



High School Core Guidebook

HS Tour Facilitator Guide Table of Contents

I: STLF ORGANIZATIONAL INFORMATION

Introduction	3
STLF at a Glance	4
Purpose and Effectiveness	5
STLF Culture Staples.....	6-7
Developmental Outcomes	8



II: ABOUT THE HIGH SCHOOL TOUR

Overall Timeline and Responsibilities	9
On the Tour Roles, Responsibilities, and Expectations.....	10
Differences Between High School and College Tours.....	11
Programming on the High School Tour.....	12-13



III: LEADING A TOUR

Facilitation Basics.....	14-15
Facilitation In Depth.....	16
Facilitation Tools.....	17-19
Leading a Small Group	20-21
Mandated Reporting.....	22-24
Risk Management	25
Managing the Relationship with the Parents and the School	26
Troubleshooting.....	27-28
Media Overview.....	29
You are a 24/7 Presentation	30-32



IV: TOUR PLANNING

Planning a City.....	33
City Essentials	34
Finding City Contacts	35
The Cold Call	36
Creating an Effective Itinerary	37
Sample Tour Itinerary for One Day	38



V: DAY OF DEPARTURE

Final Checklist	39
Bus in a Box.....	40
Day of Departure Schedule	41



VI: ON THE TOUR

Day One.....	42
Day Two	43-45
Day Three.....	46-47
Celebration City	48



VII: ADDITIONAL ACTIVITIES..... 49-54

Introduction

Mission Statement

To reveal leadership through service, relationships, and action.

STLF does not build or create leaders. We provide opportunities that help people self-reveal the personal leadership from within. We do this through three core components in our programming:

1. Service. Uniting people with a tangible goal and purpose, while providing a sense of being part of something bigger and contributing to a common cause.
2. Relationships. Connecting peers, adults, and community members to allow for a deeper and more lasting impact.
3. Action. Taking experiences and committing to action after the Tour, whether in their personal lives, for their families, within their schools and local communities.

STLF

Believe in STLF

For STLF to be successful, we must **believe**. We must believe in the process, the organization, and each other to make STLF a success. It all started as an idea a few college kids dreamed up in their dorms, but its success is **because of you**. STLF exists because of you. Its growth is because of you. **You change lives**. The experience of the tour was positive; it allowed you to think. Hopefully you are a better person because of it... you are **recreating** that experience for **more students at a younger age**. Thank you for your service, for it is truly an honor to work with you.

Guidebook Purpose

STLF believes that leadership is an individual and customized practice, for example the bus-leading experience, so this packet is designed to be not an instruction manual, but rather a compilation of best practices and strategies. The time leading up to the Tour is exciting, and hopefully this guide will help you to harness that passion and energy, and help you to become more productive and efficient. This first section of the guidebook specifically touches on skills, thoughts, and needs of the planning process, while remaining focused on the main goal, the Tour itself.

Terminology

There are a few terms used throughout this guidebook that may seem similar. Here is a quick distinction of what is intended by use of the following:

- **Tour Contact**- two college volunteers reporting to National and responsible for tour logistics
- **College Core**- college leadership placed on bus to take on small groups and most of program facilitation
- **Facilitators**- all college leadership (Tour Contacts + College Core)
- **Adult Community Members**

STLF at a Glance

We all are STLF. Every single person that wears our shirts, anyone that screams our chants, and tags a photo of STLF on facebook represents WHO we are, the LANGUAGE we use, and WHAT we stand for. This document's intent is to unite us as STLFers, and best portray the STLF we all know and love!

STLF

Who we are: Mission and Vision

Mission: To reveal leadership through service, relationships and action

Vision: To energize generations of student leaders

Organization. 501(c)(3) nonprofit, headquartered out of Minneapolis, MN.

- College Chapters and High School Affiliates across the nation.
- Founded by four college freshmen in 2003, as a U of M campus student group.
- STLF was completely volunteer-run from '03-07; there has been paid staff in the National office since '07.

We are optimistic group of student leaders who engage in servant leadership to create positive life experiences. As a volunteer-driven non-profit, STLF makes an impact in communities across the country. Engaging students on the college, high school, and middle school levels, STLF uses the dynamic Pay It Forward experience and the Leadership Camp to encourage life-long service and leadership.

STLF Messaging: Uniting to Convey Similar Values, Culture, Energy, and More

It is important for an organization to speak with one voice, though there are many spokespeople. This is tough because messages are DIFFERENT when you are RECRUITING and when you are EXPLAINING.

Recruiting (prospective participants): *SELLING the Story, the Tour, the Experience*

You will probably talk about the Tour itself, logistics of sleeping on the floor, and the crazy time that your bus had to be towed and you spent 4 hours playing bus games.

Explaining (city contacts, people you meet): *TELLING the Story, the Tour, the Experience*

Sleeping on the floor and bus games may seem odd to the general person. Talk about the service! The leadership! The unique opportunities and points of learning that every Tour brings!

STLF Talking Points: Think about and Prepare in Advance

- **Convey Our Mission:** It sums up why we exist (and is only EIGHT WORDS!).
- **Tell What We Do:** Three main experiences that allow students to reveal personal leadership:
 - *Pay it Forward (PIF) Tour* – Multi-day, multi-city community service trip, with intentional reflection, interaction, and education. PIF Tours are offered on college, high school, and middle school levels; all tours are led by college volunteer leaders.
 - *Leadership Camp* – Focused leadership opportunity on a college campus, including interactive workshops and service. Camp is offered for high school students and recent graduates, led by college leaders.
 - *Leadership Training* – Retreats and conferences that include skill workshops and experiential learning. They are held four times a year and are offered for college students, led by college volunteers and staff.

We engage youth in servant leadership. We provide positive life experiences. We encourage commitment to action.

- **Share Our Impact:** Our specific numbers are always changing, so you might not know the number of Tours that have gone out, but it's not the numbers that are most important. Stress that the true impact of STLF is within each positively changed life.
- **Tell your story:** Nothing is more compelling than a personal story, so share yours!
- **Tell our purpose:** To engage youth through life-changing experiences that help students reveal their personal leadership.
 - Exposure to people, cities, issues, and situations they may not experience otherwise.
 - Intentional conversations, reflection and focused activities.

Purpose & Effectiveness

Ultimately, STLF exists to make a difference, to change the world... one person at a time, one program at a time, one *dream* at a time. We want people to feel loved, supported, and wanted; this is, in essence, why people do anything. STLF programs address these needs through our programming—Tour, camps, conferences, retreats, and meetings.

STLF

STLF Programs Hope to Achieve:

- Reflection. Looking inward to see how personal goals, decisions, and actions can dramatically affect a person's life, position, and family. Reflection allows for personal growth and a better concept of self.
- Commitment. Working diligently to improve yourself, your peers, and your community in a positive way.
- Follow-through. Encouraging people to take action and to have a positive impact in one's local community or school after the program is over.

Reflecting the Mission, STLF Achieves through Programming Components

- Service. Encouraging the act of giving, and through doing so, uniting. Through our service component, people feel part of something bigger, because they are working towards a tangible and purposeful goal.
- Relationships. Connecting and uniting people, and promoting respect and trust among them.-Staying accountable to the group, while holding others accountable.
- Action. Providing an opportunity where participants end up desiring, committing, and following through with positive action after the Tour.

STLF Programs Focus on Key Qualitative Components and Ensuring Success

- Acceptance. Allowing participants to feel like part of a group and accepted among their peers.
- Ownership. Providing students the opportunity to lead and participate in a forum where they have a say.
- Listening. Giving attention and respect to participants.
- Belief and Support. Believing that one individual can truly impact the world, regardless of age, gender, location, economic state, etc. and supporting their dreams and ambitions.
- Team and Shared Leadership. Working as a unit, promoting equality, and collaborating.

STLF Culture Staples

STLF has a distinct culture. The passion and energy of STLFers exemplify an action-oriented ethos. The STLF philosophies ingrained in each person and program provide strength and commitment to our goals. These philosophies are the Thirteen STLF Staples:

STLF



1. Just Keep Learning

This means you're a student for life! I know; it's exciting. Constantly challenge yourself and place yourself in situations where you can grow and continue to be a better person. You can learn something new every day if you allow yourself.

2. Leadership Goes Beyond a Title

There's more to people than their past experience. In addition, just because you are not the "defined" leader, doesn't mean you can't lead the group. Leading is an art—it is following, listening, guiding, creating, and so much more. We all need to find the leaders within us.

3. Lead your way

STLF does not create or build leaders, but STLF reveals leaders. By giving people ownership and flexibility, they are able to practice leadership first-hand. STLF provides low structure with high expectations, ultimately giving leadership opportunities to everyone—we all have to start somewhere.

4. Leadership without Boundaries

STLF values travel and getting out of your comfort zone, in hopes of stretching yourself to a place you have never been before, both internally and externally. We appreciate the pursuit of experiencing and understanding a variety of cultures.



5. When in Doubt, Fly it Out

Preparation is priceless but when the unexpected happens, remember that you are capable of so much more you ever thought of. The trick is, you must allow yourself to succeed. We call this impromptu leadership.

6. Success reflects the strength of the Core

STLF is based on core leadership. The success of every program can come back to the strength of the core. In life, go to the very middle—of situations, of relationships, of yourself and build that strength. Success will follow.

7. Growth Happens with reflection

It is not enough to just do something. Thoughts must go behind it, and then feelings, and finally growth will occur. Do not settle for the act of doing something. Dig deeper and explore what it means to you and how it is significant. Soon, you will find what makes you tick and keeps you going. Your passion will come alive.

8. Every person has a story

Everyone's life has meaning. Everyone has a purpose. Take time to learn these stories, and remember to share yours! Introduce yourself to people, ask the tough question, and go for that leadership role. You never know who you are going to meet next or when the next big learning experience of your life will hit.

9. Share Don't compare

This is a judgment-free zone. Share with one another. One person's confidence, success, and accomplishments do not take away from yours. In fact, they build off each other. So share with everyone and celebrate in the happiness of others.

10. PMA, all the way

PMA = Positive Mental Attitude. A little goes a long way, and the small stuff really does matter. A smile can make someone's day, so smile on! Laughs are contagious, so laugh always. Call your mom, say thank you, and go to bed a little happier.



11. Leadership is Tough

If you are truly leading, you will be challenged and frustrated, often with your back against the wall. Sometimes you have to go against the norm and put your personal wants aside for the success of the group. Leadership is often a thankless job, but continues on with pride. The happiness and success you will achieve through leadership is priceless and irreplaceable.

12. Bring it on back

Take what you learned and bring it home. Don't let the ripple stop with you. Continue to spread what you know and how you feel to others, and amazing things will happen.

13. Serving by Example

Harry Truman once said: "You can accomplish anything you want in life... as long as you don't care who gets the credit."

STLF Developmental Outcomes

STLF centers all programs and partnerships on its mission **to reveal leadership through service, relationships, and action**. Our programs change the world through positive, intrinsic growth among young people. If intrinsic growth is achieved, positive social impact will always continue because students involved in STLF would have the mentality and actions of common good ingrained in their lifestyles. The outcomes STLF hopes to achieve are:

STLF

Leadership Skills

For STLF participants, this involves being more comfortable with oneself—from speaking in front of groups to the desire to lead initiatives after the experience. For its volunteer leadership, STLF hopes to grow personal confidence, especially with heightened levels of responsibility.

Service

STLF hopes that service takes on a new meaning for all those it comes in contact. Service can happen every day, and it is an amazing vehicle to learn, reflect, and grow as an individual. It is fun way to create a sense of community and to positively impact the world.

Reflection

A key component within STLF is to constantly evaluate, process, and reflect. By doing so, students are able to take away much more than just the surface activity. It allows an increase in perspectives, as well as delaying judgment to consider multiple factors and points of view.

Social Awareness

STLF programs aim to broaden participants' scopes through exposure to different cities, lifestyles, people, ethnicities, upbringings, perspectives, etc. As a result, students increase understanding of other people, situations, and cultures.

Affection for Others

STLF experiences help students gain a better sense of empathy, relating to their openness to for new experiences, understanding of people's situations, working with people of varying backgrounds, and respecting of differences.

Social Cognition

STLF encourages students to dream by exploring what the world has to offer and by imagining the possibilities each person possesses. Byproducts are an increased willingness to understand life on a deeper level and a level of resilience to overcome negative energy and experiences.

