Email, is similar, and can be played by having players copy a picture that is given on a dry erase board
 - Have all players face one way in a line
 - Make the first player draw a picture on a poster board or dry erase board for the next player in line

Pass down the drawing from player to player (like telephone) without the rest of the line watching

Relay games

- Pass an orange under your chin
- Pass a lifesaver on a toothpick
- Three-legged race
- Wheel barrow race



Enemies and allies

Focus on moving, processing, and thinking

- Have players choose an enemy and an ally from the group
- Have players begin running around, with the objective to line up themselves, their ally, and their enemy in an imaginary line (so it goes: player– ally – enemy)
- Participants will be constantly running around
 - This is a fun activity because it shows how every persons movements and actions affect others

Tag games

Focus on movement, energy, and creativity

- Freeze Tag
- Toilet Tag
 - Put arms out like a toilet when tagged
 - Have other players who are not frozen “flush” frozen players’ toilet making him/ her free

Chitty chitty bang bang

Focus on communication, creativity, and energy

- Have players get into smaller groups
- Have an outgoing volunteer start
- Chant “chitty chitty bang bang... bang bang” and have the volunteer move around
- Copy the movements of the participant to your left
- Watch as the movements move around the circle in a succession

Isosceles triangle challenge

Focus on moving, processing, and thinking

- Have players choose two people from the group
- Have players begin to run around, with the objective of having those two people be equidistant from themselves (like an isosceles triangle)
- People will just be constantly running around
 - This is a fun activity because it shows how every persons movements and actions affect others

Human monster

Focus on physical touch, competition, creativity

- Have players get into small groups
- Give players a certain number of body parts (ex. three legs, five arms, etc)
- Use the amount of body parts given to make the best monster possible
- Have small groups share their monster design with the larger group

Little Sally Walker

- “Little Sally Walker walkin’ down the street. She didn’t know what to do so she stopped in front of me and said hey girl do that thing, do that thing. Hey girl do that thing, do that thing. Switch!”



Evolution

Focus on movement, bonding, and creativity

- Play rock, paper, scissors with levels
- Make your own level names!

Human bridge

Focus on physical touch, competition, and creativity

- Have players get into small groups
- Give players a certain number of body parts (ex. three legs, five arms, etc)
- Use the amount of body parts given to make the longest bridge possible
- Have small groups share their bridge design with the larger group

You are an invention

Focus on physical touch, competition, and creativity

- Have players get into small groups
- Give small groups a machine or invention (ice cream maker, blender, etc)
- Have small group simulate the invention
- Have small groups share their simulation of the invention with the larger group

Channel surfing

Focus on energy, public speaking, and communication

- Write down 3-4 things for people to share with the group (favorite food, pet peeve, dream job, etc.)
- Have four people stand facing away from the group
- One person starts by turning around, and starting to answer the given questions
- Others may interrupt, and only one person speaks at a time
- Once someone finishes the questions, they tag someone from the group to replace them—continue until everyone has a turn

People to people

Focus on listening, physical touch, and humor

- Two ways to play this, either with concentric circles or at random
 - Call out two body parts
 - Make players find a partner at random
 - Make partners touch two body parts quickly

Hovda

Focus on physical touch and competition

- Facilitator calls out numbers, and participants form corresponding formation
 - 2-Birdie on a perch
 - 3-Seesaw
 - 4-Train
 - 5-Merry go round
 - 6-Van (driver, navigator, sleeping kids, fighting kids)



Activities: Talkers, Smaller Group, & Fillers

The following are some examples of different activities you can play on the PIF Tour. Note that some of these activities are self-explanatory or we have all played them at some point. Therefore, some activities do not have full descriptions. But remember, everything can be modified and changed, added and altered. Have fun and be creative!

Fillers for a short amount of down time

- Concentric circles
- Song wars
- Talking in numbers
- Making up your own language
- Talk with your hands: physical touch, visualization
 - Have everyone find a partner; close eyes, hands out
 - While playing music, make partners talk to each other by saying things like:
 - Tell your partner how your day is going
 - Tell your partner you are happy
 - Tell your partner about your favorite memory
 - Tell your partner an embarrassing story
- Create a story—one word a person
- Continuous questions
- Two truths and one lie
- Hot seat
 - Can be done in a serious or non-serious setting
 - Can be done in small groups or in a large group
 - Take turns asking the questions
- Finish sentences in a circle
 - Can be done in a serious or non-serious setting
 - Can be done in small groups or in a large group
 - Go around the circle finishing sentences like:
 - Something you may not know about me is...
 - Something I struggle with is...
 - Something I am proud of is...

