



CENTER FOR SERVICE-LEARNING
AND CIVIC ENGAGEMENT

DOMESTIC ALTERNATIVE BREAK TOOLKIT

A GUIDE TO PLANNING AN
ALTERNATIVE BREAK AT
MICHIGAN STATE UNIVERSITY

OCTOBER 2017



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Domestic Alternative Break Toolkit

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INTRODUCTION

Guide to Planning an Alternative Break at Michigan State University (AB@MSU)

This toolkit provides guidance and best practices for other programs, departments, and registered student organizations (RSOs) at Michigan State University in planning an alternative break (AB) at MSU.

ASB mission

Alternative Spartan Breaks encourage students to become active citizens through quality service opportunities, education about social issues, and exposure to diverse cultures and communities.

ASB history

Alternative Spartan Breaks was founded in 1991 by a group of compassionate Spartans who teamed up to provide assistance in the wake of Hurricane Andrew in Florida. During this time, students were looking for ways to give back to the communities worst hit by this national disaster and, at the same time, were tired of the stereotypical college spring breaks that gave young adults a bad reputation. Since its inception, ASB has been student-led, with a 12-person executive board and support from the Center for Service-Learning and Civic Engagement. Today ASB sends 300+ Spartans on spring, winter, and weekend breaks combined. This toolkit is designed to provide best practices for designing an Alternative Break at MSU. Please note that Alternative Spartan Breaks (ASB) is a stand-alone organization that does not endorse all alternative break programs at MSU.

A group of smiling college students and children in a classroom setting. The image is partially covered by a green overlay with the text 'SECTION 2' and 'ABOUT ALTERNATIVE BREAKS'.

ABOUT ALTERNATIVE BREAKS

What Is an Alternative Break?

An alternative break (AB) is a trip where a group of college students (usually 10-12 per trip) engage in volunteer service, typically for a week. Alternative break trips originated with college students in the early 1980s as a counter to “traditional” spring break trips.

Eight Components of a Quality Alternative Break

The following eight components are the backbone of a quality AB program. It is strongly encouraged that you incorporate all of them into your planning and execution of an AB trip. These components were created by [Break Away](http://alternativebreaks.org) (<http://alternativebreaks.org>).

Strong direct service

Programs provide an opportunity for participants to engage in direct or “hands on” projects and activities that address social needs, as determined by the community. Community interaction during service projects and throughout the trip is highly encouraged.

Alcohol and drug-free

Issues of community impact, legality, liability, personal safety, and group cohesion are of concern when alcohol and other drugs are consumed on an alternative break. Programs should provide education and training on alcohol and other drug related issues, in addition to developing and communicating a written policy on how these issues will be dealt with on an alternative break. See [Appendix A: Alcohol and Illegal Drugs Policy](#).

Diversity and social justice

Alternative break program participants represent the range of students in the campus community. Coordinators recruit for, design, implement, and evaluate their program with this end in mind. Strong programs engage participants in dialogue that furthers understanding of how systems of power, privilege, and oppression relate to social issues present within communities. This deepened awareness enables students to do more responsible, sustainable, and impactful service work.

Orientation

Prior to departure, participants are oriented to the mission and vision of the community, community partner, or organization(s) with which they will be serving.

Education

Effective education provides information, context, and perspective on the issue, including ways that participants' lives are connected to the social issue.

Training

Participants are provided with adequate training in skills necessary to carry out tasks and projects during the trip. Ideally this training will take place prior to departure, although in some instances it may occur once participants have reached their site. Examples of training include teaching basic construction skills, how to work with children, or first aid skills.

Reflection

During the trip, participants are encouraged to reflect upon the experience they are having, synthesizing the direct service, education, and community interaction components. Time is set aside for this to take place both individually and as a group. Refer to [Appendix B: Alternative Spartan Break Reflection Manual](#)

Reorientation

Upon return to campus, participants transfer the lessons learned on break by identifying local organizations for continued education or service, sharing their experience to raise awareness of social issues, and organizing or joining other small groups to take action on local issues through direct service, advocacy, and/or philanthropy.

Active Citizen Continuum

The Active Citizen Continuum is the driving force behind the Alternative Break movement. It is understood that participants can start at any point along the continuum, but the Alternative Break goal is for participants to continue moving to the right of the continuum as the eight components are implemented throughout the alternative break program (see Figure 1).

Figure 1:
Active Citizen Continuum



Pre-break transformation

Prepare students for on-site experience and provide basic education about site-specific social issues:

- Education, orientation, and training
- Pre-break service
- Preflection: Goals and expectations
- Icebreakers and group building

On-break transformation

Encourage participants to look critically at the root causes of social issues and challenge participants to evaluate the role they can play in the community:

- Strong, direct service
- Ongoing education
- Community involvement
- Daily reflection tied to service

Post-break transformation

Help participants find avenues for continued community involvement, and support participants' efforts to take the next action steps:

- Reorientation
- Continued education
- Reflection about reentry process
- Post-break service
- Challenges to make life choices that benefit the community

Full Engagement: Creating Intentional Experiences

Full engagement is key to experiential learning on alternative breaks. Creating a program that is intentional and mindful of how day-to-day life decisions can impact the experience for both the participant and the community is crucial for the success of the trip. Below are important points to consider.

Technology

Limiting the use of cell phone and other electronics can improve group dynamics and allow for more genuine and equal interactions between the alternative break participants and community members.

- Zero technology use during the entire trip other than one “arrived safely” call to a friend or family member
- Phones only used during free time or during free day

Packing

Packing light is practical for travel, encourages mindfulness and attention to essential living, and further shapes group dynamics and community interactions.

- Avoid name brand clothing items
- Have a communal bag for shared items (e.g. shampoo, conditioner, toothpaste, sunscreen, bug spray, etc.)
- Only one carry-on per person

Meal planning

Alternative Breaks participants traditionally plan and cook their meals together. This saves money and creates a bonding experience for them. It is important to keep in mind dietary restrictions or preferences when planning for meals. Please refer to [Appendix C: Meal Planning](#).

- Develop meal plans that are seasonal and/or locally sourced.
- Pack your own plates, cups, pots/pans, and serving utensils to reduce waste.
- When possible, buy foods that are part of the local culture.
- Communal or “family style” meals can contribute to strong group building.
- Shop at locally owned stores to support local businesses.
- Consider walking to local stores.
- Bring reusable shopping bags.
- Recycle and compost: Give compost to a community farm.
- Budget considerations include Supplemental Nutrition Assistance Program (SNAP), local poverty line, or \$1, \$2, \$3 (breakfast, lunch, dinner respectively).

Living

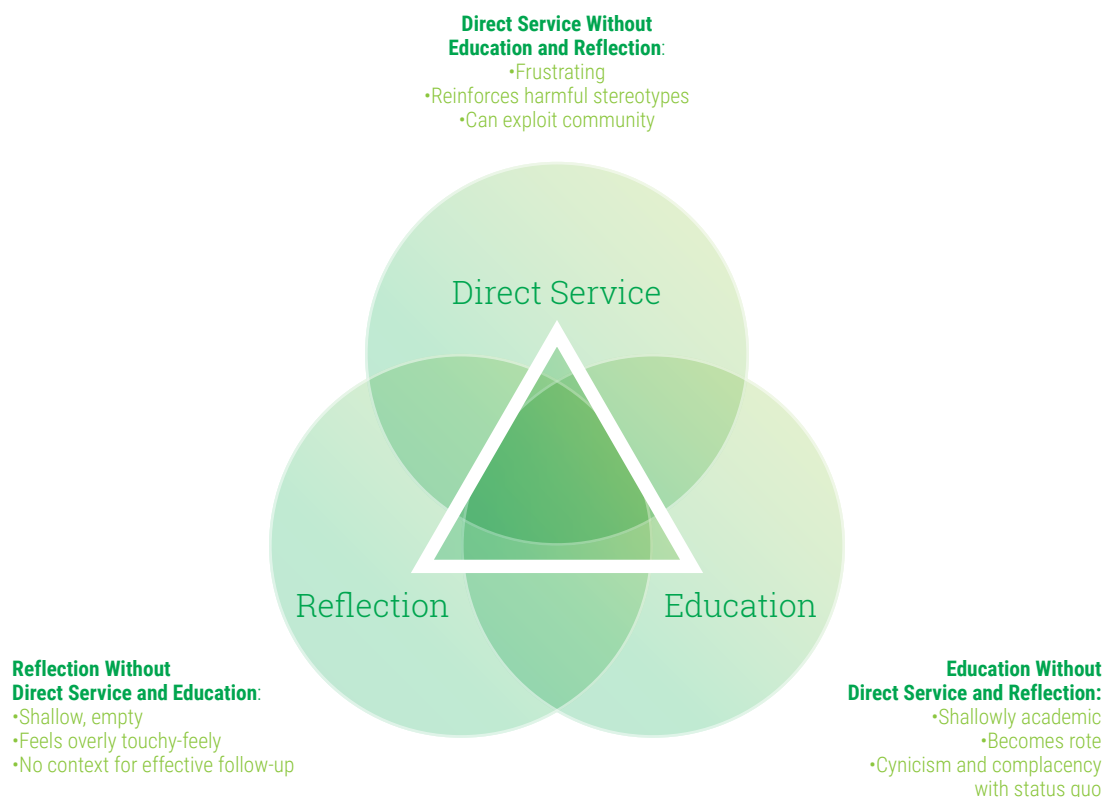
Consider the alternative break as an opportunity to live in solidarity with community:

- Use immersive housing (community partners, religious/spiritual housing, community centers, etc.).
- Consider camping and avoiding hotels.
- Be considerate of water usage.
- Track your carbon footprint by being mindful of your water, electricity, unnecessary spending (resources available online at <http://www.nature.org/greenliving/carboncalculator/>).
- Utilize public transportation when available.
- Look for housing that complies with ADA standards and is accessible.
- Ensure availability of gender neutral bathrooms.

The Triangle of Quality Community Service

Deeply influenced by the model of service used in the national Alternative Breaks Movement through [Break Away](http://alternativebreaks.org) (<http://alternativebreaks.org>), the sponsors of Alternative Spartan Breaks believe that education and reflection are essential components of quality service (see Figure 2).

Figure 2:
Components of Quality Service



Education provides the service partners with the opportunity to engage with a full understanding of social and environmental issues, including the root causes. Without education, service can reinforce stereotypes, exploit communities, and become frustrating for all service partners.

Reflection offers the opportunity to integrate the often deeply impactful experience that service and education provide. Time spent in both individual and group reflection promotes a community able to dialogue on complex and emotionally provoking social justice issues. Without reflection, service partners are often left without community or an avenue of expression for the deep experiences that occur through direct service.