Civic Efficacy

Students must know and believe they can make a difference in society and the world. With the ability to impact, comes the responsibility to impact in a healthy, positive manner which leaves students a greater sense of civic duty.

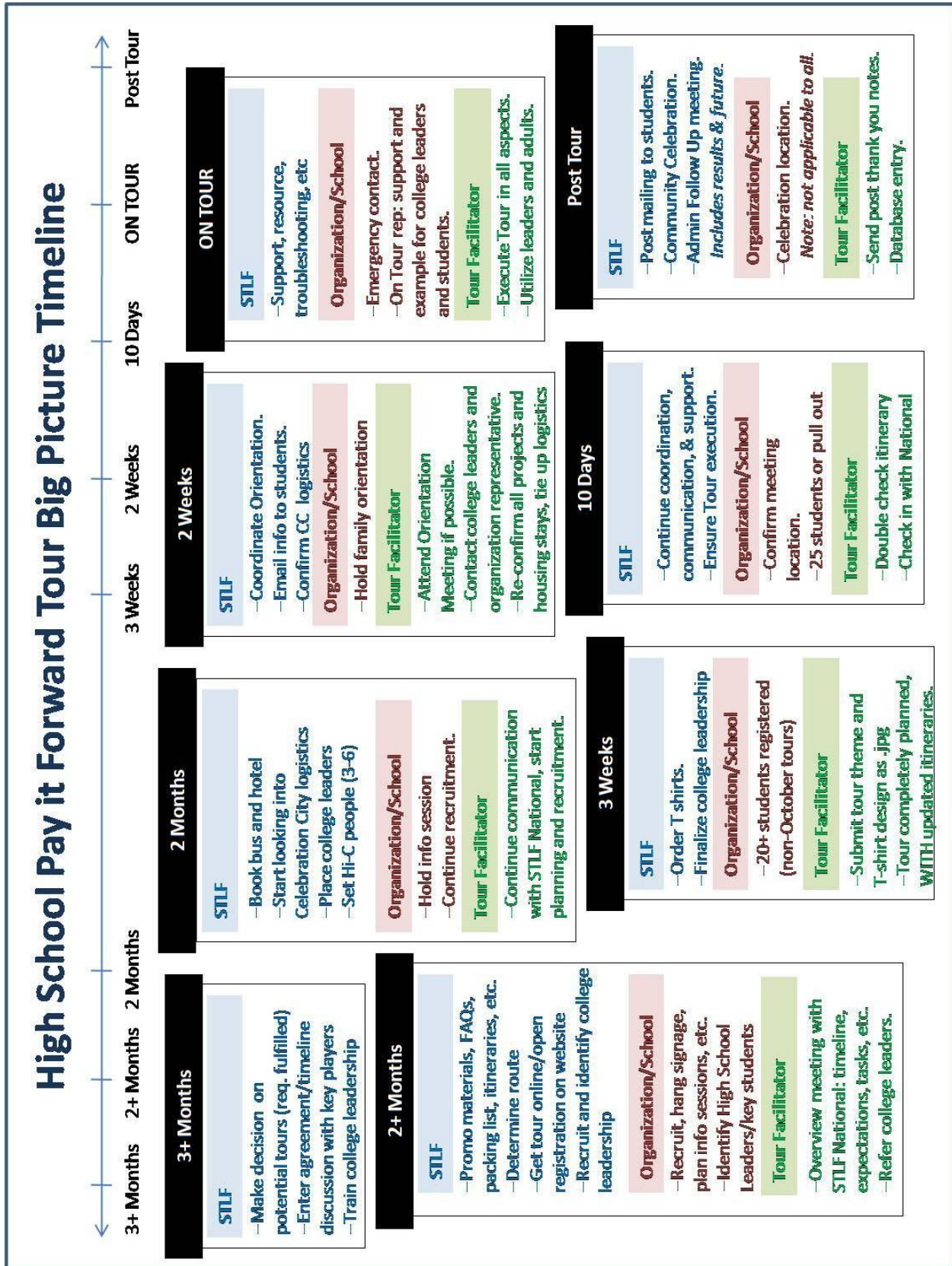
Collective Action

STLF promotes a shared leadership model of equality and trust. By collaborating with others to achieve a greater purpose, students are able to harness the extraordinary power that a group of committed individuals can hold, to better the world and contribute to the common good.

Sense of Community

One of STLF's means towards revealing leadership is to build positive relationships. Students involved in STLF gain opportunities to be part of a community with inter-generational, inter-cultural, and inter-school relationships. This creates a network of support and positive modeling, positioning students for success.

Overall Timeline & Responsibilities



ABOUT THE HS TOUR

On the Tour Roles, Responsibilities, & Expectations

The success of a Tour is a process the entire bus takes part in—there are a few main areas that must be mindful of certain aspects of the Tour. There are several layers of leadership, all with different roles and purposes:

Tour Contacts (2 people)

The primary purpose is to EXECUTE the Tour on all levels—you are facilitating the experience as a whole. The basics are necessary; the general rule of thumb is to keep the **students safe, fed, and having fun**. You are to set the communication lines between you and the adults, so that they filter all communications through you. In addition, you are responsible for when the bus stops, checking in with cities, evening programming, and more.

College Leaders (3-4 people)

College leaders' primary role is to work as a core to support the tour contacts. The best way to do this is to keep the high school participants as ACTIVE AS POSSIBLE—not only in discussion, but in service, on the bus, and in the PIF experience as a whole. Even simple acts like 'being in charge of bus unloading' is a positive way to create responsibility and ownership while on the Tour. College students must continually MODEL and ENCOURAGE participation, cooperation, and positive mental attitudes. Tangibly, college leaders are chaperones and are responsible for leading small group (or core) discussions.

Adult Community Members (1-2 people)

Another support layer, it is essential for tour contacts to speak with adults/community members to best utilize their presence. This is the most undefined role within this program because it really depends on what the adult is hoping for and willing to do. The best thing to do is to COMMUNICATE to them your needs and what you have planned for the day. That way, they can choose their level of participation. In addition, work together and INFORM THEM OF YOUR LIMITS so they know when they are 'allowed' to step in. For example, if someone is sick, you may want them to step in (or you don't)—either way, a prep conversation is needed.

High School Leaders (3-5 people, sometimes)

This role is not on every bus, but is another layer of leadership. If applicable, high school leaders are returning participants or lead recruiters that are paired with college leaders to lead small group/core discussions. This is a direct role of mentorship, and college leaders must meet the student where they are at. A great way to do this is to set small goals for each day—for example: a more timid high school leader may have a goal of leading the entire discussion on his/her own by the end of the Tour, while a more talkative person may have a goal of improving listening skills. Use them as allies to choose some activities that will go over well and make the experience even better!

Differences Between High School and College Tours

There are a lot of new concerns you'll have to address on the High School Tour. Your role on the trip is definitely different than on College Tours. Other stakeholders (adults, college leaders, high school leaders) will be taking on different responsibilities. At the same time, you'll gain other responsibilities: you'll have to manage relationships with parents and students, understand the legal liabilities of the tour, and be more involved in making sure your group works well together:

- **Relationships**. At the college level, participants can do whatever they want. Bus crashes are common. When you're on the high school tour, however, you'll need to enforce the gender rules very strictly. First, between the students—by law we must have men and women separate when sleeping. In addition, you, as a college student, need to be mindful of forming close ties to any of the high school students on Tour.
- **Roles and responsibilities**. Roles are divided up somewhat differently on the High School Tour. Make sure that you're not taking on too much, and let the high school leaders take some responsibility. Remember, this is as much for them as it is for you.
- **Legal responsibility**. Because high school students are not legally adults, you and STLF must take all necessary precautions to have SAFETY be on the forefront.
- **Group management**. Along with the legal responsibilities you'll face, you also need to remember that high school students may possess different perspective than those in college, even the seniors. This is NOT true for all ages but generally, there are several elements to keep in mind:
 - **Maturity** – High school age can be as young as 14 and as old as 19. Developmentally, emotionally, and physically, this is an extremely wide range which adds to the dynamic.
 - **Permission/Direction** – Students are accustomed to 'being told' what to do, as well as to 'ask permission' for everything. Remember this when you lead the Tour because this may affect how active they are during service project or how they react to open-ended discussion or directions.
 - **Attention Span** – Especially for evening programming, students are not in a place developmentally to spend great amounts of time digging and reflecting, keep programming at 1-2 hours.
 - **Depth** – Emotionally, students do have the capacity; however, they may not be able to articulate it at this time. They may respond differently than you anticipate and that is okay.
 - **Norms and Needs** – Often times, high schoolers get up at 6am, so be aware of these differences between the high school and college students, because they may impact how you construct your schedule and responsibilities.
- **Parent and school relationships**. With high school tours, you'll have to face parents' questions and deal with school administrators. This manual will help you prepare for your presentation, create handouts, and be ready for any questions people may have.

Keep these differences in mind and prepare for them in advance, and your tour experience will go that much more smoothly.

Programming for High School Tour

Ensuring Quality through Consistency and Intentionality.

As STLF moves forward with its growth in the coming years, it is important for us to measure and improve quality of our Tours. A major component of this is to ensure that we are providing a similar and consistent program each time. In an effort to do this, STLF is taking the following approaches:

- Linking all activities, etc to one or more of STLF’s Developmental Outcomes (*see them on page 3*).
- Providing tips that can increase intentionality of the Tour, thus increasing its effectiveness.
- Encouraging the use of Core Activities on each High School Tour.

Maintaining Culture through Core Trust and Personal Ownership.

At the same time, STLF’s culture is of the utmost importance. Our success is thanks to the genuine energy and entrepreneurial spirit that The Core Model promotes. YOUR authenticity is essential as you Co-Facilitate this experience. Your top priorities in this process are:

- Overall EXECUTION of the entire experience.
- Continuous COMMUNICATION among all necessary parties—adults, college leaders, cities, bus driver, etc.
 - This is especially important in creating the proper boundaries from the start—personal boundaries, physical boundaries, lights out boundaries, time/punctuality boundaries, etc.
 - *Example* – 30 minutes before lights out, go around and tell the students they have 30 minutes. Do it again at 15 minutes, 10, 5, etc... consistently remind them of the boundaries.

Remember if the students are SAFE, FED, and having FUN—all is good in the world! The hope is that they are LEARNING something, having an IMPACTFUL experience, and will take some ACTION when they get home, too.

Utilizing Bus Time Aids Reflection and Evening Activities.

There is no “right” way to lead a Tour; however, there are ways that can help its hopeful effectiveness. A major element of this is utilizing every second you can. The bus is a great time for unstructured free time—please continue to do this still! There are small things we recommend:

- Service Learning Reflection: Simple frontloading before you get off the bus can set you up for some good reflection within the students and publicly.
 - *Example* – Let’s say you are a nursing home.
 - BEFORE Project – Ask the students “Discuss with the person next to you ‘what are three words that you associate with nursing homes/old people/etc?’ “
 - AFTER Project – “Remember those three words you associated? Have they changed?” Maybe even invite people up to share stories, reactions, etc.
- Bus Activities: This puts people at an equal playing field in terms of who knows who, etc. So good!
 - “would you rather?”—rotation
 - “if” game—rotation
 - STLF Idol
 - Movies/Music (caution with appropriateness)

Evening Activities to Balance Reflection, Expression, and Action.

The flow of each night is COMPLETELY up to you. The hope is regardless of how you do it, you are able to fulfill each area and meet the needs of the students. Although NOT ALL ARE NEEDED each night, main components are:

- Free Time
- Energizers
- Large Group Discussion/Reflection
- Deeper/Boundary Breaking Activities
- Small Group/Core Time
- Yeah Buddies

Free Time

Whether free time consists of showering or if it's playing ball/swimming in the pool—it is important to COMMUNICATE to them what is expected of them. It is best to communicate to them when they are all in one spot! A good scenario is as follows:

- On the Bus: Tell them to unload and whatnot into some main room. Once everything is unloaded, we will have a quick meeting about times, etc. SIMULTANEOUSLY (and through the unloading), one of the Facilitators should be working out times, etc with the Staff. Sometimes, you can get access to pools and stuff on the spot, when they wouldn't let you on the phone.
- Pre Meeting: Give the students TIMES & TASKS. For example, “you need to done with free time AND showered by 9:45PM. Meet in here and we will begin activities...”
- In General: Bring it back to their ADULTHOOD. Just as we respect them with free time and stuff, the activities are OUR TIME.