Bus games/evening free time

- Concentric circles
- Would you rather
- Bus MASH
- Bus twister
- Catchphrase/mad gab
- Mafia
- STLF idol

Closing Activities: Thinkers & Boundary Breakers

The following activities are more serious than the previous icebreaker activities. Therefore, we have included a detailed description about each activity's purpose. When facilitating these activities there are two important points to note. First, it is important to be silent during these activities. Participants should remain quiet until they are asked to talk. Second, it is important to create a safe space so that all participants have a chance to open up. Everyone wants to be understood and to feel accepted. We as humans yearn for this opportunity, and these activities provide the forum.

This is a person I...

Purpose

This activity is a good way to relieve any tension between participants, by being intentional with phrases. Ex. This is a person I need forgiveness from; This is a person I may have misjudged, etc.

How to facilitate

There are two ways to facilitate this activity:

- Back touch/shoulder pat
 - Have everyone sit with their eyes closed
 - Go around and touch people's backs and
 - The people who received a pat on their back will open their eyes and stand
 - Call out phrases like:
 - This is a person I admire/inspires me/want to get to know better
 - I enjoy this person's laugh/smile/outlook on life/energy
 - This is a person I want to go bowling/on a road trip/to the boundary waters
 - As the phrases are called out; the people standing touch people to which that phrase applies
- Verbal share
 - Call out one of the phrases from above
 - Go in a circle and have each person say the name of one other member in the room

Note pass right

Purpose

Whenever we meet new people, we place up barriers to guard ourselves from others' judgment. This activity allows participants to break down these barriers and feel vulnerable and open to meeting new people. It allows participants to get to know each other better and see deep within each other.

How to facilitate

- Give each person a sheet of paper
- Have each person write down something really personal (something they have never told someone before, something they regret, someone they want to date on the Tour, something that they wish they could change about their lives, etc)
- Have each person fold it up and pass it to their neighbor
- Instruct participants to not open the paper
- Eventually have each person return the unopened note to its owner
 - Reflect with questions like: How did you feel and act when they had your sheet? Is that how you act in real life? Is that how you want to act?

Look into eyes

Purpose

This activity allows participants to communicate openly with one another. It creates energy and intimacy between all of the group members. This is a really fun activity, but be careful to not go to many rounds of this activity.

How to facilitate

- Have each participant find a partner and go knee to knee if sitting or toe to toe if standing up
- Have participants stare into each others' eyes for 30 seconds; start over every time people laugh
- Focus on silence, but you can use variations of what to focus on like:
 - Tell them to focus on different parts of the person's face
 - Tell participants to visualize something (“think about this person's dreams”)
- After the activity ask the participants about their feelings like:
 - Do you feel closer to the person?
 - Do we ever take time to truly communicate with people?
 - Do you look people in the eyes?

Stereotypes

Purpose

Many people are wrongly judged in today's society. That is why this activity helps participants pinpoint the stereotypes and judgments that they hold. Hopefully, this activity will help participants think twice before they judge another person. In addition, this activity allows participants to work on communicating and trusting fellow group members.

How to facilitate

- Have each participant close their eyes and tape note cards/sticky notes/paper on their backs or foreheads that label them (typical jock, tall black male, slut, nerd, white businessman, etc depending on what you want to accomplish)
- Have people mingle and treat the person the way they think society would treat the label that person
- Share feelings in a small or large group

Yarn activity

Purpose

This activity allows group members to grow closer to one another. The Yarn activity shows how everyone's actions have the ability to impact others.

How to facilitate

We all know this one; typically a night three. If yarn is not available, towels or other objects have been used. It can also be really cool to make bracelets

Trust walk

Purpose

The name of this activity highlights its main purpose, to build trust between group members. It is essential that to set a serious tone prior to the activity. Also make sure it is a safe setting for this activity to take place.

How to facilitate

- Have participants close their eyes and walk slowly as you guide them

I commit statements

Purpose

This activity can be done anywhere and is a very effective activity for larger groups. It holds people accountable for their statements.

How to facilitate

- Have participants think about something they are going to commit to
- Share the statements aloud. Can be done around the circle or popcorn style.

Visualizations

Purpose

Visualizations help participants to think about their future. It helps to set goals and action plans to accomplish these goals.

How to facilitate

- Ask participants questions like:
 - Think about who you want to be five years from now?
 - If you could change something about yourself, what would it be? etc.
- Allow time for reflection after each question

Walk to the Core/walk the line

Purpose

The main purpose of this activity is to allow for participants to express themselves in a safe space. It has the ability to be a very emotional activity, so make sure to create an accepting and caring environment.