STRUCTURES, ROLES, AND RESPONSIBILITIES

Structures

Not all AB programs are created equal. A variety of different structures can be formed. The structure could be student-led with an advisor, a fully-funded program of a department/college with advisement from students, or a combination of both.

The structure of the breaks is crucial for student development, logistical support, and learning outcomes. In the Alternative Spartan Break (ASB) model, each trip is composed of 9 participants, 2 site leaders, and 1 trip advisor = 12 participants total.

Roles and Responsibilities

These are examples of best practices from the ASB program. These are to be used as suggestions in creating your own AB program.

Participants

AB participants must be currently enrolled at MSU, not only when they apply but when the trip actually takes place. Participants are expected to take an active role in group discussions, reflections, volunteering, and group tasks (i.e., driving, cooking, and cleaning). Prior to the trips, they are expected to attend pre-trip service and education sessions, along with any fundraising efforts.

Site leaders

Site leaders serve as the primary contact for the participants and the community partner before, during, and after the trip. Site leaders must be currently enrolled at MSU, not only when they apply but when the trip actually takes place. Generally, site leaders have had AB experience prior to applying. Site leaders:

- Plan, facilitate, and lead the trip
- Serve as an ally to all students on the trip
- Create a safe, respectful, and engaging environment where every member of the trip can thrive
- Participate in the service and facilitate the participants' immersion into the social issue; this includes creating, organizing, and leading reflection and/or educational activities
- Engage fully into the program; attend all site leader trainings, pre and post-trip service events, educational and/or cultural meetings, and organization-wide events
- Finalize a post-trip document/scrapbook page

University partners

University partners are required to be MSU staff, faculty, or graduate students. For the university partner, this is a unique, service-focused mentorship opportunity that provides space to develop rich relationships with undergraduate students. The university partner will work alongside the site leaders in developing social issue and cultural education for their trip. They will also be trained in university emergency procedures and lead in the development of telling the trip's journal story. They lend continuous support to the site leaders when needed and are expected to attend all trip meetings, including pre- and post-trip service, social issue and cultural educational events, and organization-wide events.

It is highly encouraged that the university partner participate with their department for support, wherein staff are allotted the regular work hours during the week of winter/spring break away from their work responsibilities with pay, and the evenings and weekends are volunteered toward the program for that week.

Community partners

Community partners are most often nonprofit organizations that have identified needs that college students can assist in addressing in 30-40 hours of service. They often provide a gathering space and housing for the group or may have a partnership with local community centers or churches to provide housing options at low or no cost.



PLANNING YOUR TRIP

Determining Your Community Partner and Site Location

It is important to select the social issue(s) that your group would like to address in the community. Once the social issue has been identified, the next step is deciding which organization you would like to work with and where it is located. Keep in mind when researching what organizations address your social issue(s) that your determining factor is not the location but the service, education, and cultural experience for your participants. Remember this is not a vacation, but a service trip.

In selecting a community partner, keep in mind the following questions:

- Are they available during your time schedule?
- What type of service will you be doing? Is it relevant to your social issue?
(Keep in mind that menial labor may still be considered relevant if it allows staff to carry out professional services that address the social issue.)
- Is there enough service for 30-40 hours?
- Is this community partner a reputable, trusted organization?
- Is there a program fee? Is it within your budget?
- What does the community partner provide? Housing, food, transportation, etc.?
- Has MSU worked with this community partner before?
Can you ask for a reference?

General advice for selecting

Start as early as possible

Six to eight months prior to your break is a good general time frame.

Work with community identified needs

The criteria for volunteer projects/activities during the AB trip is that the time and energy of your group is dedicated to a community-identified need, meaning that community members, or nonprofits who represent a community voice, are determining what project you and your team will engage in. This is critical for the work/service that we provide to be impactful to the community in which we work side by side. Having the community identify their needs ensures that participants will not assume they know what the community needs are based on biases and stereotypes.

When contacting agencies, make sure you are asking/providing the following questions and prompts to help you find meaningful and impactful service experiences.

- Introduce yourself and share that you are from Michigan State University, Department, registered student organization, class, etc.
- Give them general insight into what students do on an Alternative Break trip.
- Let them know what social issue(s) you are focusing on and why you selected their organization.

Key questions to ask the agency (ASB has found that emailing the community partner/housing site first and following up with a phone call seems to result in the best outcomes):

- How could your organization benefit from 12 college students serving with your organization during (x) break for 30-40 hours of service?
- How do you utilize volunteers at your organization?
- Is there a community-identified need that we can help with while we are there?
- Can you accommodate a group of our size?
- What are your safety protocols if someone is injured?

Red flags

Not all agencies will be able to accommodate a group of 12 for a week. However, if they can't accommodate you be sure to ask if they know of other agencies working on the same social issues that they would recommend. Also, there are some red flags that may indicate that the agency is not ready for an alternative break. Beware if the agency is:

- Unenthusiastic, unengaged, or not very helpful
- Slow or unresponsive to your phone calls and emails
- Unable/unwilling to give you specifics about project or to spend time working out the details

Green flags

Many organizations have had alternative breaks and/or groups of volunteers and are ready and able to provide a great experience for your students. Some good indicators might be that the agency:

- Is enthusiastic and excited to talk to you
- Is willing to explore or brainstorm about projects and volunteer options for your group
- Responds in a reasonably timely manner
- Is helpful and pleasant
- Attempts to provide you with concrete details of what the volunteering will be/look like, and what your specific roles will be

Once your community partner is selected

You are highly encouraged to think of this as the beginning of a sustainable partnership between your program and the community partner. Some ways you can begin building this relationship are including them in the planning, execution, and evaluation of the program. Implementing Community Partner Agreements (CPAs) and program evaluations can help facilitate communication (see [Appendix D: Community Partner Resources](#)).

- CPA Part 1 is an interest/commitment form.
- CPA Part 2 is to confirm logistical information, identify roles and responsibilities of each party, and agree on how this AB program can be marketed to students.

- CPA Part 3 is about learning objectives—identifying what activities students will be doing, making preparations prior to the trip, and measuring outcomes.

Evaluations should be solicited from participants, site leaders, community partners, and university partners (see [Appendix E: Alternative Break Evaluation Forms](#)).

Team leadership activities/group builders

Before you go on the road, take some time to do some team-building exercises.

- **Five-Minute Personality Test:**
<http://irem.org/File%20Library/Events/LLS/2016LLS/PersonalityTest.pdf>
- **Reflection Manual;** there are many group building activities in [Appendix B: Alternative Spartan Break Reflection Manual](#)

Fundraising and Budgeting

Fundraising may be an important part of planning any AB trip. Depending on whether your program is part of an MSU department or a registered student organization (RSO), some fundraisers will be available. If you are an RSO, please contact the Student Life Office for fundraising opportunities. If you are considered a department and are able to use the MSU Tax ID number, you may have more opportunities for fundraising (see [Appendix F: Fundraising](#), for more resources).

In creating a budget for an Alternative Break trip, consider the following items:

- **Site fee** (fees to perform service). It may seem strange to pay to volunteer, but at times there is a cost for staff to train and oversee the group for the week in addition to overhead costs.
- **Housing fee** (lodging). Leaders are encouraged to find housing that is low/no cost to help stimulate the full engagement experience. Many times you can find housing at a local church or community center at a very low cost.
- **Travel**
 - For flights and ground transportation, see the [Transportation](#) section.
 - To figure gas for budgets, see:
<http://www.roadtripamerica.com/fuel-cost-calculator.php>
 - To figure out tolls, visit <https://www.txtag.org/en/tollCalc/site.html>

- **Groceries** (general formula for AB full engagement). Each budget is based on the location of the trip. The formula for calculating trip grocery budget is:
 - Per diem rate (meals and incidental expenses)/12 x 5 days = per person (PP) budget; PP budget x number of participants = total trip budget.

For current per diem rates, see <http://www.ctrl.msu.edu/cotravel/DomesticMIE.aspx>.

- Example: FY 2017 per diem rate for Atlanta, GA is \$69 per day/12 x 5 days = \$28.75 per person. There are 10 participants on this trip. Total trip grocery budget would be 10 x \$28.75 = \$287.50.
- **Materials or supplies needed for service:** Gloves, safety glasses, construction tools, etc.
- **Reflection materials:** A \$10 budget is sufficient for reflection materials for one week.
- **Emergency money:** You may want to factor in \$50 per trip.
- **Other items to consider:** Administration fees, T-shirts, and meal out for one night.

Transportation

When planning an Alternative Break, you may have one or more of the following transportation options. Alternative Breaks can be organized as a group, semi-group, or individually by participant. How it is organized is determined by the person/unit taking university responsibility for the break. MSU travel office is a great resource for your travel needs: <http://www.ctrl.msu.edu/COTravel/Default.aspx>

It is not advised to travel by personal vehicle.

Flights

Group travel

Many airlines have group travel offices that will assist with group travel directly. MSU has preferred travel agencies that provide airfare discounts; see:

- http://ctrl.msu.edu/cotravel/PreferredTravel_Agencies.aspx
- <http://www.ctrl.msu.edu/COTravel/Airlines.aspx>

Individual travel

There are many online travel sites that offer great prices on flights (Kayak, Travelocity, etc.). If participants book their own travel it is highly recommended that arrival times be a set 2-hour window. This will assist in group coordination and time management. It is also important to state that you are not an official participant until you arrive at your group's designated location. The same is true on the departure also.

Ground travel

Car rental

Please visit <http://www.ctrl.msu.edu/COTravel/GroundTranService.aspx> for information. MSU offers daily and long term leases to MSU travelers (call 517-353-5280). Travel authorization will need to be filled out; [see Section 245 II. Motor Pools, of the Manual of Business Procedures](#) for Vehicle and Transportation Services policies. MSU has corporate partnerships with two car rental companies, [Enterprise](#) and [National](#). If students are driving the vehicles, special fees may apply due to age restrictions. You may work with these companies for ground transportation when a flight is necessary also.

If students are going to be driving rented vehicles, they must have a review of their driver's record conducted by the Risk Management and Insurance Department at MSU <http://rmi.msu.edu/services/midriverrequest.html>.

Bus

If your AB trip requires you to fly out of Detroit Metro Airport, the Michigan Flyer is a great way to travel to and from the airport. The fares and time schedules are reasonable and MSU has a corporate account with them. Call 517-333-0400 for more information.

Risk Management

The number one goal for any Alternative Break program should be the safety of all participants. MSU's Risk Management and Insurance Department is a great resource for risk assessment and review of activities that you may encounter in planning an alternative break trip at MSU.

Resources

Below are examples of forms that you may need during the trip:

[Appendix G: Accident/Incident Report Form](#)

[Appendix H: Participant Dismissal Form](#)

[Appendix I: Participant Release Form](#)

[Appendix A: Alcohol and Illegal Drugs Policy](#)

[MSU Youth Program Criminal Background Check \(CBC\)](#)

Insurance information. MSU does not require students to provide proof (turn in a copy with application) of health insurance to go on an alternative break trip. However, ASB has found it best practice to remind the students to either bring their insurance card with them or at least take a picture of the insurance card in case of an emergency.