Energizers

Energizing activities are always fun. In the beginning, they are icebreakers; as you continue with the Tour, they being more team/community/trust-building. There are tons of variations of them. Reach out to past Tour leaders, the adults on your bus, and even the students on the Tour for ideas! Giving students the chance to lead allows for a very beneficial level of ownership and participation that is on the peer level.

Small Group/Core Time

Each Tour has College Leaders that have different roles than tour contacts. One difference is leading small groups—this is a good time for tour contacts to prepare for activities, troubleshoot, work with adults, etc. IF there are High School Leaders on your Tour, College Leaders will be paired with one to lead this small group time. It works well for the Facilitators to frontload the time with a structure—playing ‘Flash’ or ‘Hot Seat’ for the first night, or doing ‘something you may not know about me.’

Large Group Discussion/Reflection

It is important for students to have time to talk in a large group. This discussion can occur in large group or small group. For high schoolers, this model works well:

1. Did you notice[anything interesting with how people were treated]?
 - *Potential Answer: “Yeah, it was interesting that people were treated different based on age.”*
2. Why did that happen?
3. Does it happen in life/school/home?
4. Why does that happen?
5. How can you use that?

Deeper/Boundary Breaking Activities

Please choose and facilitate activities that are APPROPRIATE to the group and where they are at. There are some suggested activities outlined in the Sample Itinerary.

Yeah Buddies

These can happen all the time! On the bus, at projects, whenever... once you get in the flow of things, it is a great way to end the night as a GROUP with last minute announcements (bed time, wake up, etc). Also, regardless of what happened throughout the day, ‘yeah buddies’ is a positive affirmation before bed. 😊

A more detailed idea of daily programming is laid out in **Section VI: On the Tour (see page ___)**

Facilitation Basics

Facilitation is everything—ice breakers, meetings—it is all part of the experience. You are facilitating the entire time, so be intentional! Whether it is ten minutes after a meeting or a few moments with a first time STLFer, think about what it is you want to accomplish, and how you will get them there.

STLF Language: Positive, Inclusive, Optimistic, Energetic, and Judgment-Free

The most important point to remember is to be POSITIVE and JUDGMENT-FREE in your language. STLF embraces and uses inclusive language. We avoid language that could alienate or offend an individual or group of people. This also means avoiding language that wrongly lumps individuals into a group.

USE	AVOID
Everyone, You all, Ladies & Gentlemen, Friends	Guys
Students, Participants	Kids
People with disabilities	Disabled person
We... invite, encourage, ask, hope, get to, etc	You... must, have to, will

Facilitation Guidelines

There are four basic guidelines that transfer through all types of facilitation:

1. *Reflective engineering*—know what result you want.
2. *Everything goes*—go with it. No ideas are bad. Safe environment. Fake it 'til you make it.
3. *Do yourself what you desire them to do*—your actions, energy, pace, tone, etc must exude what you are trying to evoke. If you want high energy before an active activity, then you all must be bouncing off the walls. If you want them to go deeper, then speak slowly, use pauses, and change your tone to match.
4. *Lead versus Do*—Be up front and give them opportunities to respond. Remember that you are providing opportunities for people to participate. An invitation to be part of the experience is **key**. All participation from participants is voluntary.

Facilitation Necessities

Consider the following factors while facilitating to create a meaningful and beneficial experience for participants:

- Be as clear as possible when explaining rules and directions before beginning the activity. Ask if there are any questions. Confusion can hurt the activity.
- Note group energy level. Leave them wanting more. Wrap up before they tune out.
- Use **volunteer demonstrations** as much as possible.
- Not every activity has to be processed/debriefed; only necessary if you want the group to take away from the activity, or if something came up that is worthwhile to discuss.
- Always provide an alternative or option, to ensure comfort for all.
- Scan the group. Try to maintain eye contact with the whole group.
- The only person you can volunteer is yourself!
- When leading processing, don't volunteer your own opinion. Stay objective and let the group carry out discussion. Minimize showing objection or agreement to any points or comments. You can add your piece at the end when you wrap up.
- Try your best to have your group be on the **same level**, meaning that everyone's either in chairs, on the floor, or standing up. It can be difficult, especially with large groups, but try; it'll really help the dynamics of the activity.ⁱ
- Remember that not every activity will be perfect. If a group doesn't respond well, it does not mean you did anything wrong. **Stay positive!**

Intentional Programming is Effective

There are some key factors that allow programming/activities such success:

- Personal touch- hand games, chair games, human bridge
- People must actively think-Question games, visualizations, discussion
- Reality is faced, and if you are lucky, dreams rekindled—identity questioned, questioning in general, inspiration, etc
- Teamwork
- Everyone is equal
- Allowing others to lead and add
- Mood of a room- no forcing, set the tone, camp mentality
- Evaluate the situation: body language, people’s attitudes

Facilitation Quickies

Facilitation is a skill developed through practice and experience. If you find facilitation to be difficult, remember to focus on the basics. Use the following quick tips as a foundation to build on:

Apple

- 👉 A: Assess your audience
- 👉 P: Plan your activities (and a back up just in case)
- 👉 P: Prepare your supplies and practice the initiatives
- 👉 L: Lead your group through the activity
- 👉 E: Evaluate your group’s process throughout the activity and at the end

Full Value Contract

- 👉 “I suck” – don’t put yourself down
- 👉 “You suck” – don’t put other down
- 👉 “We suck” – don’t put the group down
- 👉 “This stuff sucks” – don’t put what we are doing down
- 👉 “This place sucks” – don’t put where we are down

Challenge by Choice

- 👉 Inner circle = Comfort zone
- 👉 Middle circle = Stretch zone
- 👉 Outer circle = Panic zone
- 👉 Always in comfort zone = No challenge
- 👉 Always out of comfort zone = Fear, anxiety

Describe, Demonstrate, Ask Questions, Do!

- 👉 Lead by example
- 👉 The best facilitators are those who go unnoticed
- 👉 Do not judge motivation or behavior
- 👉 Do not take it personally
- 👉 Do your best to do what you can do to help!

Debriefing, Processing, Reflection, and Discussion

- 👉 What? So what? Now what?
- 👉 Ask open-ended questions, avoiding Yes/No responses. “What did the group do well?” vs. “Did the group do well?”
- 👉 Activities without debriefing are just activities. You need to make a connection and have a purpose.

Facilitation, In-Depth

STLF focuses on facilitation because it generates positive energy among the group, provides a safe space, and cultivates a reflective and open conversation that lends towards **personal expression**. Effective facilitation is key to making the PIF Tour meaningful for all participants. Because of this, it is necessary for all leaders to understand what it is to be a “good” facilitator. The following guidelines and tips outline the basics that will develop your facilitation skills:

Set up is important. The biggest facilitation challenges are:

1. Resist imposing on the group.
2. Remain open to direction of group.

Think about all the experiences you have had—STLF or not—retreats, camps, conferences, etc... use them! Think about how to use music, “visualizations” (talk/ask Qs over the music), silence, darkness, candles, closed eyes, SMALLER discussion groups, etc.

An easy way to end anything is having people HUG: “10 hugs before you go” is a simple closing.

Here are a few things to consider when facilitating for an evening:

- Space – size, type, what is available to you, etc. The big thing about SPACE is looking into the factors that contribute to space. Energy is a big one, but think of the tangibles:
 - **Lighting** – not just in the room, but to them.. eyes closed counts as no light.
 - **Sound** – not just music, but is it difficult to hear or are their interruptions in the area?
 - **Physical Comfort** – this includes temperature, comfy couches, or a hard floor... be cautious of what you are asking of your participants.
- Tone – The tone you set positions the success of your activity. Flat out. While SPACE is the first thing they encounter, poor space can be overcome with good tone-setting. However, it is difficult to rely on good space to overcome poor tone-setting.
- Transitions – moving from one activity to another can be difficult, especially given the various energies in the room. This is why SET UP is so essential. What can YOU DO to CHANGE SPACE. Sometimes you can switch rooms, which is great. But what if you can't? Be creative! 😊 The best way to change the TONE of a group is to change the SPACE indicators listed above.

Facilitation Tools

Fake it 'til you Make It

This doesn't mean just wing it with your programming, but if things aren't going according to your plan...just go with it! As it says, fake it 'til you make it through. They don't know what you were planning, so if you forgot something, or mess something up, NO WORRIES! Take some advice from the Improv community:

1. **Yes/And** (vs No/And or No/But or Yes/But). Keep it open.
2. **Go Big**. Believe that you are making a difference; it will show in your energy!
3. **Total Support**. Be present and supportive; staying calm and perceived as comfortable help.

5 Question Model Provides Framework for Discussion/Debrief

This set of questions does NOT need to be said like this, but a very useful tool when debriefing with this age bracket; can be useful as a large group, as well as in small groups. These questions line up with what a person's brain will do naturally. Can help facilitate discussion:

1. Did you notice...?
2. Why did that happen...?
3. Does that happen in life/school...?
4. Why does that happen...?
5. How can you use that...?

LEADING A
HS TOUR

Silence truly is Golden

That's because silence is money in facilitation. Use it to your advantage! Here are your options:

- Wait
- Repeat
- Rephrase
- Go specific
- Change the question
- Talk about the silence

Three Main Facilitation Techniques within STLF

For STLF, you either want them being wild and crazy, or reflective and thinking. That being said, there are a few main facilitation components (all overlap) that you will primarily be exposed to:

1. Large Group: energizers and visualization
2. Small Group Discussion
3. 'Inspirational' Speech

Knowing that you are trying to reach one of two ends (wild and crazy, or reflective and thinking), means that you must learn to utilize, manage, and be perceived as being comfortable with:

- Energy
- Questions
- Silence

Don't Forget To:

Emulate. Be, act, exude everything you want your audience to do (pace, volume)

Observe and Infer. Your job is to carefully observe participant behavior, guide reflective conversation, and encourage. What this means is to look beyond the **words**, and try listen to the message students are communicating.

Facilitation Tips

Please keep in mind that you are all facilitators for the **entire** bus trip—whether you are leading the actual activity or not, they will be looking to you as an example. Facilitation is everything: ice breakers, bus rides, and activities all contribute to the experience. You are facilitating the entire time, so be intentional! Whether it is the 10 minute bus ride or a few moments after your project... what do you want to accomplish? How will you get them there? How will you get them there? Our goal is not to define the end, but to get them to their end.

Several considerations must be taken prior to group facilitation:

- Maturity level. Take a moment to gain an understanding of the maturity level of participants to determine if sensitive topics should be pursued and to what extent. Younger participants may not be able to handle discussions on extremely controversial or emotional topics.
- Atmosphere. Before beginning an activity determine what type of atmosphere is best suited to achieve the desired result. Make the atmosphere match the energy and seriousness of the activity. If the activity evokes a high degree of emotion facilitate it in a safe, close environment.
- Preparation time. Set aside an adequate amount of preparation time to ensure all needed materials are present and the correct atmosphere is created.
- Activity selection. Ensure that selected activities correspond to the current needs of the group. Do not select an activity because it is easy or fun even though it does not make sense at the time.

**LEADING A
HS TOUR**

Facilitation Nuts and Bolts

Remember the four basic guidelines that transfer through all types of facilitation (from pg 33):

1. **Reflective engineering**
2. ***Everything goes***
3. **Do yourself what you desire them to do**
4. **Lead versus Do**

General Tips

Be as clear as possible when explaining rules and directions BEFORE beginning the activity. Ask if there are any questions. Confusion can hurt the activity.

Pay attention to the energy level of the group. Leave them wanting more. Wrap up before they tune out.