How to facilitate

- Say statements and have participants walk to a line, the center of the circle, or some other designated area if the statement applies to them
- Statements should go from high comfort to low and then back to positive, and they can be anything; some examples are:
 - I am a sister/brother/student
 - I struggle with self worth
 - I have been abused
 - I am a leader
 - I can make a difference in the world
- Additional example statements follow
- Reflect afterward, ask questions like: “how did it feel to walk to the core?” “how did it feel to remain on the outside looking at bus members in the middle” etc.

Soundtrack of my life

Purpose

Soundtrack of my life is an activity that allows participants to express themselves to other group members. It is a great way to help group members get to know one another better. It can be a really fun activity, and helps participants find common music interests.

How to facilitate

- Have participants choose X number of song(s) that encompass their lives
- Allow time for participants to share as a group
- Take time to reflect afterward, ask follow up questions like: “what did you learn about others in this activity?” “what surprised you?” “how did you feel sharing with the group?” etc.
- Perhaps write them down and make a follow up CD

Letter to self

Purpose

It allows students to reflect on their feelings and be reminded of the experience later.

How to facilitate

- Give students a piece of paper for them to write a letter addressed to themselves
- Collect the letters and wait until the end of retreat or after the students return home to send the letters to each of the students



One word piece of paper pass

Purpose

This activity lets participants receive a takeaway document of compliments from other group members.

How to facilitate

- Have participants draw a picture of self on a sheet of paper
- Pass around and have other group members write comments
- You can also tape a piece of paper on the back of each participant for other group members to write on

Yeah Buddies/Warm Fuzzies

Purpose

This activity lets participants receive a takeaway of compliments from other group members.

How to facilitate

- Ask the bus driver if you can hang stuff with tape on the windows.
- Hang manila envelopes on the bus windows for every participant. (Homemade construction paper envelope pockets work too)
- Explain the purpose of the activity, and when you will be giving them their envelope
- Fellow participants can put notes in the envelope at any time on the trip – anonymous or signed

Walk to the Core

This activity was described in detail above. This is just a list to guide you. Tailor your questions to your bus and what you think is best. Be aware of the flow from the first statement to the last. It is important to always leave with a positive statement.

To begin this activity, tell the group, “I will say a statement. If that statement applies to you, or if you identify with the statement, please walk to the Core”

I am a female.
I am in college.
I have been to Disney Land.
I am a person that does well in school.
I am described by others as a minority.
I am a person that has been affected by the war in Iraq.
I am a person that does well in athletics.
I am an only child.
I am a perfectionist.
I come from a family that is well known in my community.
I am a person that lives in the shadow of an older sibling.
Someone in my family has died of cancer.
I am a person that feels unsafe in my school or community.
I am a person that has experienced depression.
I am a person that has experimented with drugs and alcohol.
I, or close friend of mine, has been sexually, verbally or physically abused.
I am a person that stands up for my beliefs.
I am a person that others can trust.
I have used my physical appearance to get a head.
I am a person that has struggled with academic dishonesty.
I am a person that is afraid to tell people that I love them.
I am a person that is afraid to let other people get to know me.
I am or will be the first person in my family to graduate from college.
I am a person that has been mistreated because of my faith.
I am a person that has been called names because of my race.
I am a person that has had a dream.
I am a person that believes I will graduate from high school.
I am a person that others in this room can learn something from.
I am a person with a story.
I am a person that believes in others.
I am a person that believes high school students can make a difference.
I am a person that believes that I can change the world.
I am a person that has not walked to the Core.

III. Problems and Safety

“Don’t sweat the small stuff. Those little things that go “wrong” are the things that make each Tour individual. The fact that virtually an entire bus contracted poison ivy is something that they will remember and that will become their “thing” later on.”

Nick Wiebusch

2009 Jupitour Tour Bus Leader

Troubleshooting

Things will go “wrong” on with your bus (bus may break down), with activities (an activity may flop), with group dynamic (cliques may be formed), with health (a participant may get sick), family emergency (a participant’s family member may die), and with Tour logistics (housing location may fall through). Your bus may get lost, you might go to the wrong address, someone may refuse to participate in an activity, etc etc etc. Don’t panic, these things have all happened in the past, the support of your core will get you through!

Steps to take when a problem occurs

1. Remain calm

This will ensure that you are a good decision-making state of mind, and it will also ease those around you. Make sure to take deep breaths and support your Core. You can do it!

2. Take emotions out of the situation

You have a task to accomplish, which is to move the group forward in a safe manner. This is not about feelings, but about doing what is in the best interest of the group as a whole. Being upset or feeling bad does not help the situation.

3. Look from present to forward

Regardless of what could have or should have done... you are sitting at the present. Feel free to analyze and comment later, but for now, you must move forward. You are ‘here’ and want to get ‘there’ somehow. So how will you do it? It is important to set up a plan. Always consult your core before implementing any sort of plan. They may have a different view of the situation that can result in a better way to handle it.