Emergency contact information. It is important that the AB leaders have two emergency contacts for each participant (full name and best phone number to reach).

Medical conditions. It is up to the participant to disclose any medical condition. However, for the safety of the participants it is highly encouraged to disclose information that may be needed in an emergency. i.e., diabetic, allergic to peanuts, high risk of seizures, etc.

Trip information/itineraries. It is very important to keep all participants informed of details of the Alternative Break trip. As a general rule, providing the participants with the trip itinerary at least two weeks prior to the trip is sufficient. Please refer to the sample itinerary for details to consider ([Appendix J: Alternative Break Trip Information/Outline](#)).

ETHICAL PHOTOGRAPHY GUIDELINES



“It is a sacred trust to represent someone.”

—*Ingrid DeSanctis*

Theater Artist

As part of full engagement, it is important to advise participants to take minimal and thoughtful pictures so as not to exploit the communities with which they are serving. Photographers should use their skills to influence public perception responsibly, and it is crucial for organizations to use images that connect people from all walks of life through the language of photos.

Ethical photography is a conscientious way of taking pictures that...

- **Does not** exploit or misrepresent people, places, or cultures
- **Does not** violate privacy or human rights of subjects
- **Does not** degrade, dishonor, or rob people of their dignity
- **Does** exhibit respect and sensitivity for people and “otherness”
- **Does** obtain the consent and input from those being photographed
- **Does** seek to tell the true stories of real people, places, and cultures

Ethical Photography Protocol

In order to pursue ethical photography, visual storytellers should heed the following protocols:

Before taking photos:

- Always get the subject’s consent first, especially if you want to do a close-up.
- Examine your motives for shooting a particular frame. Do you want to inspire hope and understanding, or maybe expose wrongdoing and neglect? It is not acceptable to use the photographs simply to harness pity.

- Do not encourage subjects to feign despair, anger, or other emotions, or seek to influence the “slant” of your photos in any way.
- Think about what you want to portray in your photo. While it is fine to portray the fears and struggles of your subjects in some photos, others should also convey the community’s strengths and expectations. Never portray your subjects as useless or inadequate.

While taking photos:

- Sometimes, it works well to photograph subjects from behind so that only their activities, and not their faces, can be seen. For example, your photo may show the face of the doctor who is performing an eye exam, but not the patient’s face. This not only prevents the patient from getting distracted, but also protects their privacy.
- Be humble, considerate, and respectful. Try to take the pictures without being intrusive.
- Try not to be aloof; build a relationship of mutual understanding with your subject(s).

After taking photos:

- Don’t stereotype or make false generalizations. A single photograph of a starving African child is not representative of the whole continent. Use captions to give context.
- Photos should be used to raise public awareness, not to exploit public sympathy.
- Photos must be carefully and faithfully edited (meaning there should be minimal but acceptable digital manipulation and no fancy embellishments) to avoid misrepresentation.
- Ensure that your photos document what you believe is the real situation of your subjects.

Guidelines taken from

<http://www.uniteforsight.org/global-health-university/photography-ethics>

Resources

Check out these additional resources

[Appendix K: Photo Release and Waiver](#)



CENTER FOR SERVICE-LEARNING
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APPENDICES

DOMESTIC ALTERNATIVE BREAK TOOLKIT

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ALCOHOL AND ILLEGAL DRUGS POLICY

Introduction

AB@MSU believes in conducting drug and alcohol free breaks and activities. There is zero tolerance for students who choose to violate this agreement. One of the eight components of a quality alternative break is "alcohol and other drug free." It states:

Issues of legality, liability, personal safety and group cohesion are of concern when alcohol and other drugs are consumed on an alternative break. Programs should provide education and training on alcohol and other drug related issues ([Break Away \(http://alternativebreaks.org\)](http://alternativebreaks.org)).

Consumption of alcohol or illegal drugs while promoting Alternative Breaks is not the image that we desire to portray to students or the community we are serving.

Alcohol use

An Alternative Break is a unique experience that allows participants to immerse themselves in a different culture while performing meaningful community service. The use, possession, consumption, or purchase of alcohol and/or alcohol related paraphernalia is strictly prohibited for the duration of the Alternative Break program (i.e., departure to arrival home). This includes buying alcohol or alcohol related products (shot glasses, T-shirts, etc.), drinking alcohol, holding alcoholic beverages for another individual, or any situation that would include an MSU Alternative Breaker associating with or portraying alcohol use.

Use of illegal drugs

Michigan State University has a zero-tolerance policy regarding the possession, use, manufacture, production, sale, exchange, or distribution of illegal drugs (as defined by U.S. law) by students, faculty, and staff participating with Alternative Break. This policy pertains to all Alternative Break sites (within the United States and abroad). As a result, the use, possession, consumption, or purchase of illegal drugs and/or illegal drug related paraphernalia is strictly prohibited for the duration of the Alternative Break program (i.e., departure to arrival home).

Violation

Violation of the Alcohol and Illegal Drugs Policy is grounds for termination from the Alternative Break program. Termination will result in the participant being sent home at his/her own expense and being disciplined by the MSU student disciplinary system. Any student or affiliate of Alternative Breaks at MSU who violates any of these policies also forfeits any right to receive a refund after returning from the trip.

I, [[type or print name here](#)], hereby agree to follow the Alcohol and Illegal Drug Policy as set by the Alternative Breaks program at Michigan State University. I understand that violation of this policy will result in my being sent home at my own expense, a referral to the MSU student disciplinary system, and the waiving of my trip/fundraising refunds.

Participant's Signature

Date

ALTERNATIVE SPARTAN BREAK REFLECTION MANUAL

“We reflect to understand where we have been,
what we have gained, and where we go from here”

—Gerry Ouellette

The Road to Reflection

You have seen reflection listed as one of Break Away’s eight components for a quality alternative break.

Most simply put, reflection can enrich a service experience by helping participants make their service relevant to them. Reflection helps participants “connect the dots”—for example, if you only study homelessness in a class, you might not understand its reality. Similarly, if you only volunteer at a shelter for people experiencing homelessness, you may not process the service experience. Reflection helps bring everything together. Reflection is a powerful tool that can be used to increase awareness of social issues, evaluate your trip, deepen learning, and clarify individual and group values. Reflection is a way to integrate theory and practice, campus and community, and self and other.

By using reflection tools, we can help individuals “wrap their heads around” the important social issues they’ll be encountering during their Break Away experience. Group reflection can support the development of group identity and group values and, of course, help everyone learn from each other and the experience.

Reflection asks individuals to be conscious learners of themselves and their experiences. It is a process that encourages individuals to reflect upon their experiences, to think about them, and to record/express/write about them, and to share their thoughts and feelings regarding the service experience with others.

Take a moment right now and think about why you will incorporate reflection into your Alternative Break trip. What would you like to get out of it? Consider some goals that you have for yourself, for individuals in your group, and for the group as a whole.

Reflection 101

Before you start

Before you go on your trip, there are a number of considerations:

Setting

The most common arrangement for group reflection on Break Away trips tends to be sitting in circles. So you'll want to find a space during your trip where everyone will be comfortable. Reflection can happen pretty much anywhere, depending on what activities you'll be doing—in the van, on a plane, around a picnic table, in a restaurant, hanging out in your sleeping areas.

Some things to keep in mind:

- Be comfortable, but focused: Think about the temperature of the room, what distractions there might be, where you're sitting or standing (are you on really uncomfortable chairs? or on wet grass?), other people nearby (will everyone feel free to express themselves?).
- Overall, you are trying to create an environment in which every participant has a right and an opportunity to speak, every idea has value and can contribute to the experience, individual contributions are recognized, and participants are responsible for their own learning.

Ground rules

Ground rules are essential to creating an environment in which everyone feels comfortable and ready to share. Below are some suggested guidelines. We recommend not only going over these guidelines with your group, but also giving them a chance to come up with their own. Talk with your co-leader about how you will create a comfortable, safe space for sharing.

- Speak only for yourself: ask and reinforce that participants should speak for themselves only, and use “I statements.” Refrain from generalizing to others or speaking on behalf of a group (e.g., “all women,” “all immigrants”).
- Be specific and use examples: ask individuals to share specific experiences, stories, illustrations, or examples.
- Listen and respect: each view, opinion, and experience offered by any participant, even if it is not one that you share.
- Privacy and trust: what is disclosed in the session stays in the group and is not to be shared with others in casual conversation (Confidentiality).
- Challenge by choice: all are encouraged to participate, but if you are not comfortable, feel free to step back and observe rather than actively participate.
- Praise publicly, criticize privately: reflections are not the place to take someone on in front of the group. While we may engage in conversations and dialogues that challenge each other’s views, refrain from directly confronting or getting into an argument with another person.
- Encourage everyone to participate: don’t allow a few people or ideas to monopolize the discussion. Some people might need to be asked to speak more succinctly, while others might need to be drawn into the dialogue (Step Up, Step Back).
- Be challenging. Question statements and assumptions. Don’t allow rash, declarative statements to go unchecked. Ask participants to clarify or elaborate on their positions.
- Avoid judgments, evaluations, interpretations, and put-downs.
- If someone is having a hard time, make a point to check in with him or her privately and follow up appropriately. Remember—you can be a shoulder to lean on, but you are not in the position to act as a therapist.
- Be honest with yourself and others.
- Listen. Encourage yourself and your participants to be *active* listeners, even if they are tired.
- Try to stay on topic. This one is sometimes the hardest one of all!

Pointers for Facilitating Reflection

Below are a few helpful tips to make your reflections session go as smoothly as possible.

- Make eye contact
- Be observant, particularly if you think the group is getting uncomfortable
- Watch for nervous tics (including speech related ones)
- Find a balance between challenging and supporting the group to move beyond its comfort zone
- Be confident
- Be OK with awkward silences
- Don't let one person run the show—spread the wealth
- Be flexible
- Be aware of time constraints
- Just keep going if you think you messed up
- Mistakes are beautiful—learn from them
- It's ok not to know the answers
- Ask thought provoking questions
- Ask for clarification on statements that appear to offend individuals in the group
- Sit across the circle from your co-leader so you can give one another non-verbal clues about how to proceed with the reflection session

Reflections

Roses and thorns

Encourage team members to share their rose and thorn of the day. Great activity to get the team started in the process of reflection.

Take a piece of candy if

Have a plate of M&Ms or Skittles in the middle of the circle. Read statements such as, “Take a piece of candy if you grew up in a two-parent household” “Take a piece of candy if you have had to take out loans to attend college” or “Take a piece of candy if you have visible or invisible disabilities.” Afterwards ask questions such as, “What was the purpose of this activity?” “What did we learn about each other?” These questions should relate to your service and/or social issue.