- 👉 You, as leaders, don't compare! The last day of your first trip will not compare to the first day of this trip.
- 👉 Be aware of dynamics and tailor to them. Pull people in that may not be the most willing to jump into the situations.
- 👉 They will match you. The more energy you have, the more they will have. The more you open up, the more they will open up. The more fun you are having, the more fun they will have.
- 👉 **Bus time**
 - Right when people get on the bus is a good time to get them to participate
 - Discussions on bus are challenging
 - Have core planning meetings
- 👉 Utilize space effectively and look around for where you can hold different activities
- 👉 Let participants help lead activities
- 👉 Remember reflection time/activities, and allow opportunity for REST/SLEEP.
- 👉 People are different: Just because someone is not responding to the Tour, and activity, or a project the way you are or the way you want them to... does not mean they are not having a good time/getting something out of it.
- 👉 Your job is not to guarantee a perfect Tour or a certain experience; your job is to provide them opportunities to share, experience, grow, etc.
- 👉 Dynamic factors: There are several types of barriers—cliques, age, background, nationality. These are all factors that will change the Tour's dynamic. It is good to be aware of them, although don't feel like you must change it all. If you are really intentional and provide good programming, the opportunities for people to mix up and participate are great means to offset those barriers.

LEADING A
HS TOUR

Last thing: best learning comes from extremes... not just for them, but for you! Challenge yourself! Mini goals? This is an amazing opportunity for you to develop and hone some transferrable skills for yourself!

Leading a Small Group

There are various ways to lead and facilitate people, groups, situations, meetings, events, experiences, and more. STLF hopes that its trainings and exposures contribute to your skills within STLF and beyond. With such limited and precious time with each of you (☺), we strive to cover skills you will directly use.

A component of High School Pay it Forward Tours is a SMALL GROUP or a CORE. Each college leader has one, and is responsible for “small group/core time” throughout the Tour. This document’s intent is to outline the bulk of what you should know regarding facilitating small groups on the high school level.

A Day in the Life: High School Teenager

First off, think about when you were in high school: how you responded to authority, how responsive/participatory you were to activities, how bad your acne was... yeah. HILARIOUS, right? ☺ Think about it, though—some of your high school student were still toddlers when Y2K hit, and have spent their entire cognitive lives in technology.

No, this does NOT sum up ALL that is high school... but it provides at least a little bit of framing. It is ESSENTIAL for you to be aware of the CONTEXT your students are coming from, and even more important to make sure that you do not define them by that context.

Small Group Jobs: Voluntary Self Disclosure & Provide Forum/Opportunity

Yes, those are your main jobs—to create a space so that students feel comfortable to voluntarily share their feelings, stories, ideas, etc. Remember, COMFORT IS CUMULATIVE. Your facilitation success begins before you even set foot on the bus!

Small Group Preparing: Four T’s

When leading a small group, it is important to ask yourself four questions, to PLAN for your group:

1. **Tone** – What is the desired tone during and at the end of my small group time?
2. **Time** – How much time do I have? What time is the large group meeting?
3. **Tasks** – Was there anything in particular we all are supposed to do? Hot Seat? “I Commit” statements?
4. **Tangents** – Going off course is sometimes the best... is it okay if I do that? How off course? How long?

Tips for Engaging

In general, if you are not getting a response after asking a question, consider this:

- **Repeat** your question.
- **Rephrase** your question.
- **Reframe** your question.

For more of the personality extremes (the really quiet, the over-eager, or the non-responsive person), it may have to be more of a one-on-one approach. This is where creating allies and building a personal relationship really works out.

Please note: just because a student is not responding or articulating... doesn’t mean he or she is not getting something out of it! Think about classes, speakers, sessions where you ARE learning something (fingers crossed... right now!). Now, think about your demeanor, are you portraying an overly excited individual. Does that mean you are not having a good time?

Question Models: Can Help Guide Conversation (More Than These Out There)

- | | |
|--|--|
| 1. Did you notice...? | 1. What...? (What happened?) |
| 2. Why did that happen...? | 2. So what...? (So what does that mean?) |
| 3. Does that happen in life/school...? | 3. Now what...? (Afterwards, what now?) |
| 4. Why does that happen...? | |
| 5. How can you use that...? | |

Small Group Facilitation: TOP 10 LIST

- | | |
|-----------------------------------|---|
| 1. Create Safe Space | 6. Balance Structured/Unstructured Time |
| 2. Create Allies (Use HS Leaders) | 7. Flexibility & Adaptability to Group Dynamics |
| 3. Begin with the End in Mind | 8. Allow Others to Lead |
| 4. Comfort is Cumulative | 9. Facilitate, Don't Dictate (discussion, processing) |
| 5. Engage/Involve Everyone | 10. Mind Your Ps and Qs... PACE and QUIET |

Activities Everyone Should Know

- Hot Seat
- Flash
- Continuous Questions

Remember, asking about the day's activities is great, too! For example, a college Tour can lead to so much...

- What did you think of the college tour today?
- What did you like? Why?
- What didn't you like? Why?
- What size campus do you see yourself at?
- Will you move away from home?
- Will you live on campus?
- What organizations will you be part of? (STLF, maybe?) Ha!



Mandated Reporting

Given that you are a “chaperone” on the High School PIF Tour, you are considered to be a Mandated Reporter. You don’t need to know what to do in every situation, nor do you need to know how to solve everything (or anything, for that matter) that arises. Rather, it is most important that you know what steps to take, who to contact, and what resources are available.

Luckily for us, we work in partnerships with the schools themselves. As a result, if any formal action must be taken during or after the Tour, it would be to the school. The school would then be responsible for carrying anything further out.

Please 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. In addition, Mandated Reporting DOES APPLY to those above the age of 18.

What Topics Require Mandated Reporting?

Generally, anything that causes 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
- Neglect
- Endangerment
- Suicide
- Depression
- Harm to others/self

LEADING A
HS TOUR

What Steps Do I Take if This Happens?

Before you jump to conclusions, you must consider all of the factors (see next section).

Here are some basic steps:

**PLEASE NOTE that these steps happen OVER TIME, and do not to be rushed.*

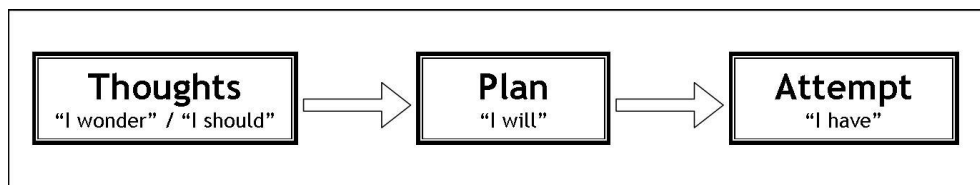
1. Consult with Others - keep your Core in the loop, and reach out to any resources you may have on the bus. CALL NATIONAL if this occurs.
2. Take it Slow - Make sure you support the student as much as possible. Regardless of factors and setting, the student said what he/she said for a reason. Have a college leader (in a public space off to the side), approach the student to find out more information.
3. Communicate Openly - especially to the student. You (college student), talk to the student and encourage the student to seek outside resources.
4. Stay Connected - Again, stay in contact with National to talk through this process.

What are Some Other Elements to Consider?

There are some FACTORS to consider.

The two most important factors are:

1. **Time** – How recent was this? Last week? 3 months? 9 months? Two years ago?
2. **Seriousness/Severity** – There is a big difference with thoughts versus action/reality. Some of these items (depression, suicide, etc) are much more commonly used and talked about than some people realize. Here is an example, with suicide—suicidal thoughts versus suicidal plan versus suicidal attempts:



There are also a few more to keep in mind:

- **Setting** – In what forum was this information presented? Large group share? Small group share? What is an individual conversation? This may give you an insight as to where the student is at with the situation. In any case, look BEYOND THE WORDS and try to pick up on what the person is trying to express/communicate.

This is an important area to note because this affects YOUR ENTIRE BUS. Depending upon the forum this information was shared, this may (or may not) impact your bus in several ways. Just remain cautious and observant with how people react.

LEADING A HS TOUR

A few different settings this may occur in are:

- **Large Group (formal activity):** If a student brings it up in a large group formal activity, then he/she may seemingly be more comfortable with the topic at hand; however, you should never underestimate this! It is important for someone in the position of responsibility to follow-up with the student and assess the risk involved. Be strategic about who should lead the conversation and approach 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 and well-being. *See Method for Decision Making (below). It can serve as a guide, but each situation will vary.
- **Large Group (informal):** Same as above
- **Small Group (formal 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.
- **Small Group (informal):** In this situation, it is very likely that the student shared in an informal small group setting because he/she intended to keep it confidential. This may present additional difficulties when the student is approached. Same as above.

- **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.
- **Delivery** - How did the person act? Did he/she seem to show any signs of emotional distress? Was it a relief? Did he/she maintain good eye contact? How was the body language?

This entire subject is extremely gray. It is very intuitive, and often will make a judgment call of sorts. Always ensure the safety of the student. Again, very few situations require immediate attention. Those that do are directly related to the student's safety.

Method for Decision Making

- 1) Recognize the issue.
- 2) Get the facts. What are the relevant facts? What is known? What is unknown?
- 3) Who has an important stake in the outcome? Do some have a greater stake because they have a particular need or obligation?
- 4) What are the options for acting? 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 from the various ethical perspectives.
- 6) Make a decision and test it. Considering all the perspectives, which of the options is the right or best thing to do? If you told someone you respect why you chose this option, what would that person say? If you had to explain your decision on television, would you be comfortable doing so?
- 7) Implement your decision. How did it turn out for all concerned? If you had to do it over again, what would you do differently?

Risk Management

It is essential for us not only to **MANAGE** risk, but to **PROMOTE** positive decision making and healthy lifestyles. There are three overarching items to consider when managing risk:

Safety

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.

Health

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. For food, **ALWAYS** have fruit, granola bars, and water available. In terms of lights out, be preventative and communicative about this.

In addition to physical health, emotional well-being is very important! This matters when facilitating and following up activities. Especially with this age bracket and legal duty—this portion is essential.

Appropriateness

This comes down to being appropriate **to the audience**. Be wary of who is around you—project contacts, children, participants, other volunteers, etc. In addition, perhaps there are minors on your bus. You must be aware of boundaries and what is important.

For this Tour, it is **ESSENTIAL** that STLF Leaders act **AS ADULTS** in **AUTHORITY** positions. That is what you are viewed as by the students/adults/cities, so you must adhere to this responsibility. Of course, mentor and be friends, but you do have a **ROLE** that you must fulfill.

**LEADING
A
HS TOUR**

Managing the Relationship with Parents and the School

This represents an entirely new area for college leaders. On the college tour, STLF uses word-of-mouth, informational sessions, and on-campus presentations to get people involved. The situation is different for high school tours. During this portion, STLF National and the facilitators will be working closely to accomplish the tasks needed to prepare for the Tour.

To the schools and teachers, facilitators = STLF. National has attested to your ability and training, and believes in your leadership and character. Some areas that WE (facilitators and National) will work to complete are:

Lay the groundwork early on. The more work you do at the beginning, the less will need to be done later on. Think about the process and all the steps you'll need to take to plan a successful tour.

Create a timeline of events. Include the actual tour dates, along with any seminars, workshops, and info sessions you'll be holding, and send this information to the school. The sooner you get these dates out, the more likely students will be able to attend these meetings. You'll also look good to the parents and administrators you're working with. It's very important to get to know the high school leaders early in the process and bring them into the planning and preparations. (See timeline above)

Prepare a presentation. You'll need to have a clean, professional presentation to show interested parents and students. Remember, you want them to get excited about the trip, but you need to be realistic about expectations. Present enough material to engage the audience, then open it up for questions and discussions. You don't need to dress up or have a PowerPoint, but keep in mind that you are representing STLF. This means that you need to be professional, serious, and articulate. As an experienced leader puts it, don't be a "wacky college kid."

**LEADING A
HS TOUR**

Have handouts ready. Utilize STLF materials. Discuss leadership, show pictures from prior tours, give some background on STLF, and provide anything that will encourage participation. Be sure to provide your contact information (email address and phone number), so that anyone who has questions can get back to you.

Practice your responses. Parents are sometimes overprotective of their kids, and they can worry about the safety of their children. Be sure to address these concerns in your presentations and preempt any problems you foresee by explaining them away before the questions start. Think about the questions you had before you got involved in STLF, and have answers for them.

Beware of Groupthink

Normally, when making your own decisions, the biggest problem is in finding the most favorable outcome for your end purpose. In group decision making, however, even the end purpose may not be common to all group members, which makes the actual solution even more difficult to find.

When there is more than one person involved in making a choice, the decision making process becomes far more complex and involved. The motivation, potential gains and losses, personal experiences, risks, opinions and pre-conceived expectations of each individual in the group will influence the way they approach the problem, and the way they make decisions.