Questions to ask when a problem occurs

As much as I would like to give you a magic wand for each of your Tours, it is not possible; there is no cookie-cutter model to it all. There are, however, a few questions to ask that can guide you in nearly any decision you and your Core may face:

1. What is the situation?

What is the problem? What was supposed to happen? What are the potential outcomes now? How far off are these outcomes from the initial plan?

2. What/who can this potentially affect?

With these outcomes, who are the involved parties? Who gets affected the most? Does anyone need to be contacted? Have you done so?

3. What is best for the most amount of people?

Remember, as Core Leaders, the needs of others come before your own. You may have to change plans such as not being able to see a tourist attraction or go out in a city; although tough, do what is best for others!

4. How can we ensure everyone’s basic needs are met?

A small number of people’s needs are different than the rest of the group’s needs. How can we have all basic needs met and ensure everyone’s safety?

5. How to communicate with your bus?

Tell your bus what is happening. They are all competent people and would probably love to be clued in on what is going on. Let them know what is up, and don’t beat yourself up over it. Stay positive and remember, often times the unplanned stories are the best ones to share.

Considerations when talking to individual

When it comes to addressing one individual who is in some emotional extreme (anger, sadness, hurt, etc) there is a basic model you can follow in your conversation with him/her.

1. Listen

First and foremost be a good listener. Just sit there in silence and allow the person to talk as much as he/she wants to. Then, when you might be unsure what to say consider following the next steps.

2. Feel

“I feel that...” address a feeling in this situation; it’s always safe to remain positive and build the person up in any way you can. Be sincere!

3. Felt

“I felt that...” relate this to a situation you have been in. Don’t say you ‘completely understand’ because that is impossible—you are not that person. But establish commonality.

4. Found

“I found that...” here is where some sort of action or forward-thinking statement comes into play. Again, remain positive, build the person up, and offer some support. Even ask questions like “how can I best support you in this?” etc.

Suggestions for ending the conversation

This can often be hard. The best advice is to ask questions and offer options. The individual you are talking with has just unloaded a lot, and doesn’t want to think about what to do next. Make suggestions that he/she can choose from. However, it is critical to allow space for the individual to think. Of course, there is no one-way to do something, but consider these questions:

- “Do you need some time alone?”
- “Hey. How about I give you some time... I’ll go inside, and when you’re ready, I’ll see you in there. If you’re not in there in a few minutes, I’ll come back out here.”
- “It’s been a long day. Let’s go and hang out, get some rest, and we can sit next to each other on the bus tomorrow.”

Again, in all types of troubleshooting, there is no hard and fast policy, but use your best judgment. When a large troubleshooting situation arises, please contact a National Core member as soon as you are able.

Mandated Reporting

Given that you are a bus leader, you are considered to be a mandated reporter. You do not need to know what to do in every situation, nor do you need to know how to solve every issue that arises. Rather, it is most important that you know what steps to take, whom to contact, and what resources are available.

This section assumes that the person is above the age of 18. Limited reporting has been done with adults, but the factors are still present even if an official report does not occur. If the individual involved is under the age of 18, different steps are taken. Please contact National. Note: Very few situations are so pressing that action must be taken immediately.

What is mandated reporting?

In general, mandated reporting laws say that anyone who deals with youth (usually minors)—teachers, daycare workers, social workers, women's advocates, children's advocates, and so on—are required by law to report any child abuse they find out about. However, mandated reporting does apply to everyone.

What topics require mandated reporting?

Generally, anything that can cause harm—be it emotional, physical, mental, etc. This includes both self-administered harm, as well as harm from others. Here are some areas to keep in mind:

- Abuse
- Endangerment
- Suicide
- Depression
- Harm to others/self

What steps do I take if this happens?

Before you jump to conclusions, you must consider all of the factors. The following are some basic steps to follow. Be sure not to rush any of the following steps. Take your time and do your best to work the situation out.

1. Consult with others

Make sure to keep your Core in the loop, and reach out to any resources you may have on the bus. Make sure to call National if this occurs.

2. Take it slow

Make sure you support the student as much as possible. Regardless of factors and setting, the student said what he/she said for a reason. Have a college leader (in a public space off to the side), approach the student to find out more information.

3. Communicate openly

Make sure to communicate clearly, especially to the student. You should try to encourage the student to seek outside resources.

4. Stay connected

Make sure to stay in contact with National to talk through this process.