Taste the rainbow

Participants pass around a bag of Skittles/M&M's and take a few. Every color has a different question that coincides with it. For example, red could be "Describe the service you did," while green could be "Explain the effect it had on you." Prep needed to create the questions.

Toilet paper go-round

Pass around a roll of toilet paper and say something like "just in case this meeting gets a little messy, everyone needs to take some" (with no other qualifiers or instruction). Once everyone has had the roll, ask everyone to share with the group as many "things" that they have learned during their service experience as the number of "squares" they took.

Candles out

This reflection is good when participants feel that they are not making as big of an impact as they had hoped. Each person begins with a lit candle (you can be creative and use something else instead) and talks about something small that they have done that week and then blows out their candle. After everyone takes a turn, the darkness will emphasize that even little things can make an impact.

"Gotcha"

The facilitator or participant starts to tell the story of the day. When the speaker omits a detail, someone else in the group says "gotcha" and continues. There are no "right" or "wrong" answers, rather it is a way to promote sharing of details and feelings, and to point out differences in experiences and interpretations.

Building solutions

Ask one member of the group to identify a problem related to your social issue that needs action and resolution. The next member in the group poses a solution through action.

Each subsequent member is then asked to build on this solution until the group feels it has reached a consensus on how the problem can be solved. This can be altered in a number of ways using the same process of group reflection and sharing. Consensus may or may not be a part of the process.

The facilitator can also pose questions such as "If these solutions exists, why have they not been implemented? Would the people affected by this problem agree with these solutions? Who might not agree?" etc.

Anonymous reflection

Provide team members with writing utensils and paper. Each individual will have the opportunity to write down reactions they've had throughout the experience. This is a great time to focus on stereotypes and other uncomfortable topics. Be sure to tell the participants that their comments will remain anonymous. After everyone is done, have them crumple their comments into balls and throw them in the circle. People will take turns picking up pieces of paper and reading them aloud to the group. This is a great conversation starter, especially for shyer individuals and those who may feel nervous about sharing their point-of-view. Also, it's great to use while focusing on the "Now What?" piece of reflection.

Privilege walk

This activity focuses on issues of privilege. Come up with a definition of the word privilege with the group before starting the activity; after the group has come up with a definition give them one of these two examples: (1) a right or immunity granted as a peculiar benefit, advantage, or favor; prerogative such as a right or immunity attached specifically to a position or an office; (2) a right enjoyed by a person beyond the common advantages of others; a special right enjoyed by a person beyond the common advantages of others; a special right granted to persons in authority, a prerogative.

Line everyone up, shoulder to shoulder. Then read the following: If your family owns more than one car, take a step forward. If you have ever been discriminated against based on gender or race, take step back; If not, take a step forward. If you have ever traveled out of the country take a step forward. If your parents own their own house, take a step forward. If you can easily find role models of your own race, take a step forward—if not, step back. If you are confident in your academic abilities, take a step forward. If you are happy with your physical appearance, take a step forward. At the end of the last statement, hold up a piece of candy, dollar bill, or some prize and tell the participants to race for it. See who is able to grab the prize first. Questions to debrief: What might the dollar symbolize? Was it fair that certain people were closer to the dollar than others? Why? Why might some people have more privileges than others? Can you identify privileges that some people have that other may not? Where does privilege come from? Do you think you have privilege? What can we do about privilege?

Prioritize:

The facilitator puts words or phrases on little slips of paper and distributes them to all participants. Each participant should receive the same slips (recommended 5–10 words or phrases). For example, family, security, wealth, religion, friendship, nature, etc. have all been used. Have each participant take a few minutes to arrange the slips according to their priorities. Then everyone tells why he or she has them in that order OR everyone tells their highest and lowest priority. This creates more insight into the participants.

Point-counterpoint:

Each person is asked to read articles with conflicting positions or perspectives on issues related to their field service. Formulate the reflection around the articles' contrasting viewpoints. Remember the importance of dialogue over debate.

Five “Why”s:

Facilitator gives each participant a piece of paper and asks a question such as, “Why did you choose to participate in ASB?” or “Why did you choose to work with the social issue of _____?” Participants write their answer on the paper. Facilitator then asks the participants to look at their response and write another response answering “Why?” to their original response. Keep answering “Why?” to the former response until participants have answered five “why”s and then share responses with the whole group.

Yarn web:

Everyone stands or sits in a circle and tosses a ball of yarn around as they share ideas or experiences related to service or your social issue. As the ball is tossed from one person to the next make sure everyone keeps hold of a bit of yarn so that there will be a web of yarn created. The yarn web can then become an object lesson for further reflection. The web represents the interconnectedness of people and their experiences.

Social issue brainstorm:

Have a large piece of paper (poster-size minimum). At a pre-trip meeting, have participants write down everything that they think of when they think of the social issue. Hang up the paper and ask participants what they notice. Ask for individuals to share what they wrote if they feel comfortable, but do not pressure them to do so. After the last day of service, turn the paper over or provide a new paper (make sure that they don't see the first one) and have participants write down

everything that they think of when they think of the social issue. Hang up the poster and ask participants what they notice. Turn the paper over and show them their original thoughts and ideas. Discuss the changes and ask, “What now? What do we do with our newfound knowledge about the social issue?” (i.e., How do we take our experience back to campus with us?)

Picture reflections:

This activity requires a lot of preparation. Collect a variety of pictures from magazines, calendars, and other resources. Spread all of the pictures across the floor and encourage team members to choose the image that most accurately represents their service experience. The team will then take turns explaining why they chose the image and how they interpreted it. This activity is excellent because people learn and think in different ways. This may allow team members to let out their creative side.

Four corners:

Participants respond to questions asked by facilitator by moving to one of the appropriated corners: strongly agree, agree, disagree, and strongly disagree. This exercise should be done without speaking. After the exercise is complete, facilitator leads a short debriefing.

Focus: **International**

An international trip is an amazing opportunity to experience cultures different from your own. You should allow the group an opportunity to reflect on these cultural differences.

Language

If you are in a non-English speaking culture: How important is language? Is it impossible to communicate with people without command of a mutual language? Is all communication oral?

Stereotypes/perceptions

What are some stereotypes that have been broken or reinforced about the population you are working with? What stereotypes of “Americans” do you think your group has broken or reinforced? How does your team perceive the values of the culture? How do you think the community perceives the values of Americans?

Relativity of wealth

How is happiness defined by the culture? What is its association with material possessions? What are your own stereotypes surrounding what it means to be “well off”?

Focus: **Health**

A health-focused trip is an amazing opportunity to learn about health issues around the country/world and how populations are affected by their environment.

Medicine

What medicine is required for the health condition? How accessible is it? What are side effects of medicine? How strenuous is the prescription schedule?

Insurance

Is the health condition unmanageable for uninsured populations? How affordable is life/medical insurance in the area? Is the individual still allowed to purchase life/health insurance after being diagnosed?

Family experience

Is the health condition easily explained to family members? Small children?

Environmental factors

What environmental factors may have affected a population's being diagnosed with this health condition? Is there a disproportionate rate of diagnosis among certain populations? If so, why?

Prescription regimen

A lot of preparation is necessary for this reflection—but well worth it! Research different medical regimens that a person with the health condition would typically use. Use candy as a replacement for the medication and have individuals schedule themselves so they must take the medication at appropriate times. Be sure to have everyone pay attention to how Rx should be taken (e.g., taken with food). This should generate insightful discussion. Was it hard? Side effects the Rx may have caused?

Focus: **Hunger/Homelessness**

A trip focused on hunger/homelessness is an outstanding opportunity to learn about a human experience where basic needs of survival are not always met and never guaranteed.

Stereotypes/comfort zone

What stereotypes do you have about homeless people? How might they have become homeless? To what degree is it “their fault”? The community’s fault? How comfortable are you with clients? What is your common reaction to seeing panhandlers on the street? Do you think it will change?

Policies

What are the community’s policies that affect the population? Rules at the shelter? Rules at the soup kitchen? Rules about sleeping in parks? What are the repercussions of violating these policies?

Side effects

What are some issues that are common amongst the population? How might this affect one’s self perception?

Fasting

Great for pre-trip! Have you ever gone to bed hungry? Many have no other choice. Encourage your team to fast for a day (must drink water and stay hydrated). This new experience will prepare you to empathize with this population’s reality.

Focus: **Environmental**

An environmental trip focus is a fabulous way to get back to nature; however, the reflection process may prove to be more difficult. Hopefully this will help!

Hot topics

How is your agency impacting global warming/pollution? What is the impact of eating (local, vegan, vegetarian)? How do you define sustainability?

Human impact

What is the impact you normally leave on our planet? What is the impact your trip is leaving on the local ecosystem they’re working/living in?

Books by the campfire

Here is a list of short books your group could read aloud and discuss afterwards:

- *There's a Hair in my Dirt*, Gary Larson
- *The Lorax*, Dr. Seuss
- *Priceless: The Vanishing Beauty of a Fragile Planet*, Grieve & Iwago

Environmental identity

What is the difference between the environment and nature? Who owns and is responsible for the outdoors in our society? Does that ownership make sense? How do humans see themselves in the context of nature? How do people relate to each other in the context of large environmental issues?

Focus: Children and Youth

A trip with a focus on children and youth may give your participants a chance to be young again. It also may give them a chance to look back on their own childhood and see how it was different or similar to the experiences of the children you are working with.

Parental responsibility

How do you define an appropriate parent? What are the responsibilities of parents? What might be some barriers for parents to provide the type of support you've described for their children?

Education

How is the educational system in this community? What are some barriers the school system faces? What may distract children from learning to the best of their ability?

Role models

What is the importance of role models among youth? Are role models easy to identify in the community? What should the role model provide the child?

ASB's role

What is your relationship to the child? How easily can you relate to the youth? Do you remember what you were like at their age? How would you have liked to be treated? What will it be like for the child, next week, when your team has left?

Group Activity: Blindfolded

Time: 15 minutes. Have your group pair-up and take turns blindfolding each other. The non-blindfolded individual must direct the blindfolded one where to go. Questions: How did you feel? How might the feeling of helplessness relate to the youth you are working with? How important is trust in the other?

Group Builders

These are NOT considered reflection activities; however, it is vital that the group members feel comfortable with one another in order to have strong reflections. Use these great activities to make that happen.

Baggage

Give each participant a piece of paper and writing utensil; instruct participant to write down all of their “baggage” (things that may distract them from the trip; school work and any other stresses outside of ASB). After writing down all the potential stressors that come to mind, instruct everyone to crumple up their “baggage” and throw it in the trash. This action is meant to symbolically get rid of participants’ baggage so that they can focus all of their energy on the experience that lies ahead.