If you believe a course of action to be best, then stand your ground. Remember, the tour contacts are responsible for this experience—you are to 'manage' your peers (college-age leaders) and your elders (adults). STLF is behind you on this, and supportive of your judgment and decision making.

Troubleshooting

Things will go “wrong” on your bus (break down), with activities (don’t go well), group dynamic (cliques), health (sickness), family (death at home), and on the Tour (housing falls through) in general. Your bus WILL get lost, you might go to the wrong address, or someone may refuse to participate in an activity.

Remember the essentials if something goes wrong

REMAIN CALM

This will ensure that you are a good decision-making state of mind, and it will also ease those around you. Deep breaths. Support your Core. You can do it!

TAKE EMOTION OUT OF SITUATION

You are to accomplish a task—moving 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. Remain objective in order to make logical decisions.

LOOK FROM PRESENT, FORWARD

Regardless of what could have or should have been done... you are sitting at PRESENT. Feel free to analyze and comment later, but for now, you must move forward. You are ‘here’ and want to get ‘there’ somehow... how are you going to do it?

As much as I would like to give you a magic wand for each of your Tours, isn’t 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:

Use the questioning process as your guide

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? Can you change the action or is it merely a damage control situation?

WHAT/WHO CAN THIS POTENTIALLY AFFECT?

With these outcomes, who are the involved parties? Who gets affected the most? Do any of them need to be communicated with? Have you done so?

WHAT IS THE BEST FOR MOST PEOPLE?

Do what is “best” for the most amount of people. Remember, as Core Leaders, the needs of others come before your own. You may not be able to see a tourist attraction or go out in a city; although tough, do what is best for others!

HOW CAN WE ENSURE EVERYONE’S BASIC NEEDS ARE MET?

This question most pertains to a small number of people’s needs are different than the rest of the group (sickness, injury, someone wants to go home, etc). How can we have all basic needs met and ensure everyone’s SAFETY?

IF NEEDED, COMMUNICATE WHAT AND WHY... DON’T FEEL BAD.

Tell your bus what is up! 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 😊.

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

Stick to this model when emotion is involved

LISTEN – First, just 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:

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!

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

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?”

ENDING THE CONVERSATION – This can often be hard. Best advice is to ask questions and offer options. This person has just unloaded a lot, and doesn’t want to think about what to do next. Make suggestions that he/she can choose from, but remember to allow space. Of course, there is no ONE way to do something, but consider these:

- “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.”

**LEADING A
HS TOUR**

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.

Media Overview

Why should you care?

Media is very powerful when used properly and strategically. It is one of the fastest ways to contact a large number of participants, donors, and other supporters. Below are some different suggestions on how to use media to create a buzz or just spread information about your trip throughout the community.

In addition, this is a great forum to involve the high school leaders or the high schools themselves. A couple simple ways are:

- School Media. Many high schools publish their own newspapers. Usually, these are produced on a weekly, bi-monthly, or monthly basis. Try to get the paper to advertise your events or to do a preview of the Tour. Don't forget that they may give students groups free advertising for the trip too.
- Local Media. The media located in your town will have a reporter or editor designated to cover events like this. You can contact the paper to find out who this is and get in contact with them, or every college also has a public relations department or individual on campus. Partnering with this individual will help improve your communication with the local media. Building a support base in the local community can make it easier for you to get donations, and community support. You can also see if the local media will give you free advertising space to help promote the PIF tour. Don't over use the paper though because if you overuse them they may not want to help you anymore. Contact national for ideas and strategies to contact this type of media.

LEADING A
HS TOUR

Talking to Media/Representing STLF

It is important that you as the tour contact are the main contact for media. You are the best people to represent our organization—you have the most knowledge and experience. Of course, participants, college leaders, and others on the bus CAN talk to the media, but your voice must be present—we want STLF to be accurately and positively portrayed.

Talking to media or anyone in a professional manner requires practice. One thing to remember is that you can only control 50% of any conversation/communication... what you say. How it is interpreted is up to everyone else. Because of this, it is best to maximize your communication. Plan ahead major points which you want to cover. It is best to only concentrate on a couple of points and represent them with a story or example. Try to make a connection of the event to STLF and our mission statement to create name recognition.

You are a 24/7 Presentation

In all that you do, you are presenting yourself. Plus, you are representing STLF. Regardless of what you do and where you are, people perceive you and are drawing judgments/conclusions from those perceptions. Luckily for you, **you are in control of this perception**. Especially when it comes to STLF, you are constantly in the facilitator role. Not only on the bus, but even within the organization. People look to you for guidance, and you often have to mold the situation to fit your desired result.

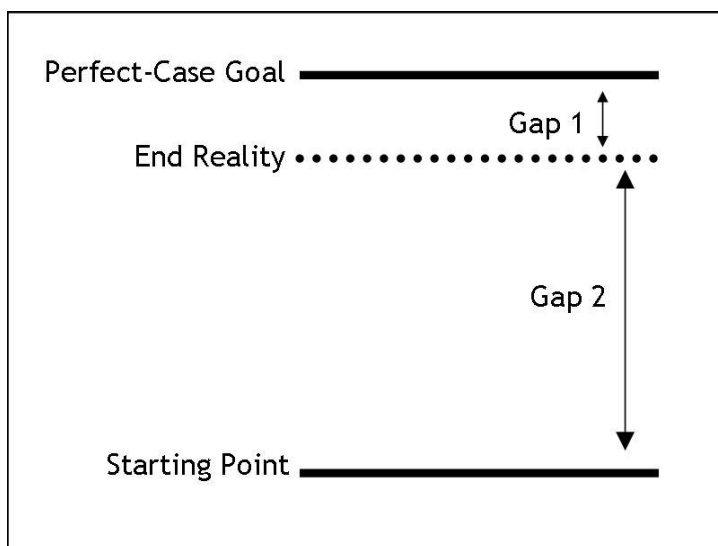
Remember the Gap - Gap Principle

If an activity, event, or anything doesn't go as planned (trust me, this will happen), remember the gap. You are amazing and have taken this message beyond my wildest dreams! Remember to measure the gap that you have traveled; not the tiny gap that you may have fallen short!-☺

The GAP PRINCIPLE touches on the different gaps we 'measure' ourselves by. Look at the figure to the right.

Every endeavor has a Starting Point that works up towards a Perfect-Case Goal. The reality of life is, no matter how hard we try, we often don't reach that Perfect-Case Goal. We don't do poorly, just not quite 'perfect' (whatever that is).

Often we measure ourselves, performance, worth, etc with Gap 1 – how we have fallen short. We encourage you to remember Gap 2 – all that you have achieved, learned, worked through, impacted, etc.



LEADING A
HS TOUR

People Perceive what you Allow

You are STLF. Why? Anyone that you meet or talk to, only knows STLF through you. You are an STLF representative, and you allow the image you give off—in your voice, professionalism, emails, etc. When you call and email, people only know what you tell them. For all they know, you are a 35-year-old STLF staff member. Be confident and let your passion and excitement for STLF show!

There are some key times when people form judgments about you, and it is easier to be aware of these areas now, so you can think about it and make your personal changes if necessary:

Email. A great (editable) way to communicate, especially if done intentionally. Make sure that all of the following components are in line with how you want to be perceived:

- *Signature.* Think of what's at the bottom of all your emails, the quotes and contact information. Make sure that it represents you and STLF.
- *Grammar.* Make sure that your grammar, spelling, and punctuation are correct.
- *Informative headings.* Make your subject line a summary of the email itself, so that someone reading only the title knows exactly what's in the message. If it's an event reminder, include date, time, and location.

- *Separation of thoughts.* Separate each distinct thought into a new paragraph. It'll be easier to read and understand, and let's people skim the email more quickly.
- *Conciseness.* Remember, you're asking someone to spend their time reading your email. Be as brief and to the point as possible. The people you are contacting are very busy, so the shorter the better.
- *Action steps.* Be sure to include action steps: what you'll be doing next and what you want them to do next. That way, people know exactly what's expected of them and are less likely to disappoint you.

Phone Calls. You have a short time to leave your impression, and unlike email, you can't delete, save your drafts, or undo. Speak clearly and with good inflection. Take notes so that you remember the important parts of the conversation. Be aware of your surroundings, to avoid distractions or noise that makes the conversation difficult. Also, make sure that your voicemail message sounds professional. For the people contacting you, you are STLF.

When you leave a voice message, make sure to include the following in your message. You may want to reiterate the most important parts, like your name and number, at the end of the message as well.

- *Your name and the organization you represent.*
- *Your reason for calling.*
- *Your contact information: email and phone number.*
- *Action steps.*

Presentation skills. Speaking, presenting, and facilitating are very similar. You will facilitate a lot of activities on the actual Tour, each with a different energy level, length, purpose, and mood. It's a good idea to hone some of these skills now. You'll get some more information about facilitating in the next section of this guidebook, which you'll receive later.

**LEADING A
HS TOUR**

Of course, every setting is different; however, here are some overall good practices:

- *Eye contact.* Good eye contact with all parts of the audience is vital to making you look good. Choose key places throughout the crowd to look at. Keep individual eye contact brief, or else people will think you're staring them down. Don't look at the floor or the ceiling.
- *Movement.* Avoid nervous swaying or pacing. However, some walking will add energy to your presentation and engage the audience more. Pick a few spots on the ground before you begin and be conscious of much you're walking.
- *Good posture.* Stand upright with your feet flat on the ground. Don't lean to one side or the other.
- *Message.* Tell them what you're going to tell them, then actually tell them, then tell them what you just told them. Be able to summarize the key points you want people to walk away with.
- *Takeaways.* Consider bringing a takeaway document, like a brochure or a flyer, so that people have a tangible reminder of what you spoke about.
- *Action steps.* Make sure that you communicate what next steps everyone can look forward to: meetings, volunteer opportunities, and so on.

Language. STLF is an inclusive, judgment-free zone.

- Practice "I" statements instead of "You" statements.
- Use non-invasive words like **encourage, invite, challenge, provide, and opportunity.**
- Don't use any words that wrongfully single a group of people, like **gay, retarded, or guys.**

Practice Makes Perfect

With everything, practice, regardless of setting. The above items are difficult to master, but again, the more you try and make these suggestions a part of all that you do, the easier and better you will be at doing them. STLF challenges you to get outside your comfort zones and really try these techniques. There will always be room for improvement. Even if you aren't good at this kind of stuff now, just try it anyway. And try your best. Everyone starts out a beginner, and soon you'll get the hang of it. Of course, these are not strict requirements, only what we've found works for STLF. Feel free to try things out and determine what works best for you.

In addition, there are some core things you can work on to achieve a professional and positive image:

- Energy. Exuding confidence and passion makes a huge difference in your interactions with other people. People will like you and respect you. Smile, be happy, and have good eye contact.
- Conciseness. The ability to remain brief is important. Of course, work to develop a friendly relationship with your contact, but be aware that people tune out quickly. You'll need to be captivating from the beginning.
- Timeliness. Follow up promptly with your contacts, and remain persistent and consistent. Be respectful of their time—make sure that you respond to emails promptly and are on-time to meetings and presentations.
- Accountability. Be reliable and honest. If you say you're going to do something, send something, or call on a certain date, make sure that you do so.

Every Single Person Counts and Deserves Your Best

Often, you will wish things went differently to some extent. But it doesn't matter what *could have* or *should have* or *would have* been. All that matters is what is and has been.

For example, you might invite 500 people on the Tour, and 250 say they are interested. Sixty say they'll come, but only 40 actually commit to coming. Fifteen actually do show up. Now, these numbers might be a bit extreme. But think about it. Go back to the gap principle (*See page 22*), to see that it's more important to look at what you've achieved, not what you didn't. If you get too caught up on those people you lost, then you are ignoring the people right in front of you.

Those 15 people are there. They said that your event was important enough for them to take the time to show up. Even if the event is far worse than anticipated, they don't know any different. They are 15 more than you had the day before, and as people, **they deserve your best.**

Also, avoid feeling bad about the situation; don't dwell on it. Act as if you expected the number who showed up. Never apologize for the lack of turnout or draw attention to whatever inadequacy you see.

Planning a City

Planning a city can be as easy or as difficult as you make it. It is never too early to be in contact with someone, and staying in contact with your hosts is very important.

There are a few key things to keep in mind:

Check the Route.