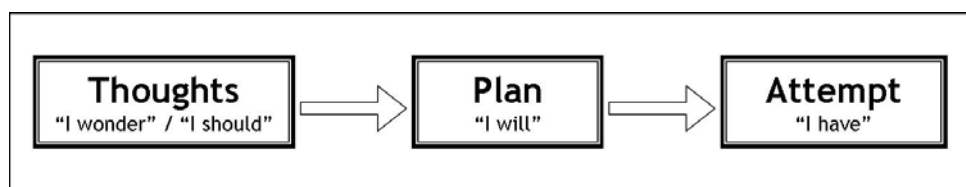
What other factors should I consider?

1. Time

Find out when the incident took place. Was it last week, nine months ago, two years ago, etc.

2. Seriousness/severity

There is a big difference with thoughts versus actions. Some of these items (depression, suicide, etc) are more commonly talked about than some people realize. Here is an example, with suicide—suicidal thoughts versus suicidal plans versus suicidal attempts:



3. Setting

Find out where the individual brought up the issue of concern. Was this information presented in large group share, small group share, etc? This may give you an insight about how the student is coping with the situation. In any case, look beyond words and try to pick up on what the person is trying to express.

This is an important area to note because this incident may affect all students on your Tour. Just remain cautious and observant with how people react. The following are a few examples of different settings a student may bring up a topic of concern:

- Large group (formal or informal activity):
If a student brings up an issue of concern in a large group activity, then he/she may seemingly be more comfortable with the topic at hand. However, it is important to never underestimate the seriousness of the issue. It is essential for someone in the position of responsibility to follow-up with the student to assess the risk involved. Be strategic about who should approach and lead the conversation with the student. If someone has a rapport with the student, then that is probably the best person to approach the student. Emphasize that the “probing” is because STLF cares about its participants and is concerned for their safety.
- Small group (formal or informal activity):
If it is brought to your attention that a student shared something in a small group, then it is important to be mindful that the student may not want others to know what he/she has shared. What he/she has shared should not be devalued because only a few people have been privy to the information. In this situation, it may be best to bring an additional person into the conversation who was at the small group activity. Once the conversation begins, the same steps as above should be followed.
- Peer-to-peer (informal):
In this situation, it is very likely that the student shared in peer-to-peer situation because he/she intended to keep it confidential. Should it be brought to your attention, you may want to include the person who told you in the follow-up conversation.

4. Delivery

This entire subject is extremely gray. It is very intuitive, and often requires you to make judgment call. It is important to make the safety of the student as the top priority. Again, very few situations require immediate attention. Those that do are directly related to the student’s safety. Some questions to consider include, How did the person act? Did he/she seem to show any signs of emotional distress? Was is a relief? Did he/she maintain good eye contact? How was the body language?

How should I make a decision about what to do?

1. Recognize the issue

2. Get the facts

- What are the relevant facts?
- What is known?
- What is unknown?

3. Find out who has an important stake in the outcome

- Do some people have a greater stake because they have a particular need or obligation?

4. Consider all options

- Have all the relevant people been consulted?
- If you showed your list of options to someone you respect, what would that person say?

5. Evaluate alternative actions

- What ethical issues must you consider?

6. Make a decision and test it

- Which option is the right thing to do?
- If you had to explain your decision on television, would you be comfortable doing so?

7. Implement your decision

- If you had to do it over again, what would you do differently?

Where else can I go for more information?

STLF has provided campus-specific-resources, which are provided on the following pages. In addition, here are links to several organizations that provide good information on suicide:

- American Foundation of Suicide Prevention (www.afsp.org)
- ULifeLine (www.ulifeline.org)
- Suicide Awareness Voices of Education **SAVE** (www.save.org)
- National Institute of Mental Health (www.nimh.nih.gov)

Risk Management

It is essential for us not only to manage risk but also to promote positive decision making and healthy lifestyles. There are three overarching items to consider when managing risk:

Put safety first

Safety is the number one priority. Everyone must be accounted for and safe at all times. People must remain in groups and utilize technology! Make sure multiple Core members have cell phone numbers, and make sure everyone is accounted for. Be prepared, especially when it comes to Health Forms, knowledge of, etc.

Provide the opportunity to enhance health and well-being

Obviously, you cannot force people to eat well or go to bed, but please provide the opportunity to do so. The PIF Tour is a different type of trip, and it requires a different amount of sleep, water, etc. Promote healthy decisions. In addition to physical health, emotional well-being is very important! This matters when facilitating and following up activities.

Establish appropriate boundaries to fit bus demographics

This comes down to being appropriate to the audience. Be wary of who is around you—project contacts, kids, etc. In addition, perhaps there is a minor on your bus. You must be aware of boundaries and what is important.