Educational tools

Watch a movie, or documentary, or listen to a speaker with your group and then discuss important questions or concerns related to your social issue afterward.

Name aerobics

Gather everyone in a circle. Each person chooses an action to perform while saying their name. Then everyone repeats that person’s name and action. The next person goes and the group repeats the first person’s name and action and then the second person’s name and action. This continues until everyone in the group has gone. Finish with a speed round of aerobics. (You could also do this with animals instead of actions)

Move if

One person stands in the middle of the circle. Everyone in the circle has something to mark their spot (shoe/chair). Person in the middle says something about themselves, then the middle person and everyone in the circle moves to another spot in the circle if the statement also applies to themselves. Participants are not allowed to move to the spot right beside them. The person who does not have a spot is now the person in the middle, and the game repeats.

Two truths and a lie

Individuals take turns making three statements about themselves—two which are true, and one that is a lie. The group must come to a consensus. The individual reveals the answers and provides background on the true statements.

Group juggling

Have your group get into a circle. Start with one ball and pass it around the circle so that no one gets it more than once. Do it again making sure that everyone knows the names of who they passed it to and who passed it to them. As people are getting it, you can add more balls and speed it up. Once people are getting that, then you can add “reverse” where participants must listen to the facilitator and go the way that they call out. Items needed: 5–10 balls

Whamp um

This is a name game. Everyone sits in a circle with their feet sticking in towards the middle. One person is in the middle of the circle with a foam noodle. One participant will start by saying the name of someone else in the circle...the object of the game is for the person in the middle to hit the feet of the person who was called before that person says somebody else's name. If the person in the middle hits them before they say a new person's name, then the person they hit becomes the person in the middle. Items needed: Foam noodle

Cops and robbers

Have all participants silently pick a cop and a robber in their group. When you say go, they will try to keep their cop between themselves and their robber. You will then say freeze and see how they did. This game gets people moving.

Look across

Sit in a circle and change spots when your eyes meet the eyes of someone else in the circle. The object is to not allow the person in the middle of the circle to get to your spot before you do. Items needed: Place markers for where you stand (tape works well)

Comfort circles

Rope out two circles. Have the entire group stand on the outside circle facing in. The inside circle represents something you feel very comfortable doing while the outside happens to be an activity you do not enjoy doing. Pose a situation and let people stand where they feel comfortable. Items needed: Rope to make the circles (or whatever you want to make the circles)

Peek-a-who

Split the group in two teams. The two teams will be separated by a blanket that two people are holding. Each team sends a person up to the blanket. When the blanket is dropped, each person must try to yell out the name of the person on the other side. Whoever loses joins the team on the winner. Keep playing until only one person is left on one team. To make this more challenging you can have the person up front face their own team and when the blanket is dropped the team has to give clues as to who is on the other side. The first person to say that person's name wins. Items needed: Big blanket that cannot be seen through

Flash

Take a seat in a circle with a small group. A question is posed to the group, such as “what is your favorite color, flash” and then you go around and answer the question as quickly as you can. Anyone can ask any question, as long as it is appropriate.

Quest for Bongo

Have two teams sit on the floor back to back with the other team. They need to be holding hands with their own team. The facilitator will stand at the front of the line where only the first two people can see them...everyone else must have their eyes closed. When the facilitator gives the signal, teams will squeeze hands one by one until it gets to the end of the line. The two people at the end of their respective lines will then fight for “Bongo.” Whatever team gets “Bongo” first gets a point. Play to 5. Items needed: “Bongo” (this is any object you want the players to fight for)

People to people

The facilitator will yell out two body parts and participants must find a partner to put the two body parts together. The last two people are out of the game. This may be altered to the number of body parts per group, i.e., 5 elbows, 20 toes, etc.

Bumpidy bump bump bump

One person in the middle of the circle will point at another person and say “right” or “left.” If that person cannot say the name of the person on their “right” or “left” before the person in the middle says Bumpidy bump bump bump, that person is now in the middle.

Vegetable game

Everyone in the group picks a different vegetable. Now the fun part of this game is that you are not allowed to show your teeth during the whole game. If you show them, you are out of the game. One person starts and says their vegetable and then says another person’s vegetable. That person then says their vegetable and someone else’s. It continues until only one person is left without showing their teeth. This is probably one of the funniest games on the list.

Crossing lava

Give the group enough pieces of paper to get from the start to the finish line (make it possible, but challenging). The group can only cross the “lava” by stepping on the papers. Once a paper has been placed on the lava at least one group member’s foot must be on the paper at all times (facilitator will remove it if it’s left untouched). All papers must cross the finish line.

Cars

Get in teams of two. Please make sure there is enough space to do this safely. The pairs will have a front person whose hands are out like bumpers and a back person whose hands are on the front person’s shoulders. The front person will then be blindfolded and the back person will drive the person around the room without hitting any of the other groups.

Eye, body, mouth

One person can move (but not see or talk), one person can talk, and everyone else can see (but not talk). As a group they must work to find an object somewhere in the distance. Items needed: Objects for each group to retrieve

Human knot

A team gets in a circle. Each person puts their right arm in the middle and joins hands with another person in their group. Then they put their left arm in and join left hands with a different teammate. The goal of this activity is to get out of the knot so that they are back in a circle.

Balloon frenzy

Give each person in the group a balloon. The goal of the activity is to keep all balloons in the air as long as possible. You can put different stipulations on the activity. For example, you can say that they can only hit any balloon two times before someone else must hit it. Again, give them time to make a new plan and try to execute it. Items needed: Balloons

Turning over a new leaf

Get a large blanket or sheet and have the entire team stand on it. The goal is for them to flip the entire sheet over without anyone getting off the sheet. Items needed: Blanket or Sheet

All aboard

Find a stump or simply draw a small circle in the room. The object is to get the whole team on the stump together without anyone falling off.

Balloon faces to represent emotions

Blow up one balloon for each participant. On each balloon, have them draw a facial expression that expresses their current emotion. Use this to identify feelings.

Fears in a hat

Good for one of the last meetings prior to departure or the first night of reflection. Have participants write down things that they are worried about and place them in a hat. The facilitator draws one fear out of the hat at a time and the group addresses it.

Warm and fuzzies

Use something (envelope or paper bag) for each participant and put their names on them. Have theses available all week long. People can put in notes of encouragement, thanks and recognition “warm and fuzzies.” A shortened version of this: On the car ride home all participants write a warm fuzzy about everyone else. Place all warm and fuzzies belonging to individual participants in an envelope with their name on it. Distribute envelopes at the end of the car ride home. Warm and fuzzies tend to be anonymous.

Brown bag skits:

Divide the group into three or four smaller groups and assign each group a brown bag full of random items (could include: a toothbrush, banana, eating utensils, strange articles of clothing, an umbrella, a soda can, toilet paper). Allow 10–15 minutes to prepare a skit depicting either an event that occurred that day or their reaction to something that has occurred in group activities or the service experience.

Letter to self

Distribute paper and envelopes to participants and ask them to write a letter to themselves. In this letter they should detail how they felt during their volunteer experience and what they want to remember in the future. The facilitator should collect sealed and addressed envelopes and mail them out a few months following the experience.

Personal maps

Facilitator gives each person a flip chart paper, markers, crayons, glue, and/or tape. Encourage group to create their own personal map (words, symbols, colors etc). The following questions are to be used as guidelines only: they shouldn't be answered fully or in any specific order. This activity should be done in silence.

- Who are you? What defines you? What/who is important to you?
- Describe the community you were raised in.
- What and/or who have been factors while you were making decisions to become involved in service?
- How did you get here from there? We are all on a journey of personal change, exploration, growth, and development; where are you at this point in your journey?
- Where are you going?

This activity can also be adapted for earlier in the trip. Fold a piece of paper in fourths and have participants draw their answer to one question in each of the spaces. For example, for an environmental trip, one of the questions may be "What does the environment mean to you?" or "What has been the most impactful part of the trip so far?" Afterwards, participants can share their drawings with the group.

Silent affirmations

Have participants sit in a circle, facing outward with their eyes closed, and have a few participants in the middle of the circle. Have someone read a list of positive affirmations (Google "silent affirmations" to find premade lists) and have the participants in the middle touch others on the head that apply to these statements. Have a set number of questions per session; make sure to switch the people tapping so everyone has an opportunity to tap others on the head.

MEAL PLANNING

Alternative Cooking

Food brings people together...but it is a challenge to shop, plan, and execute a meal with 12 people's differing opinions and taste buds. Here are some tips, suggestions, and clever ways to make mealtime delicious and enjoyable for all!

Food budget

Did you know...

- As of May 2016 about 15 percent or 1 out of 7 people in Michigan receive Supplemental Nutrition Assistance Program (SNAP) benefits. (These are often referred to as food stamps or a bridge card.) Of these recipients, 27% are children under the age of 18.
- There are currently 43,333 residents receiving these benefits in Ingham County alone.
- Recipients get an average benefit of \$4.31 per day.
- To qualify for SNAP assistance a two-member household cannot exceed an income of \$20,709.

How is the grocery budget determined?

The finance team does research about every trip and the cities that are being traveled to. The grocery budget is determined by the number of days at the site, the number of meals, the number of total people on the trip, and the average dollar amount that a person receiving SNAP assistance would be allotted per meal. Each trip will receive its own personalized grocery budget as no two trips are the same.

Notify the finance team if anyone on your trip has special dietary needs so we can adjust your budget accordingly.

What does this have to do with AB?

Alternative Breaks aims to give you the best experience possible in the community you will be traveling to. Part of this comes from fully immersing yourself in service and understanding how the population you are serving lives. As most of the areas we serve in are low income, we encourage participants to make food-shopping choices on a limited budget. This allows everyone to learn how difficult it is to avoid hunger, afford nutritious foods, and stay healthy without adequate resources. This serves as a chance to obtain a new perspective and a greater understanding for low-income families.

Before the voyage

- Most site leaders find it convenient to buy the food after they have arrived at their site. Vans are crowded with everyone's belongings, so it is best to save a little leg room and shop once you've arrived.
- Prepare. Discussing the week's meal plan is a great topic for one of your pre-trip meetings. This gives you the opportunity to ask about any special dietary needs and to plan meals that everyone will enjoy.
- Talk to your housing site about the cooking facility you will be working in. Ask about pots and pans, stoves, microwaves, ovens, eating utensils, etc. This will also help give you an idea of the meals you will be able to make.
- Keep in mind that leftovers are a blessing. Save them! They make for great snacks throughout the week.
- You may want to talk to your participants about food while on the road. ASB does not cover any of these costs, so it is best to alert them to bring money and pack their favorite snacks.
- Make sure you plan meals that are within your food budget. We will get into some examples later.
- Suggestion for the shopping trip: Have meals planned out on separate pieces of paper (including all ingredients) and pair two participants to shop for each meal. Keep an eye out for what is on sale.
- It is recommended that you buy only a few days' groceries at a time until you recognize how much food you actually need. Also, we often receive donations from the sites we are staying with.