The cities you are visiting are not the only places to look, there are several ways to make your route unique.

- *Meal stops:* Doubling tourism WITH A MEAL is a great way to cover two areas at one time. Giving the opportunity for your bus to explore is great! This can be in the city you stay in OR a city along the way. Be EXPLICIT with your chaperones as to what their purposes are during this time. Make sure participants are ALWAYS with an adult or college leader.
- *Surprise Stop along the road:* Maybe the world's largest chair is on the way, or a Cave Tour—whatever it is, surprises are always fun! Check out www.roadsideamerica.com
- *College Visits:* You don't have to settle for community colleges in the smaller cities you serve in, look for larger schools along the route, even if they're along the scenic route. Get creative!
- *Free Tourism:* There are plenty of public facilities that make great free/cheap tourism stops. Check for zoos, parks, etc. to stop by and spend an hour to explore or have a bag lunch.

Housing Facilities.

It is important to discuss with your contact person what facilities are available, where they are located, and what amenities they have. You'll need to find out if the area's friendly and safe, because you don't want to put your bus in any danger. A good housing facility has room for group activities, showers, and two rooms for sleeping.

Again, things to consider when deciding on housing:

- *Safe neighborhood.*
- *Open space for group activities.*
- *Shower and bathroom facilities.*
- *Kitchen facility to prepare a meal.*

Service Site.

Try to pick a service site close to where the housing facility is. This is fairly important; that way, you won't waste a lot of time traveling between sites. Traffic in large cities takes long than you think, so plan accordingly. Make sure your plans for the project don't change at the last minute. Keep in mind that you may have to bring your own tools and supplies, things like work gloves, garbage bags, or cleaning supplies. Finally, if the service project is outdoors, have a backup plan in case of bad weather.ⁱⁱ

City Essentials

Your number one strategy is to find someone who can help you with everything—a city contact that will provide all core components essential for a Tour stop. The likelihood of finding each on your first try, although it does happen, is not likely. Do not get frustrated! When contacting a city for the first time, make sure to ask if they are not available to help you, do they know of someone who would be willing to help? In 99% of situations, if the organization is not able to help you, they will probably know someone who will be able to help out!

Donations

The primary type of donations you are looking for are for **meals and food**. Donations are a big key to your Tour. The more you can get donated, the less money you have to spend on food for your participants. A great thing to think of is going to businesses in advance such as Cub, Rainbow, Target, or Panera. If you talk to them in advance, they have more time to think about it and prepare to give you a donation. This donation can be money, gift cards, or actual food.

City Checklist

There are a few core components to each city, as well as some extra elements to make the stop even better. Use the following to ensure that you will have a complete city.

Necessary Components:

- Service Project. Have this finalized for each city. Make sure they have enough work for the whole bus.
- Housing Site. Have your contact's information on you in case you are delayed or have to change plans.
- Meals. Food is a pretty important aspect of the trip. Typically, participants are responsible for one meal a day, so you should have two meals, plus snacks, lined up for each day of the tour. These can come from the bus's budget, or from the organizations that you are staying with or serving at.
- University/College Visit. Each PIF Tour is to have **one to two** college campus tours, administered by the admissions office or a current student. These can be in actual cities, or in between (from one city to the next. These are simple to line up in advance. Worst case scenario, print off a campus map before you leave and have a college leader pretend to be an expert!

TOUR
PLANNING

Extra (Optional but Recommended) Components:

- Community Involvement. Get local support for what you are doing. Key people, like the mayor or prominent local citizens, can do a lot to get your Tour additional support and media attention. They may even be willing to make a donation.
- Media Contact. Research the local newspaper and see if they are interested in covering a story about the tour. Tell them about STLF, what you're doing, and remember to refer to the Media talking points.
- Tourism. Have some activities planned for your participants, in case you have any extra free time. This can be anything, from playing Frisbee in the park to visiting museums and zoos. Have some ideas for dinner and sightseeing as well to keep your bus occupied and enjoying themselves.

****Planning should be completed and updated in your itinerary 3 weeks before tour departure****

Finding City Contacts

There are several ways to find information needed for your Tour. Below are some common avenues to try, but nothing set in stone. You will probably have a combination of a few. Always keep the Tour on your mind, because opportunities can present itself at any time.

Use Internet and Goodsearch it

The internet is an awesome way to research your city. If you use goodsearch.com, STLF will receive one penny every time you search. Just be sure to enter Students Today Leaders Forever as your charitable organization in the space below the search bar.

The internet is definitely the first step for researching a city. Most cities have a volunteer organization that focuses on the community. Examples include the United Way, Salvation Army, and other organizations. Search these sites to see if there is anything beneficial to your Tour. You can also try searching volunteer networks, universities in the area, local churches, and YMCAs.

Online STLF Database

PIF Tours have visited and made contacts all around the country! Utilize our past contacts. Be wary because it would be bad to over-use them, or to confuse them. If another bus is going to the same city, communicate to that Core so you don't double up. Remember, although within STLF two buses are separate entities, externally we are all STLF and we don't want it to be confusing.

Needed City Contacts

Remember, the place you stay does not have to be the place you serve at. Many times we will stay at one place, and then serve at a different location. This is OK!

Housing. Churches, YMCAs, Community Centers, High Schools, Universities, etc. A lot of these organizations offer overnight housing; so ask right away if their organization offers overnight housing for service groups. That way you can move on quickly otherwise.

Service. You can serve in a number of places. There are so many service opportunities in each community; the key is to find them. Perhaps when finding a housing site, they may know of an organization that would be able to use your help, vice versa as well. Service may know of someone who would be able to house you!

The people you contact know the city better than you do, so use them as a resource! Whether it is for food donations or a media contact, just ask!

The Cold Call

Cold Calling Basics: Good for Service Projects, Housing, and Donations

Email might work, but a call is proven to be more efficient and effective. Calling can be scary, but it is a great skill to learn. In life, if you feel uncomfortable take out a piece of paper and make a few notes, then practice what you are going to say out loud, either to a friend, roommate, or your bathroom mirror. Once you contextualize your thoughts into actual sentences, you are going to feel more confident, and just remember, we believe in you. Some tips:

- Don't be nervous. Sound confident and speak clearly.
- Have your information ready, especially dates and times if you have them.
- If you get to voicemail, leave a detailed message. Remember to leave your number for them.
- Be polite. Remember you are representing STLF.
- Make sure to have an appropriate voice mail. This is crucial: you need to sound professional and respectable.
- Make sure you are talking to the right person, so you don't have to give your 'pitch' several times before being directed to the proper person. *For service:* ask to speak to someone about setting up a service project
For Housing: ask for a facility manager or who you would speak to for a group stay.
- If they can't help you, ask if they can connect you to someone who can.
- Always end with action steps and deadlines.
- If you don't confirm a contact, call another. Don't wait too long, it is better to have many than none.

The basics to communicate to your SERVICE contact (it is ok to leave a message):

- You are a volunteer with a service leadership non-profit organization named Students Today Leaders Forever facilitating a High School tour program.
- You need a service project for 30-35 high school students
- The date you would like to serve
- You would like a project that will last about 3 hours in the morning
- Let them know you are a leader or facilitator on the trip and give them your contact info

After a relationship is established:

- Send a follow up email to communicate details of what you have planned
- Keep them up to date with times or changes in the itinerary
- Make a confirmation call a week before the trip leaves
- Ask what the project is and if there is any special clothing requirements or information the volunteers should know prior to the project
- Ask if you can stay overnight there or if they know of a place you might be able to sleep

The basics to communicate to your HOUSING contact (it is ok to leave a message):

- You are a volunteer with a service leadership non-profit organization out of Minneapolis, Minnesota that runs High School programs.
- Anywhere with a floor space is great, we will all have sleeping bags
- The date you would like to stay
- Let them know you are a leader or facilitator on the trip and give them your contact info

After a relationship is established:

- Send a follow up email to communicate details of what you have planned for your stay
- Keep them up to date with times or changes in the itinerary
- Make a confirmation call a week before the trip leaves
- Ask about the facility's space, not all are necessary but nice to know what is available:
 - Two sleeping rooms
 - Programming room
 - Kitchen
 - Shower situation ****you should have showers at least every other day****

Creating an Effective Itinerary

One of the most important concepts for planning a high school tour is to ensure that you have a set plan to follow and alternatives lined up for when things do not go perfectly. Knowing you have options will reduce your stress level and give your plans more validity with the tour participants.

Have a Structured Plan but Don't Be Afraid to Change the Plan

One of the many differences between high school and college tours is that high school tours must be very much more structured than college tours. This is a difficult aspect of leading a high school tour, as well-defined plans tend to have many ways of going wrong. Regardless, there are certain aspects of high school tours that must be fixed.

For example, parents of individuals on high school tours are very concerned with their children getting enough sleep. As a result, it is very important to set and enforce a 'lights out' on high school tours. High school participants tend to have high energy levels and they tend to be very excited to be away from home without their parents; as a result a strict bedtime is often difficult to enforce. Being clear about the importance of the bedtime, establishing it early, and not allowing participants to push the boundary are all essential to enforcing the bedtime.

Communicate Responsibilities to Bus Right Away

On high school tours, planning an itinerary can be challenging but is an important process. High school tour leaders should always have certain aspects of the itinerary set, such as eating times, meeting or departure times, and sleep times. Communicate these clearly on the first night—from when they are responsible for meals to when they will get showers. If they expect it, everything will go smoother.

In addition, if leaders need to change the itinerary, they must be very clear about the new plans and communicate the plans well with all individuals in charge of participants. Having backup plans is very useful for high school tours because when leaders must make changes it allows them to worry less about what to do, and more about when and how to do it.

Be Punctual and Set the Precedent

Regarding meeting times, it is important to know that high school participants need very specific instructions. When touring a city, a chaperone will always accompany participants, and those chaperones need to always be aware of their group. Chaperones should actively keep track of time, remind the students of deadlines, and ensure that activities when exploring the city will allow the group to meet its time constraints.

This fact is also important to keep in mind when planning group activities. High school students will look for very specific instruction for group activities, and if group leaders give an example about the activity, the high school students often follow it very closely. This means group leaders should be very aware of how they are setting up group activities and of what example they are giving. Examples can be a very effective way of communicating the instructions of the activity, but group leaders should ensure that their examples do not provide a simple "cookie cutter" response for students to fall into.

Sample Tour Itinerary for Day 2

(Template will be uploaded online for you)

June 19 – Ottumwa, IA to Normal, IL

- 7:30 AM Wake up and Breakfast
- 8:30 AM Service Project in Ottumwa, IA
- 12:00 PM Lunch
- 1:00 PM Depart Ottumwa, IA to Normal, IL (4 hours, 210 miles)
- 5:00 PM Arrive at Illinois State University for Campus Tour

Service Project Address:

City of Ottumwa
 Cemetery Road, a wood area
 Close to the Intersection of Cliff Bridge
 Ottumwa, IA, 52501

Contact Person Info:

Name
 Phone
 Email

University Address:

Illinois State University
 Normal, IL 61790

Contact Person Info:

Name
 Phone
 Email

- 6:30 PM Dinner in Normal, IL
- 8:00 PM Arrive at Group Lodging Location in Normal, IL

Group Lodging Address:

Calvary United Methodist Church (next door to service site)
 Address
 Normal, IL 61761

Contact Person Info:

Name
 Phone
 Email

Bus Driver Hotel:

- 9:30 PM Leadership activities and reflection on day
- 11:00 PM Lights out



Departure Checklist

Make sure the following items are in order before you depart for a tour:

Logistics

- Service projects in each city confirmed week of tour
- Housing locations in each city confirmed week of tour
- College tours scheduled and confirmed
- Aware of meal plan (donated, need to provide, participants purchase)
- Tourism fill time ideas

Printed Documents

- Bus driver directions
- Bus driver packet
- Master itinerary—many copies
- Health forms for college leaders
- Post tour surveys (if applicable)

Tour Essentials

- Bus in a Box supplies (see next page)
- T-shirts
- Health Forms Binder

**DAY OF
DEPARTURE**

BUS in a BOX

CLEANLINESS/SAFETY:

- Hand Sanitizer
- Tissues
- Lysol Wipes
- Hand Soap
- First Aid Kit
- Tylenol
- Additional Health Form Meds
- Tampons
- Pads

OFFICE/SCHOOL SUPPLIES:

- Markers/Crayons
- Writing Utensils
- Scissors
- Construction Paper
- Loose-leaf Paper
- Blank Paper
- Scotch Tape
- Masking Tape
- Glue Stick
- Paper Towels

FOOD SUPPLIES:

- Cups
- Paper Plates
- Plastic Silverware
- Ziploc Bags
- Garbage Bags
- Lunch Bags
- If cooking on own:*
- Pancake Flipper
- Serving Spoon
- Mixing Bowl
- Can Opener
- Griddle

OTHER TOUR ESSENTIALS:

- Thank-You Cards
- Work Gloves
- Forms Binder
- Music

FOOD:

- Bread
- Peanut Butter
- Jelly
- Poptarts
- Chewy Bars
- Cookies
- Bananas
- Apples
- Bus Snacks
- Trail Mix
- Fruit Cups
- Chips/Pretzels
- Bagels
- Fruit

DRINKS:

- Water Jugs
- Lemonade Mix
- Jugs of Juice

EXTRA MEALS (OPTIONAL):

- Pasta
 - Noodles
 - Pasta Sauce
 - Alfredo Sauce
- Pancakes
 - Just add water mix
 - Syrup
- Bag Lunches
 - Sandwich Meat
 - Cheese
 - Mayo
 - Individual Chip Bags

ON YOUR OWN (RECOMMENDED):

- Would you Rather Book
- Ipod Speaker
- Power Strips
- CD
- Movies
- Catch Phrase
- Playing cards and other games

DAY OF
DEPARTURE

Day of Departure Schedule

Morning

- Shop for last minute groceries and/or supplies
- Meet up with your core to discuss logistics, activities, tour specifics
- Go through final checklist
- Leave for your departure site

BE AT YOUR DEPARTURE SITE AT LEAST ONE HOUR BEFORE SCHEDULED DEPARTURE TIME

- It is critical to be at your departure site early. It reduces the stress and hassle of rushing before a tour and forgetting something.
- Most importantly, it gives you AND STLF credibility if everyone knows you are responsible and have control of the day.

Departure Site

- Meet parents: chat with them and answer questions they may have
- Meet the participants: it's never too early to make allies
- Meet the adult community member: they're on your team too
- Check the participant list: make sure you have forms for everyone on the bus

Bus Arrival

- Meet the bus driver: make sure to open lines of communication early
- Load the bus: help the bus driver pack the luggage
- Stock supplies in the bus: snacks, first aid kit, health forms binder, etc.
- Count off: get them in the habit of counting off right away, don't lose anyone!

The following pages are a day by day guide of recommended programming.

The programming is not set in stone, use as a resource for ideas

**DAY OF
DEPARTURE**

Day One

First Time on Bus: Setting the Tone for the Tour.

- Introductions
 - You, college leaders, adults, etc.
 - Get excited! Set the tone!
- Invite everyone to sit with a Newbie!
- Bus rules (talk to driver)
 - CLEAN: Leave the bus better than when you found it. Mention garbage locations.
 - TOILET: No dropping off kids at the pool.
 - FOOD: Is up at the front.
 - MOVIES/MUSIC: Must be appropriate. At any time, we can take it out.
- BUS ACTIVITY—Concentric Circles:
 - Window seats stay, aisle seats move. One side moves forward, other side moves backward.
 - Have participants introduce themselves and answer a question for each other
 - Of course, tailor the questions as needed. Feel free to continue using Concentric Circles throughout.

Night One: Let's Get to Know Each Other.

- Energizers: Get the group moving! Break the ice!
 - *Options - The Hovda, Human Knot, People to People, Electricity, etc.*
 - *See: Icebreakers and Energizers (pg.48)*
- Large group: Intro & Info.
 - Introduce Community members, college leaders, high school leaders and yourself; explain the role each of them will play.
 - **Name Game**: Introduce each person on the Tour. Use an option below or create your own!
 - *Options – Something unique about me*
--Name, adjective, action, everyone has to repeat the names before them
 - SET EXPECTATIONS to define goals and set guidelines. Facilitate conversation on goals of experiences and what guidelines need to be put in place for goals to be met (High School Pay It Forward Tour Rules must be addressed). Write out your goals as a bus and hang it up. Great visual!
 - Go through schedule! People want to know what is going on, and it will MAKE YOUR JOB EASIER of you do. Give them the heads up as to when they do/don't have showers, when they do/don't have to provide the meal, and when they may have to wear certain clothes.
- Core/Small Group Time: Explain Core Time.
 - Break into number of cores based on the number of college students you have.
 - *Options –Intentional*: ask high school core to help mix up the group, separate cliques/friend groups
--*Random*: animal sounds game—every college leader picks an animal for their group. Whisper an animal name in participant's ears and have them find their groups by making the animal noises with their eyes closed. Make sure the groups have even numbers (count off). Suggestion: video tape if possible, this is hilarious.
 - Give the cores 15 – 35 minutes together. See Leading a small group (pg.20)
- Announcements:
 - Review - what to wear? Time to wake up? Breakfast?
 - Reinforce - lights out time & sleeping locations.
- Yeah Buddies:
 - Introduce Yeah Buddies and implement process. EXPLAIN what they are, this is new for most.
 - End with a 'big yeah buddy.'
- Lights Out - Separate the men and women for the evening. Lights out at fixed time.

Day Two

Morning bus ride: Set up the Service Project

- Invite everyone to sit with a Newbie!
- Remind them of the service project and work to be done
 - Ask questions about preliminary thoughts on issue/demographic involved (elderly, people with disabilities, hunger, poverty, homelessness, etc.)
 - Address any questions/concerns they may have

Afternoon bus ride

- Invite participants to share stories/thoughts about the service project on the microphone
- Debrief the project
 - Did you notice...?
 - Why did that happen...?
 - How does this affect our own community?
 - What can we do about it?
- Remind them of the day's schedule.
 - If doing a college tour, discuss the tour afterward and answer other college related questions
- BUS ACTIVITY—Encourage interaction among participants
 - Create a story—one word a person
 - Continuous Qs
 - Two truths and a lie

Night Two: Getting Deeper Through Personal Expression Via Society.

- Energizers: Get the group moving! Let's build some community!
 - *Options - Chair lean back, song wars, evolution, etc.*
 - *See: Icebreakers and Energizers (pg.48)*
- Core/Small Group Time: Give the cores 15 – 35 minutes. Small group leaders choose activity/topic
- Large group: Please remember FLOW. These are just OPTIONS.
 - Go through schedule (lighter stuff).
 - Process the day (think, pair, share).
 - Boundary Breaking/Deeper Activity:
 - Shoulder Tap: have everyone sit with their eyes closed; facilitator will touch peoples' backs and they will open their eyes and stand up as the phrases are called out; touch people that the phrase applies to. See phrase suggestions on next page OR make them on your own!
 - Core Activity: **HIGHLY SUGGESTED FOR EACH TOUR**
 - Stereotyping Activity: Facilitation guide on page 42. You must start the activity out by making sure everyone participating understands that words written down are things society associates with the stereotypes, not the personal feelings of people in the room
 - Make sure the debrief discussion ends on a positive note for the night, reach out to participants that had a difficult time or may need some individual debriefing.
- Announcements:
 - Review - what to wear? Time to wakeup? Breakfast?
 - Reinforce - lights out time & sleeping locations.
- Yeah Buddies:
 - Woohoo!
 - End with a 'big yeah buddy.'
- Lights Out - Separate the men and women for the evening. Lights out at fixed time.

ON THE
TOUR

Silent Affirmations/Shoulder Tap

- Have everyone sit in a circle facing the outside with their eyes closed.
- The facilitator should be in the center of the circle. He or she should tap 6-7 people (so you have about 5-6 groups). These members should open their eyes and come to the center of the circle, but remain silent.
- The facilitator reads 4-5 of the silent affirmations (below). The participants in the center should tap a many people as applicable on the back.
- After 4-5 have been read, have the participants return to the circle and close their eyes.
- The facilitator should select several new members and repeat

Start each silent affirmation with: "This is a person who..."

- You want to thank, but have not.
- You hope you don't lose touch with in the future.
- You admire.
- You hope to get to know better.
- Did a great job at the service project this morning
- You think are good listeners.
- You would go to when you need a boost.
- You would go on a road trip with.
- You'd like to see speak out more.
- You think are future leaders.
- You think are creative.
- Makes you laugh
- You'd like to spend more time with.
- Has been there for you.
- 's opinion you value highly.
- You would seek out for advice.
- You would want on your plane if it was going down.
- 's humor you appreciate.
- You think always have a good attitude.
- Are good listeners.
- You enjoy doing work with.
- You would feel comfortable sharing a secret with.
- Are always in a great mood.
- Interests you.
- Has a positive effect on you.
- Put in a lot of effort.
- Are always funny and makes you laugh.
- You have shared a good experience with.
- is very motivated.
- You would like sit by on the bus tomorrow.
- You would like to be more like.
- Is a great friend.
- Make you feel good about yourself.
- Shows enthusiasm.
- Inspires you.

- Debrief: Ask how it felt when someone tapped them, how it felt to tap someone else, did it make a difference that eyes were closed? Encourage them to think about how they share their feelings with loved ones, friends, and family and how they can make the next few days even more meaningful.

Stereotype Activity

Preparation:

- Write 5-8 different cliques/stereotypes on pieces of paper (one per sheet)
- Make this relevant to the students. Perhaps ask them on the bus or ask the teachers what is present at their school(s).
 - Examples: Jocks, Teacher’s Pet, African American, Asian, White, Migrant Worker, Teenage Boy, Teenage Girl, Single Parent Home, Suburban Families, Private School, Public School, etc.
- Spread papers throughout room with pens near each one

Activity:

- Begins with students entering a room/space.
- Invite the students to “write your feelings/thoughts on the papers, describing how you believe SOCIETY VIEWS what is on each paper.” Make sure to reiterate that these are not personal feelings of individuals in the room.
- Afterwards, invite someone to read what was written on ONE of the sheets.
- Open it up to discussion, encourage honest but respectful comments.
- Repeat for each stereotype.
- This activity can go on for a long time. Monitor the time and cut comments off if they are going too long. Be the judge of how things are going, but invite them to have a discussion with people on the bus or in their small groups if they’d like to discuss it more.

Debrief:

- Frame some questions to get participants thinking more deeply about how stereotypes affect their lives and what they can do about it.
 - What?
 - So What?
 - Now What?
- Make sure the conversation ends with a positive, empowering feel.
- Seek out students that may have internal issues or un-heard feelings to have a separate discussion with so everyone is in a safe place at the end of the night.

Day Three

Morning bus ride: Set up the Service Project

- Invite everyone to sit with a Newbie!
- Remind them of the service project and work to be done
 - Ask questions about preliminary thoughts on issue/demographic involved (elderly, people with disabilities, hunger, poverty, homelessness, etc.)
 - Address any questions/concerns they may have

Afternoon bus ride

- Invite participants to share stories/thoughts about the service project on the microphone
- Debrief the project
 - Did you notice...?
 - Why did that happen...?
 - How does this affect our own community?
 - What can we do about it?
- Remind them of the day's schedule.
 - If doing a college tour, discuss the tour afterward and answer other college related questions
- BUS ACTIVITY—Encourage interaction among participants
 - Song Wars
 - Talking in accents
 - Bus MASH

Night Three: Uniting Through Committing to Action and Personal Self-Expression.

Reminder, there are usually two projects this day. Be very intentional about programming and time schedules

- Core/Small Group Time: Give the cores 15 – 35 minutes. You can do some activity, or you can have them process/reflect on the day (service, college visit, etc)... or both!
- Large group: Please remember FLOW. These are just OPTIONS.
 - Go through schedule (lighter stuff).
 - Process the day (think, pair, share).
 - Boundary Breaking/Deeper Activities:
 - Walk to the Core (see next page)
 - ACTION DISCUSSION - Continuing from yesterday's stereotypes... have an intentional conversation about WHAT CAN YOU DO ABOUT IT? Meet the groups needs, to meet the goal.
 - Can be as simple as a discussion.
 - Can do written statements (if they react to that well).
 - SUGGESTED CORE ACTIVITY - Soundtrack of My Life.
 - Activity can begin someone talking about the unity of the bus.
 - With a song in mind, explain how that song represents the bus.
 - Explain each person will have the opportunity to share a song that represents them.
 - Play the song (so they have time to think about it).
 - Open it up so people can share! (May have a good idea to have the first few people that go 'fixed' to ensure that a good tone is set... can be college, adult, or high school).
 - Wrap up. Tie it into how they will be joining more buses with this energy tomorrow!
- Announcements:
 - Review - what to wear? Time to wake up? Breakfast?
 - Reinforce - lights out time & sleeping locations.
- Yeah Buddies:
 - Woohoo!
 - End with a 'big yeah buddy.'
- Lights Out - Separate the men and women for the evening. Lights out at fixed time. Use College students to enforce going to bed.