In addition, several risk management forms are in appendix A for your reference:

1. Bus Core Leader expectations
2. College participant expectations
3. Accident form
4. Early release form
5. Participant waiver
6. Health information

Campus-Specific Resources

Remember, a lot of this information is for your knowledge, so you can best assess situations on the Tour, and in the future. The best thing you can do when faced with a situation where there is any sort of harm involved, is to encourage the person to seek professional support. All campuses have great resources. Here is what we found:

General Services

City/Area	Services	Description	Contact info
<i>Serving most schools</i>	Ulifeline	Confidential, online resource center, where college students can be comfortable searching for the information they need and want regarding mental health and suicide prevention.	www.ulifeline.org
Twin Cities	Crisis Connection	24 hour crisis counseling services	612-379-6363
Morris	Someplace Safe	24 hour crisis counseling services	1-800-974-3359
Bemidji	Community Crisis Line	Crisis counseling services	1-800-422-0045
Fargo/Moorhead Area	24 Hour Hotline	24 hour crisis counseling services	218-235-7335
Northwestern MN	Northwest Mental Health Center	24 Hour Crisis Number	1-800-282-5005
Iowa City	Johnson County Crisis Center	24 Hour Crisis Number	319-351-0140
Normal	McLean County Center For Human Services	24 Hour Crisis Number	309-827-5351
Duluth	Miller-Dwan Medical Center Crisis Line	24 Hour Crisis Number	218-723-0099
Dickinson	Violence & Rape Crisis Center	24 Hour Crisis Number	888-225-4506
Grand Forks	Northeast Human Service Center	24 Hour Crisis Number	701-775-0525
Cleveland	24-Hour Crisis Hotline	24 Hour Crisis Number	216-623-6888
Northfield, MN	24-Hour Crisis Hotline	24 Hour Crisis Number	1-800-233-9929
Norman, OK	Number Nyne: Campus Crisis Center	24 Hours Crisis Hotline	405-325-6963

Chapter Services

Chapter	Services	Description	Location	Contact
UMTC	Boynton Mental Health Clinic	Counseling, Urgent Mental Health Consultation, Clinic, Health Education	410 Church Street S.E.	612-625-8400 http://www.bhs.umn.edu/
	University Counseling & Consulting Services	Counseling, Health & Wellness Education	109 Eddy Hall	612-624-3323 http://www.uccs.umn.edu/counseling
	Aurora Center	24-hour help line. Free and confidential crisis intervention to victims of sexual assault, relationship violence, stalking and harassment.	Boynton Suite 407 Boynton 410 Church St.	612-624-3323 http://www.uccs.umn.edu/counseling
UMM	Student Counseling	Counseling and educational programming	Behmler Hall	320-589-6060 http://www.mrs.umn.edu/services/counseling/index.html
	Wellness Center	Clinic and health education	Gay Hall	320-589-6070 http://www.morris.umn.edu/services/hlth_serv/
	Peer Health Educators	Physical, mental, and sexual health education	Gay Hall	320-589-6074 Email: ummphe@morris.umn.edu
	Violence Prevention Program	Program addressing sexual violence, relationship violence and stalking, the Violence Prevention Program combats violent crimes against women and men on campus.	Gay Hall	320-589-6061 http://www.mrs.umn.edu/services/counseling/ViolencePrevention.html
BSU	Counseling Center	Counseling, screening, Educational Programming	Birch Hall	218-755-2024 http://www.beidjstate.edu/students/services/counseling/
	Student Health Service	Health Care, health education, substance abuse help	Birch Hall	218-755-2053 http://www.beidjstate.edu/students/healthindex.html

MSUM	Counseling and Personal Growth Center	Counseling and Personal Development classes	Bridges 260	218-477-2227 http://www.mnstate.edu/counsel/
	Hendrix Health Center	Clinic, Counseling, Health Education	Hendrix Buildingx	218-477-2227 http://www.mnstate.edu/counsel/
UST	Personal Counseling	Counseling, referrals, screening, self-help resources	Murray Herrick Student Center & Terrance Murphy Hall	218-477-2227 http://www.mnstate.edu/counsel/
	Student Health Services	Health Care and Health Education	Lower level of Brady Hall	218-477-2227 http://www.mnstate.edu/counsel/
	Wellness Center	Healthy lifestyle education	Lower Level Koch Commons	651-962-6128 http://www.stthomas.edu/wellness/default.html
UMC	Career and Counseling Services	Counseling, referrals, self-help resources, conflict resolution	Suite 245 Student Center	218-281-8587 http://www.umcrookston.edu/ccs/counseling/index.htm
	Student Health Services	Clinic, Counseling, Health Education	145F Student Center	218-281-8512 http://www.umcrookston.edu/services/healthservices/
HU	Counseling and Health Services	Counseling, support groups, educational services	Manor Hall, Room 16	651-523-2204 http://www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/chs/index.html
	Religious and Spiritual Life Office	Personal, emotional, and spiritual support	2nd floor of Bush Student Center	651-523-2315 http://www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/rslo/index.html