Things from home

- Spices (salt, pepper, oregano, etc.) It is nice to “spice things up” without having to use the budget. Ask your participants if they have any to bring that they don’t mind sharing.
- Everyone should bring a reusable water bottle.
- Tell them to bring a lunch box/bag if they have one (it’s nice to avoid using brown paper bags).
- If the service site does not have dishes (plates, bowls, cups, silverware), have everyone bring a set from home to avoid buying paper plates and plastic silverware. We try to be as eco-friendly as possible in ASB.

Collect condiments before you leave. Ever wonder when all of those ketchup, mustard, and mayo packets in the fridge are going to be used? Bring them! These work great for lunches and cut down on the waste of buying large bottles for the week.

Cooking conversions

Measure	Fluid Ounces	Tablespoon	Teaspoon	Liter (L) / Milliliter (ml)
1 Gallon	4 Quarts	256 tbsp	768 tsp	3.8 L
4 Cups	1 Quart	64 tbsp	192 tsp	.95 L
2 Cups	1 Pint	32 tbsp	96 tsp	470 ml
1 Cup	8 oz	16 tbsp	48 tsp	237 ml
3/4 Cup	6 oz	12 tbsp	36 tsp	177 ml
2/3 Cup	5 oz	11 tbsp	32 tsp	158 ml
1/2 Cup	4 oz	8 tbsp	24 tsp	118 ml
1/3 Cup	3 oz	5 tbsp	16 tsp	79 ml
1/4 Cup	2 oz	4 tbsp	12 tsp	59 ml
1/8 Cup	1 oz	2 tbsp	6 tsp	30 ml
1/16 Cup	0.5 oz	1 tbsp	3 tsp	15 ml

Cooking during the trip

- ASB's recommendation is to pair people up to tackle dinner each night, giving them an opportunity to work with someone on their trip they haven't worked with before and the opportunity to take ownership of something.
- Since you will probably be eating lunch on site, make sure your lunch items are easily transportable. Ensure that participants have time in the morning (or before bed) to make their lunch for the day.
- Along with making their lunch, make sure your participants are up and ready with enough time to eat breakfast. It is important to get energy before a day filled with service.
- Mealtimes are a great way to bond with participants. Have fun!

Special dietary needs

It is important to consider everyone's special dietary needs to ensure you are being inclusive. ASB takes pride in its diversity and aims to accommodate everyone.

- **Vegetarian diet.** Does not eat any meat (including fish).
- **Vegan diet.** Does not eat any animal products (meat, eggs, dairy). It is important to look at labels when buying certain products to ensure they are vegan certified. Food companies like to sneak things in (there will be a label indicating it is vegan).
- **Gluten-free diet.** Does not eat anything containing gluten (products containing wheat, barley, or rye). There is gluten in many foods, so be sure to check the labels. You may have to buy a special brand for those who need gluten free. This can be expensive; let the finance team know so they can adjust your grocery budget accordingly.
- **Peanut allergy.** It is important to keep anything containing nuts in a separate area to avoid contamination and allergic reactions.

Culture

Food is an important factor of every culture, as it is a way to bring people together. It is important to do research on the culture you will be working with, to see what kinds of foods they eat, what they consider as "luxury food," and plan your meals accordingly. For instance, if cereal is a luxury food in the area you will be staying, it is going to be very expensive to plan for cereal as your breakfast food.

This is of special importance on international trips, but domestic trips should do a little searching as well.

Breakfast

The mornings before service are generally a bit rushed so it is nice to keep it simple. Here are a few suggestions for you. (Cost saving tip: Buy in bulk!)

- **Oatmeal.** Instant oatmeal is very easy to make and fast when crunched for time.
- **Cereal.** Who doesn't love cereal? Don't forget the milk.
- **Fruit.** Clementines, bananas, and berries.
- **Toast.** Simple, yet delicious.
- **Bagels.** Bagels and cream cheese are always a hit.
- **Coffee.** Get a head count on how many coffee drinkers you have before buying the supplies. Some of us can function without caffeine in the mornings, but some of us can't.
- **Juice.** For those who can survive without coffee.

Lunch

- **Sandwiches are great for lunch.** Peanut butter and jelly sandwiches are very cheap and always a hit. You can also buy meat for sandwiches, but this can get a little pricey. It is always a good idea to ask what kind of sandwiches your participants like most and go from there (don't just assume everyone likes ham).
- **Buy lunch snacks in bulk.** Present some options to the group and see what the top three to four snack choices are (apples, oranges, granola bars, chips, cookies, carrots, fruit cups, etc.).
- Leftovers can easily become lunches, especially if you have a microwave available.

Remember: Make sure your participants have enough time before bed or in the morning to pack their own lunches.

Dinner

- Get creative while working around participants' special dietary needs. There are always gluten-free options to meals, as well as serving meat separately for vegetarians.
- Remember to check the recipe to ensure it will feed your entire group—use your best judgment.

* = Vegetarian ** = Vegan

Easy Vegetable Pot Pie*

Ingredients:

1 (10.75 ounce) can condensed cream of potato soup
1 (15 ounce) can mixed vegetables, drained
1/2 cup milk
1/2 teaspoon dried thyme
1/2 teaspoon ground black pepper
2 (9 inch) frozen prepared pie crusts, thawed

Directions:

1. Preheat oven to 375 degrees F (190 degrees C).
2. In a medium bowl, combine potato soup, mixed vegetables, milk, thyme, and black pepper.
3. Spoon filling into bottom piecrust. Cover with top crust, and crimp edges to seal. Slit top crust, and brush with beaten egg if desired.
4. Bake for 40 minutes. Remove from oven, and cool for 10 minutes before serving.

Taco Soup*

Ingredients:

1 small onion
1 (1¼ ounce) packet taco seasoning
1 (1 ounce) packet ranch dressing mix
1 cup water
1 (15 ounce) can kidney beans
1 (15 ounce) can black beans

1 (15 ounce) can pinto beans
2 (15 ounce) cans diced tomatoes
1 (4 ounce) can chilies (diced jalapenos for a spicier flavor)
1 can whole kernel corn, drained

(you can add ground meat to this as well)

Directions:

1. Cook onion in large pot.
2. Add the seasoning packets with one cup of water to onion.
3. Then add the remainder of the ingredients into the pot and cook on medium heat for about 20 to 30 minutes. Turn to low and serve.
4. Add shredded cheese and sour cream.

Baked Ziti*

Ingredients:

1 (16 ounce) box of ziti
1 16 ounce of ricotta (part-skim)
1 (8 ounce) bag of mozzarella (more for topping)
1 egg
1 jar spaghetti sauce (1 cup for topping)
Parmigiana cheese

(you can add some kind of protein on top, keeping it separate for vegetarians)

Directions:

1. Preheat oven to 375.
2. Cook ziti according to box (al dente—approx. 10 minutes)
3. Add cheese mixture, 2 cups of sauce, and thoroughly drained noodles.
4. Spread in GREASED 9x13 pan.
5. Top with remaining sauce and mozzarella cheese.
6. Baked in 375-degree oven for 25 minutes.

Breakfast for dinner*

Ingredients:

Eggs
Pancakes
Bacon/sausage
Syrup
Butter

Chicken and Stuffing (Serves 12)

Ingredients:

12 boneless, skinless chicken breasts
32 ounces sour cream
1 bag of stuffing mix

Directions:

1. Preheat oven to 350.
 2. Spread half of the sour cream (16 ounces) in bottom of pan.
 3. Lay chicken breasts over that.
 4. Cover chicken with the remaining 16 ounces of sour cream.
 5. Sprinkle stuffing mix over top and cover with tin foil.
 6. Cook for about an hour.
-

Tacos*

Ingredients:

Hard and soft shell tacos/tortillas
Veggies
Spanish rice
Vegetarian refried beans
Salsa

HINTS: Keep meat separate for vegetarians; get vegan tortillas for vegans, or gluten-free corn shells for those with gluten allergies.

Fajitas*

Ingredients:

1 onion
Three green peppers
6 chicken breasts (can substitute for vegetarian folks)
2 to 3 envelopes of chicken fajita mix (depending on level of spiciness desired)
2 cups of water

Directions:

1. Cook chicken by boiling or broiling.
 2. Sauté vegetables to taste.
 3. Add water and fajita mix, and stir.
 4. Add blend to vegetables. Add chicken. Simmer.
 5. Serve in tortillas. Top with tomatoes, sour cream.
 6. Serve with rice and beans.
-

Veggie Scramble*

Serves 4 (multiply this one!)

Ingredients:

1 cup canned sliced mushrooms
2 cups frozen sliced peppers and onion medley
4 large eggs, beaten
1 cup shredded low-fat cheddar cheese

Directions:

1. In a skillet coated with non-stick cooking spray, cook mushrooms and frozen veggies (cook 2–3 minutes, until heated through).
2. Pour eggs into skillet and stir gently to cook thoroughly.
3. Remove from heat, sprinkle with cheddar and cover for 2 minutes.

Red Beans and Rice Casserole*

Tip: If you don't have all the spices: no worries!

Ingredients:

2 cans of red beans
Rice
Diced tomato
Minced garlic
Fresh onion
Chili powder
Cilantro
Olive oil (for sautéing)
Knorr dry mushroom soup mix (contains gluten)
Water
Shredded cheddar cheese

Directions:

1. Prepare ten servings of rice according to the instructions on box/bag.
2. While rice is cooking, finely chop about 1/2 of small onion.
3. Sautee garlic and onion in a pan with a little olive oil.
4. When they start to brown add the diced tomato.
5. In separate saucepan, combine soup mix with 3/4 cup hot water to make a smooth sauce.
6. Stir in pinch of thyme and 1/2 teaspoon of parsley flakes. Heat gently, stirring frequently for 3 to 4 minutes.
7. Rice, beans and soup mix should all be ready about same time. Fluff rice with fork. Drain beans; fold beans and soup mix into rice.
8. Place mixture into casserole or Dutch oven. Sprinkle top with paprika.
9. Heat in 350-degree oven until top is slightly dry and casserole is steaming.