ON THE
TOUR

Activity: Walk to the Core

We all know this activity. Please tailor your questions to your bus and what you think is best. This is just a list to GUIDE you. Be aware of flow from the first statement to the last. ALWAYS leave with a positive.

Introduction:

To protect you and STLF, you MUST USE ONE OF THE FOLLOWING as the introduction:

- “If you identify with this statement, please walk to the core”
- “If you, or someone who is close to you, identifies with this statement, please walk to the core”

Activity:

- Invite them to take a second to look around at the people that walk to the core with them, feel the connection of sharing an experience, struggle, or talent with them.
 - I am a female.
 - I am a brother.
 - I have lived in another state.
 - I am a person that does well in school.
 - I have traveled overseas.
 - 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 or someone close to me has experienced depression.
 - I am a person that stands up for my beliefs.
 - I am a person that others can trust.
 - 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 go to college.
 - 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.

Debrief:

- Discuss the activity and reflect on the experience
- SAMPLE QUESTIONS:
 - How did it feel to walk to the core?
 - How did it feel to watch others walk to the core?
 - What did you learn about your fellow bus mates?

Celebration City

Morning bus ride: Set up the Service Project

- Remind them of the day's schedule
- **Reiterate the importance of being on time** and accounted for—one person can make the whole group late
- Get them excited about being a united bus as part of the bigger group

Tourism in the Celebration City

- Make sure a facilitator or adult community member is with students at all time.
- Have them get into groups before getting off the bus that they want to walk around with.
- Remind everyone of the time to be at group enrichment site (if applicable)

Night Four: Celebrate Good Times, Come on!

Each final destination will be unique based upon number of buses coming together. Each should have a wrap up portion, slide show and thank you to all of the leaders.

If multiple buses are coming together, there will be a Hi-C core that takes care of logistics in the Celebration City and pulls bus leaders to work together to facilitate the evening's activities. Event should last around 1.5 hours.

A SAMPLE Celebration City Agenda is:

- Welcome
- History
- Thank Yous
 - Key teachers/staff/adults
 - High School leaders
 - College leaders
 - College Facilitators
- Bus Tales (each bus shares)
- Closing
- Slideshow
- Announcements & Thank you!

If able, sell STLF merchandise and talk about being a high school leader for the next high school Pay It Forward Tour.

Please make sure to share about future opportunities, if any (STLF's summer leadership camp, etc).

Activities: Songs

These are just some of the many. This is a great way to establish commonality early on, and they are also a lot of fun when you get to your Celebration City. Get creative and make up your own additions, verses, dances, and changes to the below.

Boom Chicka Boom

“This is a REPEAT-AFTER-ME song!”
 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)

**Different styles: Loud, Whisper, Southern, Valley Girl, Opera, Attitude, British, Rocket, Harley, Janitorial, Teacher*

Coast to Coast

“This is a REPEAT-AFTER-ME song!”
 From coast to coast, (Repeat)
 STLF is the most. (Repeat)
 From Coast to coast (Repeat)
 STLF is the most. (Repeat)
 Na na na na na (Repeat)

Na na na na na na (Repeat)
 Na na na na na na (Repeat)
 Na na na na na (Repeat)

From East to West, STLF is the best
 From State to state, STLF is really great
 From City to City, STLF is really pretty
 From Town to town, STLF is getting down ETC ETC ETC

Brown Squirrel

Brown Squirrel, Brown Squirrel,
 Shake your bushy tail!
 Brown Squirrel, Brown Squirrel,
 Shake your bushy tail!
 Take a peanut from your hand...
 (Shout) AND SHOVE IT UP YOUR NOSE!!!
 Brown Squirrel, Brown Squirrel,
 Shake your bushy tail!

**When saying "brown squirrel" make bowing action with arms.
 * When saying "shake your bushy tail" turn around and shake your bottom.
 * When saying "Take a peanut from your hand" pretend to take a peanut from your hand. When saying "AND SHOVE IT UP YOUR NOSE!" pretend to shove the peanut up your nose.*

Baby Shark

Baby shark do do, do do do do
 Baby shark do do, do do do do
 Baby shark do do, do do do do
 Baby shark
 *Repeat with using appropriate actions
 Mama Shark

Papa Shark
 Grandma Shark
 Grandpa Shark
 Saw a shark
 Swam away
 Shark attack
 Lost a Leg
 Rescue Boat

Rumba Rumba

“This is a REPEAT-AFTER-ME song!”
 Rumba Rumba
 A tiki tiki tonga
 A wasa wasa wasa
 O lay O lay O lay a wasa

(Faster and faster)

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 C with 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)

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.

Wiggalo

Hey ___ (call out to someone)
 Hey what?
 Are you ready?
 For what?
 To Wig?

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)

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

Wig what?
 Wiggalo!
 You put your hands up high
 Your feet down low
 That's the way you wiggalo(Do a dance move move)
 Everyone repeats then passes to next person

Activities: Ice Breakers & Energizers

ESP: conforming, group think, changing a group, movement, silly

- Choose 3 actions and have a volunteer demonstrate (ex. cowboy, gorilla, ninja, etc), and have the group practice the movements
- Get into pairs, and *without prior communication* they do on of the actions after the facilitator says “1-2-3-GO”
- Again, no speaking, and they continue to do it until they match actions; once matched, sit down
- Have pairs match up to equal 4 people, then 4s match for groups of 8, and so on until the whole group is doing it

Musical Chairs: fun, movement, competition

Standing on Newspaper: physical touch, competition, teamwork

- Kind of a combo of the previous two activities
- Give people one sheet of newspaper, and partners (can be 3, but usually partners) must dance around the newspaper while music is playing
- Once the music stops, they must jump onto the newspaper—last one on is out
- Fold the paper in half, turn on music, and repeat until the winner!

Finger Fencing: physical touch, competition

- Hard to explain, but I am sure you know if you have seen it

Lap Sit: physical touch, teamwork

- Stand in a tight circle facing peoples’ backs
- Sit on the count of three at the same time

Chair Sit: physical touch, teamwork

- Sit sideways in chairs and lean back, so you are on the person’s lap/thighs
- Get in close and take out chairs from under them

Carry person with fingers: teamwork, focus, physical touch, energy

- Groups of five will carry someone with just their fingers
- 1 person sits in a chair, and let them try to figure out how to carry with just fingers
- Eventually, the 4 must put their hands together and make it look like a gun, while lifting by the armpits and below the kneecaps
- If it doesn’t work right away (although it sounds weird) 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—should work

You are an invention: physical touch, competition, creativity

- Give small groups a machine or invention (ice cream maker, blender, etc)
- Group must simulate the invention
- Group share

Human Rock Paper Scissors: competition, movement, everyone can win!

- There are two ways to do this—an accumulation way and when you run to the wall
- Both ways, it is fun to make the rock, paper, and scissors full body motions
- With accumulation, go in partners, and if you lose, you become part of the winner’s “posse” and you battle another group\
 - This way, no one loses and eventually, 2 big groups are going head to head
- With running to the wall, there are 2 groups in lines; they pre-decide their choice and do a “1-2-3-SHOOT” in which the loser must turn around and power walk to the wall (or a line), while the other team chases—if caught, they go on the other team

Any sort of relay/birthday party game

- Orange under neck
- Lifesaver and toothpick
- 3-legged race
- Wheel barrow race

Little Sally Walker: If you have been on a tour you know what this means.

Telephone (whisper), TV (act), Email (write on back): communication, fun

- Telephone is self explanatory
- TV can be done where people act it out; people are all facing one way in a line, and must act out from person to person (like telephone) without the rest of the line watching
- Email is similar too, where you all face one way in a line; email starts by the first person copying a picture that is given on a posterboard/wall, and it passes on

High Five Circle: good intro, public speaking, communication, get to know you

- REALLY good intro; a lot of fun
- Say name and “something unique/extraordinary/etc about me is...”
- If it applies to anyone else in the circle, run and give a high five to the person
- Person must go until no one gives a high five

Channel Surfing: good intro, energy, public speaking, communication, get to know you

- We did this at the retreat
- Good to be an example for them
- Qs we used are above in this document

Chitty Chitty Bang Bang: communication, creativity, movement, energy

- Note: May be good to have smaller groups
- Have an outgoing volunteer start
- To the beat chanting “chitty chitty bang bang... bang bang” have the volunteer do a movement
- The point is to copy the movement of the person to your left
- The movements will move around the circle in a succession

Evolution: movement, big group and pairs

- Rock paper scissors with levels
- Make your own levels—ex: freshman, sophomore, junior, senior

TAG Games: movement, energy

- Freeze Tag: duh
- Toilet Tag: If you get tagged, you put your arms out like a toilet and must be “flushed” to be free again

Activities: Talkers, Smaller Group, & Fillers

Note: Some of these are self-explanatory (or we all have played them at some point) and will not have full descriptions. REMEMBER, everything can be modified and changed, added and altered... make these as your own and shake things up as needed/wanted! 😊

Talk with your hands: physical touch, visualization

- Find partner; close eyes, hands out
- While playing music often, facilitator takes partners through a series of emotions with hands
 - 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
- There is no right or wrong; have fun with it!

Hot Seat: safe space, trust, get to know you

- Can be done in a serious or non-serious setting
- Small groups
- Take turns asking Qs of one person

Finish sentences in a Circle: safe space, trust, get to know you

- Can be done in a serious or non-serious setting
- Small groups
- 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...
- CAN BE DONE ANYWHERE UNDER ALL CONTEXTS!—serious or not, bus, room, etc...

Bus Games/Evening Free Time

- Concentric Circles
- If / Would you rather?
- Bus MASH
- Bus Twister
- Catchphrase/Mad Gab
- Mafia
- STLF Idol

Activities: Thinkers & Boundary Breakers

When it comes to these, the big thing is SILENCE and ALLOWING the safe space to happen. Everyone wants to express themselves, to be understood, to feel accepted. We as humans YEARN for this opportunity, and these activities provide the forum.

****ALTERNATIVE PROGRAMMING OPTIONS****

One word piece of paper pass: takeaway, compliments

- Draw a picture of yourself on a sheet of paper
- Pass around and everyone can write comments—a word, whatever, depending
- Often, can be sent later on with letter to self
- Variation of this can be done by taping paper to back and walking around and writing on peoples' backs

Trust walk: silence, trust, communication, vulnerability

- Setting and tone is absolutely essential; make sure it is SAFE
 - Activity before this is important, because this is only effective if taken seriously, and again... tone!
- Eyes closed and walk slowly as you guide people through

"I commit" statements: publicly affirming, sharing, accountability

- Can be done anywhere; uplifting

Visualizations: gets people thinking, inward-looking, mood-setting, silence

- Asking the Qs and giving them time to reflect
 - Think about who you want to be 5 years from now?
 - If you could change something about yourself, what would it be?

Look into eyes: silence, communication, energy, intimacy

- Have people find a partner and go knee to knee if sitting, or toes a few inches apart if standing up
- Stare into each others' eyes for 30 seconds; start over every time people laugh
- Focus on silence, and can use variations of focusing on different parts of the person's face, or by using visualization statements ("think about this person's dreams")
- Note: be careful because going to long or for too many rounds can be too intense
- When processing, ask about how people felt; do you feel closer to the person? Do we ever take time to truly communicate with people? Do you look people in the eyes?

"This is a person I...": safe space, share, affirmations, etc

- There are two ways for this--back touch/shoulder pat & verbal share
- For both, use 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
- For the verbal share; phrase is said, and each person must answer—answer must me the name of ONE person who is in the room
 - Note: this is a good way to relieve tension if there is any visible signs on the bus, by being intentional with phrases
 - Ex. This is a person I need forgiveness from; This is a person I may have misjudged, etc