UND	University Counseling Center	Counseling, educational programs, screening, substance abuse prevention	200 McCannel Hall	651-523-2315 http://www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/rslo/index.html 701-777-3664
	Conflict Resolution Center	Mediation and conflict management	314 Cambridge St Stop 8009	http://www.und.edu/dept/crc 701-777-3491
	University Crisis Coordination Team	Crisis hotline		
	UND Student Health Services	Clinic, Health Education	McCannel Hall Room 100	701-777-4500 http://www.undstudenthealth.com/
NDSU	Counseling Center	Counseling, substance abuse help, screening	212 Ceres Hall	701-231-7671 www.ndsu.edu/counseling 701-235-7335
	FirstLink Hotline	24-hour crisis intervention, support & referral information		
	Wallman Wellness Center	Clinic and Health Education	18th Street and Centennial Boulevard	701-231-7331 http://wellness.ndsu.nodak.edu/shs/
ISU	Student Counseling Services (SCS)	Counseling, Emergency Help, Workshops, Self-Help	Moulton Hall	309-438-3655 www.counseling.ilstu.edu
	Guerrilla Theatre	Education through Theatre		http://www.counseling.ilstu.edu/guerrilla/index.shtml Phone: 309-438-2778
	Student Health Services	Clinic, Health Education	Student Services Building	
WIU	University Counseling Center (UCC)	Counseling, educational programs, screening, sexual assault prevention, alcohol/substance abuse	Olson Hall 2nd Floor	309-298-2453 http://www.student.services.wiu.edu/ucc/
	WIU Hotline (Student Run Resource)	Counseling		309-298-3211

	Beu Health Center	Clinic, Health Education	corner of Murray Street and Western Avenu	309-298-1888 http://www.student.services.wiu.edu/beu/
JCU	University Counseling Center	Counseling, education programs, screenings	2567 South Belvoir Blvd	216-397-4283 (Crisis #: 216-397-4600) http://www.jcu.edu/campuslife/counseling/ 216-397-4349
	Student Health Center	Clinic and Health education	Ground Floor of Murphy Hall	http://www.jcu.edu/campuslife/health/
UI	University Counseling Service	Counseling, education programs, screenings	3223 Westlawn S	319-335-7294 http://www.uiowa.edu/~ucs/
	Student Health Service	Clinic and Health education	4189 Westlawn S	319-335-8370 http://www.uiowa.edu/~shs/index.shtml
DSU	Student Health Service	Clinic and Health education	Stickney Hall - Room 114	701-483-2304 http://www.dickinsonstate.edu/health.asp
CSS	Counseling Services	Counseling, education programs, screenings	T2150	218-723-6085, http://www.css.edu/x1603.xml
	Health Services	Clinic and Health education	Somers Hall #47 - Ground Floor	Phone: 218-723-6282, http://www.css.edu/x1606.xml

Please, never hesitate to contact National for support!!

Appendix A - Forms

STLF College Pay It Forward Tour Bus Core Leader Expectations

I understand that I have been chosen as an STLF Pay It Forward Tour Bus Core Leader, a role within STLF in which I will have the opportunity to influence numerous lives. In accord with STLF’s mission, I am willingly adhering to the following guidelines and expectations while fulfilling this responsibility to STLF. Within the organization, I am seen as a role model by many, and will do my best to reflect STLF in a positive and appropriate manner.

STLF Program Requirement Form:

- I understand that I am responsible to ensure that a member of my bus core will read out loud to all participants of the program the list of policies and requirements set forth in the ‘STLF Program Safety and Participation Requirement.’ I am also responsible to ensure that each person on my Tour signs this form prior to departure.
- I understand that I am expected to abide by and take action to enforce all policies and requirements set forth in this form.
- I understand that in addition to abiding by and enforcing the zero-tolerance alcohol policy during the program, I am expected not to be associated with organizing a party for Pay It Forward Tour participants involving alcohol on the night your Tour arrives home.

Safety and Emergency Situations:

- I understand that there are risks associated with the Pay It Forward Tour, and as a Bus Core Leader it is my responsibility to ensure for the safety of by Tour’s participants to the best of my ability. I will always error on the side of caution, and choose actions and decisions that reflect that safety is the top priority of STLF and the Pay It Forward Tour program.
- I understand that in the case of an emergency, I am responsible for contacting the proper local authorities as promptly as possible. I am also responsible for contacting the designated national core member with information and/or questions regarding the situation.
- I understand that when allowing flexible time in a city on the Tour, I will provide all participants a bus core members phone number as an emergency contact. I will ensure that a member of my bus core encourages participants to stay in groups of three or more people when touring.