Recipes with Estimated Costs

Easy spaghetti/pasta

Ingredients and amounts	Approximate price
Ground beef (1-1 1/2 lbs.)	\$5-8
Noodles (one big box or two small boxes) *Any type	\$3-4
Large tomato sauce	\$4-5
Sun-dried tomato alfredo sauce	\$3
Onion, 1/2 cup or hefty sprinkle	\$1
Garlic, 3 cloves or hefty sprinkle (enough for the week)	\$2
Easy sides:	
Garlic bread (Buy a loaf of French or Italian bread, garlic, and butter. Or buy premade)	\$3-4
Salad and dressing	\$6
Approximate price for meal	\$33, or \$2.75/person

Tacos

Ingredients and amounts	Approximate price
Ground beef (1 or 1 1/2 lbs)	\$5-8
Chicken breast or tenderloins (3 or 4 breasts)	\$6-7
Taco or fajita seasoning (2)	\$2
Onion (1/2 cup)	\$1
Garlic (buy 2 cloves for each person; can use for multiple recipes)	\$2

Ingredients and amounts	Approximate price
Tortillas (flour or corn)	\$4
Shredded lettuce/leftover salad	\$2
Tomatoes (3)	\$3
Sour cream	\$3
Mexican shredded cheese	\$3
Easy sides:	
Salsa (pre-made)	\$3-4
Tortilla chips	\$3-4
Guacamole (pre-made or you can make yourself)	\$6
Approximate price for meal	\$49, or \$4-5/person

Hamburgers and hot dogs

Ingredients and amounts	Approximate price
Beef or turkey patties (Can buy packs of about 10 frozen patties)	\$10 each
Hamburger buns (2 packs of 8)	\$6
Hot dogs (1 pack of 8)	\$4
Hot dog buns (1 pack of 8)	\$3
Ketchup	\$3
Mustard	\$2
Mayonnaise	\$3
Lettuce	\$1

Ingredients and amounts	Approximate price
Tomato	\$1
Fries (1 large package)	\$4
Cheese	\$3
Approximate total for meal	\$40 or \$3-4/person

Breakfast for dinner

Ingredients and amounts	Approximate price
Pancake mix	\$3
Fruit (blueberries or strawberries or bananas)	\$10-12
Eggs (18 pack)	\$3
Bacon or turkey bacon	\$10
Chocolate chips	\$2
Bread	\$2
Approximate total for meal	\$32 or \$3/person



COMMUNITY PARTNER RESOURCES

Community Partner Agreement Commitment Form (CPA Part 1)

This can be done via Google Doc, Google Form, or Word.

Community partner (CP) information

- Name of community partner/service site
- CP full address
- CP primary contact name
- CP primary contact phone and email
- CP website
- CP Facebook page

Which break are you able to accommodate students?

- Winter, spring, summer, other?

Service information

- During the above break weeks, which days and times would be good service days?
- Is there a service fee? If yes, state how much and indicate if the cost is per person or per trip.
- Is food included in the service fee?

Housing options

Onsite

- Is there onsite housing? If yes, is there an additional cost? If yes, is that per person or per trip?
- Housing site full address
- Housing contact information, if different from CP contact information

Offsite

- Please provide a list of low cost housing recommendations that could accommodate 12 people. Housing options could include community centers, faith based organizations, hostels.
- If possible, provide name of housing, contact person, and phone and/or email.

Finances

- Is there a deposit required for service site? If yes, deadline?
- If onsite housing, is there a deposit for housing? If yes, deadline?

Additional information

- Provide any additional information or comments that would be helpful in planning an alternative break trip.

Community Partner Agreement Confirming Information/Roles and Responsibilities (CPA Part 2)

Cover letter

Information for cover letter:

- Thank you for hosting
- Introduction and history of program
- Mission of program
- Explain responsibilities
- Signature

Responsibilities of each party

Examples are provided below, but should be tailored to your program.

Responsibilities of the Community Partner

Prior to trip

- Provide a designated staff member to work with student leaders to develop a meaningful alternative break—one that focuses community needs, assets, and social issue goals while providing space for students to engage, learn, and immerse themselves in the culture of the community.
- Assist student leaders in locating housing and kitchen facilities to use during the AB@MSU.
- Communicate expectations regarding service activities, expected behavior, organization requirements, packing list, and other concerns with student leaders.
- Contact student leaders directly in case of changes of plans or to discuss challenges.
- Provide educational materials related to the social issue prior to the trip.

During the trip

- Provide site and social issue orientation to students upon arrival.
- Provide supervision to student volunteers during their service.

- Participate in post-service reflection, where appropriate.
- Support the development of relationships between students and community members.
- Provide reasonable safety measures for the students' working environment.
- Provide 30 to 40 hours of service and have backup projects in case of unexpected problems or early completion of tasks.

After the trip

- Evaluate overall experience by submitting a Community Partner Evaluation Form.
- Complete next year's Community Partner Agreement to ensure our participation for next year (if appropriate).

Responsibilities of AB@MSU [insert name of program]

- Train and prepare student leaders in best practices of alternative breaks based on the following topics: organizing pre-trip education trainings and post-trip activism, creating and managing a budget, intercultural sensitivity and communication, logistical planning, teaching participants about social justice and service, and facilitating the group's education in an engaging and interesting way.
- Communicate with service site prior to trip and during the trip to confirm trip details, challenges, or any change of plans.
- Lead AB participants through developing issue-focused education, orientation, and training (including root causes), provide training on basic concepts of social justice, and facilitate reflection and reorientation.
- Coordinate all logistics while on the trip, including transportation, food, housing, and activities.
- Ensure that there is a productive and positive group dynamic.
- Arrive on time to arranged meetings, participate fully, and be flexible when necessary.

Trip details

This information is based on the information your organization provided in CPA Part 1. Please review the information and make any necessary changes. Save your changes in RED, save the document as revised, and email it back to me by [insert deadline date].

ASB Program name: _____

Dates of trip: _____

Which college break: _____

Arrival date: _____

Departure date: _____

Number of volunteers: _____

Service days/times: _____

Service Site Information: _____

Community partner: _____

Address: _____

Primary contact person: _____

Phone: _____

Email: _____

Service fees: _____

Food included in fee: _____

Onsite Housing

Fees: _____

Address: _____

Primary contact: _____

Offsite Housing Options

Finances

Deposit required: _____

Amount: _____

Due date: _____

Additional Information

I, _____, confirm the above information is correct and that if there are changes to this agreement I will notify AB@MSU as soon as possible.

(Sign and Date)

Marketing the trip

AB@MSU applications will open [insert date]. Students select their trip based on the social issue(s) description alone. The location is not revealed until after their acceptance into the program. Over time this has become a practice that allows the students to be engaged from the beginning instead of selecting a trip based solely on the location of the trip.

As you can imagine, it is extremely important that the information on the application be such that students will want to get involved. We would like your input on what information is to be provided. Please fill out the following:

Trip Information (due by [insert date])

Trip name (10 words or less): _____

Social issue(s): _____

Trip bio (100 words or less): _____

Example from past ASB trip:

Trip name: **Rebuilding the Lives of Refugees**

Social issue: Immigration/Refugees

Trip bio: The world's worst humanitarian crises force millions of refugees to abandon their homes as a result of war or disaster. This nationally accredited organization allows participants to work directly with refugees from around the world to provide language lessons, employment counseling, health care education, and interaction with youth programs.

Promotional videos

To make the trips even more intriguing, we would like to add promotional videos to the trip information. Again, this will capture their attention and make it personal right from the beginning. If interested, please record yourself via phone (90 seconds max) while answering any or all of the following questions. It is VERY important not to give away your location or organization's name. Please email this video to [email address] by [deadline date].

Video Questions

(You may select to answer Nos. 1–4 or only select No. 5):

1. What does it mean for the community and the community partner when 12 students come down for a week?
2. Can you explain the social issues that your nonprofit addresses and how your work impacts the community?
3. Why do you do this work? What got you started?
4. Why is service important to you?
5. Tell the story of an ideal week with college students. What were the goals, outcomes, and impacts on the organization and/or the community?

Work Plan (CPA Part 3)

What will participants accomplish through direct service?

Categories	Examples	Your Organization's Response
Objectives How will the service impact the community or your agency in a broad sense?	Provide three information session about HIV/AIDS and develop one brochure; complete building one home	
Activities What will students be doing?	Share information about HIV/AIDS with our community members; improve affordable housing access in our community	
Preparation What preparation do you need from the student leaders?	Students will have knowledge about HIV; practice construction skills and learn about issues related to housing; students will bring work gloves	
Intended outcome How will you know your work with the students has been a success?	Community members will gain core knowledge of HIV/AIDS; one completed house; students gain confidence in math skills	

This Community Partner Agreement takes effect when signed by both parties, indicating their agreement with the responsibilities outlined above.

Community Partner Representative

Date signed

Alternative Break Representative

Date signed

ALTERNATIVE BREAK EVALUATION FORMS

Evaluation for the Community Partner

Dear Community Partner Representative:

This evaluation is designed to assess the effectiveness of the AB@MSU program. Your honest responses to the following questions will help us improve the program in the future. Please write legibly. Your feedback is greatly appreciated.

Organization name: _____

1. Did the service provided make the full impact you anticipated or hoped it would make on your community and/or your organization? Please explain why or why not.

2. How many of the activities/tasks that you assigned were completed? Was there enough work for all of our members to remain occupied and productive?

3. Did the site leaders communicate well with you prior to and during their week of service? If not, please explain.

4. Is there additional training or preparation that our students could have engaged in prior to their arrival to make their service more impactful?

5. Were the participants cooperative and easy to work with? If not, please explain.

6. Did our members interact with the community appropriately? If not, please explain.

7. Please provide an estimated number of direct service hours worked per person this week.

8. Would you be interested in working with MSU ASB in the future? If not, please explain.

Evaluation for the University Partner

Dear [insert university partner name]:

This evaluation is designed to assess the effectiveness of the AB@MSU program. Please take time to respond openly and legibly to the following questions so that we can improve the program in the future. Feel free to add any additional relevant comments or concerns on the back.

1. What do you think your role as a university partner entails?

2. How can the university partner role be expanded?

3. Please rate your site leaders on the following, using a scale from 1 to 5, with 1 being the lowest score and 5 being the highest. Please make comments to give us a better understanding of your rating.

Pre-trip planning and communication	1	2	3	4	5
Group meetings	1	2	3	4	5
Onsite organization and facilitation	1	2	3	4	5
Group reflection	1	2	3	4	5
Overall leadership abilities	1	2	3	4	5

Comments:

4. Should the site leaders be considered for future leadership? Why or why not?

5. Did your group encounter any problems? Yes or No

If yes, please explain what the problems were and how they could have been avoided.

6. Do you have any suggestions on how to improve the quality of the program (that are not financially related)? (e.g., pre-trip planning)

Other comments/suggestions:

Measuring impact

The Active Citizen Continuum Self-Evaluation has been designed to measure the impact that [insert name] has on its participants. Please be honest and take time to think about each question.

Active Citizen Continuum

Member

Not concerned with his or her role in social problems.

Volunteer

Well-intentioned, but not well educated about social issues.

Conscientious citizen

Concerned with discovering root causes: Asks why?