Health and Nutrition Expectations:

- I understand that before any type of over-the-counter medication is distributed, I am responsible for checking the recipient’s health form to ensure that they have authorized that medication to be given. No other medications or over-the-counter supplements or substances may be distributed by a bus leader.
- I understand that one member of my bus core must have copies of all health and participation forms on them at all times.
- I understand that STLF promotes healthy living and healthy choices, and that I am expected to represent this position through the types of foods and beverages that are supplied to the Tour participants by STLF.

I understand that I am an STLF Pay It Forward Tour Bus Core Leader first, and with that comes a responsibility I am willing to fulfill that includes abiding by the abovementioned items. I understand that these items and any sacrifices I am asked to make are intended to ensure for the safety and experience of the participants of the Tour.

Print Name

Signature

Date

STLF College Program Safety and Participation Requirements

I am voluntarily participating in an STLF College program. By signing this document, I am stating that I have read this document in its entirety. I understand and will cooperate with each item listed. I will abide by the rules, regulations, and requests set forth by STLF leadership. I understand that the following is in place to ensure for the safety and well-being of all involved in this STLF program.

STLF College Pay it Forward Tour Participant Requirements:

- I am participating on the STLF Pay it Forward Tour knowing that I must abide by the organization and Tour guidelines.
- I agree to participate in all activities and service projects associated with this STLF experience whenever physically capable.
- I understand the STLF Leaders are here as guides, organizers, and leaders.
- I understand that their directions and requests are done with the group and my personal well-being in mind; thus, I will cooperate to the best of my ability.
- I understand that there is a Zero Tolerance Policy regarding the possession and use of alcohol, drugs, or other illegal substances, regardless of age, gender, culture, etc.
- I understand that I may be asked to leave this program if I do not comply with the abovementioned Zero Tolerance Policy regarding alcohol.
- I understand that the rules of any places we stay or serve are also rules that I must abide by, as they are indirect rules of the STLF.
- I understand that if I violate any STLF requirements, I may be asked to leave the program early.
- I understand that if, for any reason, I must leave the program, I am then responsible for finding, confirming, and paying for all fees my departure may incur, including transportation, lodging, food, etc.

Full Name (printed)

Signature

Date

STLF ACCIDENT/INJURY REPORT FORM

Date of incident: _____ Time: _____ AM/PM

Name of injured person: _____

Address: _____

Phone Number(s): _____

Date of birth: _____ Male _____ Female _____

Who was injured person? (circle one) High School Student College Student Adult

Type of injury: _____

Details of incident: _____

Injury requires physician/hospital visit? Yes ___ No _____

Name of physician/hospital: _____

Address: _____

Physician/hospital phone number: _____

Signature of STLF Leader who assisted with situation:

Print

Signature

Date

Submit this form to STLF National within one week of the conclusion of your STLF Program.

STLF Policy Violation Early Release Form

I, _____, violated Students Today Leaders Forever's policies on the Pay It Forward Tour during _____.

Program Dates

I understand that due to this violation occurring on _____, I am no longer affiliated with the STLF Pay It Forward Tour program.

Date of Violation

By signing this, I am taking full responsibility of all costs associated with my departure from the Pay It Forward Tour. This includes transportation, food, housing, and any other possible costs.

Upon my departure, STLF is no longer responsible for me or my actions. I will not hold STLF accountable for any incidences that may occur because of my departure.

Print Name

Date

Signature

STLF Participant Waiver Form

I have chosen to participate in the Students Today Leaders Forever (STLF) Pay It Forward Tour. I agree to abide by any decision of STLF relative to my ability to safely complete this experience. I assume all risks associated with participating in this program. Having read this waiver and, knowing these facts, and in consideration of your accepting my registration, I for myself and anyone entitled to act for my behalf, waive and release STLF, their representatives and successors from all claims or liabilities of any kind arising out of my participation in this Tour.

Photo/Video Release:

I understand that from time to time, trip participants may appear in photographs, videotapes and publications on behalf of Students Today Leaders Forever. In consideration of my participation in the Pay it Forward Tour, I grant full permission to STLF, and/or the agents authorized by them to make and use any such record for publication, public relations, and/or advertising purposes, without limitation, reservation or any additional compensation.

Health Insurance:

I understand that I am required to have adequate health insurance coverage to participate in this STLF program. By signing below, I authorize that I have proper health insurance coverage.

In consideration of the benefits of the activities listed above, I _____, hereby release and discharge STLF from liability whatever resulting from complication arising out of a current health problem or personal negligence in this STLF Program.

Signature: _____

Date: _____

Print Name: _____

A parent/guardian signature is required if student participant is under the age of 18 or is still in high school.

Parent/Guardian Signature: _____

Date: _____

Print Name: _____