Active citizen

Community becomes a priority in values and life choices.

1. Regarding the Active Citizen Continuum, please circle where you believe you were **before** the trip. Remember, it does not matter where you start! We appreciate your honesty.

Member

Volunteer

Conscientious Citizen

Active Citizen

2. Please circle where you fall on the continuum **after** completing your trip.

Member

Volunteer

Conscientious Citizen

Active Citizen

3. Did you move along the continuum? If so, please explain what component(s) of your trip led to this progression.

4. How has your experience caused you to think about your major, graduate school plans, or career path?

5. Has your trip inspired you to become more involved in your own community? If so, please explain what you plan to do.

Evaluation for the Site Leader(s)

Dear [insert name]:

This evaluation is designed to assess the effectiveness of the AB@MSU program. Your honest responses to the following questions will help us improve the program in the future. Please write legibly. Thank you!

1. What was the most positive part about your group's experience? The most negative?

2. Were there any problems that your group encountered? If so, how could these be avoided in the future?

3. Do you feel prepared for this role? Is there anything you would change or add to the training you received?

4. Overall, please rate the following as being "excellent," "average," or "poor," and comment on each aspect of the trip planning.

Housing:	Excellent	Average	Poor
Service work:	Excellent	Average	Poor
Transportation:	Excellent	Average	Poor
Service contact:	Excellent	Average	Poor

5. If you could change one thing about your trip, what would it be?

6. What kind of resources, activities, etc. did you use to help educate your participants about the social issue? Please be specific, as this will be used for next year's trips.

7. How relevant do you feel the social issue is currently (in the media, politics, your everyday life, etc.)? Was it a worthwhile social issue to include in the program? Why or why not?

8. Was the program planning team helpful as a resource in pre-trip planning? What are some suggestions for next year?

9. Was your university partner a valuable resource? What are some suggestions for next year's university partners? Would you recommend your university partner for future trips? If you didn't have a university partner, please state so.

Do you have any additional comments/concerns?

Measuring impact

The Active Citizen Continuum Self-Evaluation has been designed to measure the impact that [insert name] has on its participants. Please be honest and take time to think about each question.

Active Citizen Continuum

Member

Not concerned with his or her role in social problems.

Volunteer

Well-intentioned, but not well educated about social issues.

Conscientious citizen

Concerned with discovering root causes: Asks why?

Active citizen

Community becomes a priority in values and life choices.

1. Regarding the Active Citizen Continuum, please circle where you believe you were **before** the trip. Remember, it does not matter where you start! We appreciate your honesty.

Member

Volunteer

Conscientious Citizen

Active Citizen

2. Please circle where you fall on the continuum **after** completing your trip.

Member

Volunteer

Conscientious Citizen

Active Citizen

3. Did you move along the continuum? If so, please explain what component(s) of your trip led to this progression.

4. How has your experience caused you to think about your major, graduate school plans, or career path?

5. Has your trip inspired you to become more involved in your own community? If so, please explain what you plan to do.

FUNDRAISING

If your program requires students to pay for an AB@MSU trip, you may want to consider options for raising funds. Asking for money can be tricky, especially from businesses. Many businesses require a tax ID number when giving your program funds directly or hosting a fundraising event. How your AB program is administered will determine whether you will be permitted to use the MSU tax ID number. Prior to fundraising, discuss this with your administrator. Or, if you are a registered student organization (RSO), discuss options with the MSU Student Life Office. That conversation will determine whether your AB@MSU is permitted to use the MSU tax ID number. If you are your own nonprofit agency through the IRS, you will be able to use your own tax ID number.

It's not only about money: Invite people to participate in other ways that may be just as beneficial. Fundraising is not purely about getting money. It is about inviting folks to be a part of your work. Asking for money is difficult, but the truth is, people should have the option to say yes or no. If you do not ask, you take decision-making power away. Not asking due to an assumption of their financial situation becomes an act of injustice. That being said, if people are not in a place to extend financial support, give them another option: Ask them to support you on social media, attend an event, or simply write a note letting you know how they are doing.

Fundraiser examples:

Programs permitted to use the MSU tax ID number

- Sponsorship opportunities
- Letter-writing campaigns
- Restaurant fundraisers:
 - Insomnia Cookies
 - Pizza House
 - Noodles and Company
 - Hungry Howie's
 - Chipotle
 - Dublin Square
 - Harpers
 - Bagger Dave's
 - Buffalo Wild Wings
 - Little Caesars Pizza
 - Tropical Smoothie

Registered student organizations

(Contact Student Life for guidance)

- 5K event
- Welzoo
- Merchandise sales
- Bake sale
- ASMSU grants
- Can drives
- Car washes
- Hall government requests
- Letter-writing campaigns

ACCIDENT/INCIDENT REPORT FORM

Date/time/location of accident/incident

Date: _____	Time: _____	Location: _____
----------------	----------------	--------------------

Description of accident/incident

Names of all parties involved in the accident/incident

Name	Phone	Injured
		Y / N
		Y / N
		Y / N
		Y / N
		Y / N
		Y / N

Witnesses	
Full Name	Phone

Investigating officers (if applicable)			
Name	Agency	Phone	Incident #

Was medical treatment given? If yes, please explain below:

Signatures

Two signatures required:

Name of person completing this form

Signature

Person responsible for program (MSU STAFF)

Signature

PARTICIPANT DISMISSAL FORM

Trip Name: _____

Trip Location: _____

I understand that due to my inappropriate behavior, which is a direct violation of the AB Alcohol and Illegal Drug Policy [or other general policy] that I signed upon acceptance into the program, I am no longer eligible to participate in this program.

I understand that, effective immediately, I am no longer affiliated with the AB@MSU program. Consequently, Michigan State University and [insert ASB representative name] will not be responsible for anything that may occur during my travels after I have left the group.

Detailed documentation of violations(s) (to be completed ASB Representatives)

[illegible]

By signing this form, I agree to release Michigan State University and Michigan State University Alternative Spartan Breaks and anyone associated with the two organizations from liability related to anything that happens while I am not part of the group.

Participant Printed Name

AB Representative Printed Name

Participant Signature

AB Representative Signature

Effective Date

Effective Time

Trip Name: _____

Trip Location: _____

- ☐ I will not be traveling **from campus to** the trip location with the ASB group.
- ☐ I will not be traveling **to campus from** the trip location with the ASB group.
- ☐ I will not be completing the alternative break and will be leaving the program early.

I understand that I am voluntarily traveling without the ASB group of my own free will, and that I will not be affiliated with the Michigan State University Alternative Spartan Breaks program during that time. Consequently, Michigan State University and ASB will not be responsible for anything that may occur during my travels while not with the group.

By signing this form, I agree to release Michigan State University, Michigan State University Alternative Spartan Breaks, and anyone associated with these two organizations from liability related to anything that happens while I am not part of the group.

Participant Printed Name

AB Representative Printed Name

Participant Signature

AB Representative Signature

Date

Date

ALTERNATIVE BREAK TRIP INFORMATION/ OUTLINE

FYI: Parents and administrators may be reviewing them, so make them professional

Trip information

Trip Name: _____

Trip location (city, state, country): _____

Agency information

Agency name: _____

Address (street, city, state, country): _____

Phone: _____

Email: _____

Website: _____

Lodging information

Agency name: _____

Address (street, city, state, country): _____

Phone: _____

Email: _____

Website: _____

Is the housing onsite? If not, approximately how far from service site? _____

Nearest hospital and/or medical facility

Hospital /medical facility name: _____

Address (street, city, state, country): _____

Phone: _____

Trip route

Driving trips:

- Include a Google map (East Lansing to location)
- If you are a two-day trip, include information on travel hotel

Flight trips:

- Flight details (airport, flight number, group confirmation numbers, and flight times)
- Options for getting to airport: Michigan Flyer, on own
- Time to arrive to airport (at least 1 hour for domestic, 2 hours for international)
- Ground transportation once you have arrived in location

Initial Car Groups	
Van 1 Passenger Names	Van 2 Passenger Names

Contact information

Advisor or staff member at MSU responsible for AB program		
Full Name	Cell Phone	Email

Site Leaders		
Full Name	Cell Phone	Email

Participants		
Full Name	Cell Phone	Email

University Partner (if applicable)		
Full Name	Cell Phone	Email

Packing list

Pack light, roll instead of fold, etc.

What to bring (be specific for your trip):

- Clothing
- Toiletries
- Prescription medications
- Miscellaneous: Reusable water bottle; mess kit with plate, fork, spoon, knife, bowl, cup; lunch box

What NOT to bring:

- Valuables (laptop)
- Illicit drugs or alcohol

Itinerary

Be as specific as possible for each day of the trip

Day, Date	
Time of Activity	Activity Description

Free day

- Activities need to be approved by the Center for Service-Learning and Civic Engagement.
- Explain in detail your free day plans.
- Even if your free day is confirmed, please list all possibilities.

Ideas for free time at night

List suggestions

Social media guide

List different social media platforms that you would like your participants to use

- Facebook, Twitter, Instagram, etc.
- Hashtags
- Blogs

PHOTO RELEASE AND WAIVER

Whereas Michigan State University (MSU), including its employees and any person or entity authorized by the University, is engaged in a video and/or photographic project, and I have agreed to appear in it and perhaps to participate in related activity, and I acknowledge that such is mutually beneficial or desirable;

Whereas I understand that my voice, name, and image, as well as performed materials in any form, will be recorded by digital and various other means, I hereby freely give to MSU such recordings, including all parts and reproductions (collectively Released Subject Matter), and the unrestrained right, forever, to own, use, and alter the same, as MSU sees fit and for any purpose. Without limiting the generality of the foregoing, I grant MSU the unrestrained right to use the Released Subject Matter in connection with the project's advertising, publicity, promotion, and public displays. I accept that the Released Subject Matter is MSU's property to use or not use as it chooses.

To the extent permitted by law, I waive all claims I may have or may acquire against MSU, including for any copyright or trademark violation, as well as defamation, invasion of privacy, right of publicity, and any other alleged loss or injury, arising in connection with the Released Subject Matter. This Release and Waiver is governed by Michigan law.

I HAVE READ THIS RELEASE AND WAIVER. I UNDERSTAND IT AND I WILL HONOR IT. I AM AGE 18 OR OLDER, UNLESS INDICATED OTHERWISE BELOW.

Signature _____

Printed name _____

Street address _____

City, state, and ZIP code _____

Phone _____ Email _____

IF MINOR, PLEASE IDENTIFY _____

THE MINOR'S PARENT OR GUARDIAN MUST SIGN AND COMPLETE THIS RELEASE AND WAIVER

Parent/Guardian printed name and signature

Adopted from <http://cabs.msu.edu/photo/index.html>



MICHIGAN STATE
UNIVERSITY

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