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INTRODUCTION

We at the Center for Learning in Action (CLiA) are pleased to share this all-in-one resource for those interested in leading a spring break service trip for Williams students. Available in print and on our website, it combines our already extensive online guidance with additional information culled from other sources, notably American University’s Guide to Planning an Alternative Break Trip and Stanford University’s Haas Center for Public Service.¹

Break Out Trips (BOTs) epitomize the student-facing mission of the Center for Learning in Action (CLiA). Through these College-sponsored spring break ventures, students (and sometimes, faculty and staff) simultaneously serve and learn through collaboratively developed short-term volunteer projects. BOTs offer opportunities for students to appreciate the challenges of social justice work through ethically designed, immersive experiences capable of transforming them as well as their host communities.

The BOTs Program, like the other extracurricular experiential learning opportunities organized by CLiA, is structured to help students learn along multiple dimensions. Through careful planning and preparation, trip leaders help their teammates engage in frontline social justice work while deepening their understanding of themselves, their peers, their host communities, and the possibilities and pitfalls of collective action. Ideally, BOTs participants grow intellectually, socially, politically and spiritually and connect their experiences and insights to their academic learning.

Well-designed trips follow the key community-engagement principles of humility, respect, inclusion, reciprocity, responsibility, reflection, and analysis.² Accordingly, projects should be developed in response to the expressed needs of the communities that prospective leaders aim to serve. Leaders help their team members recognize their own privileges and limitations, challenging them to understand better the needs, talents, interests and expectations of those with whom they will be working. In addition, trip leaders attend to important practical considerations, including safety and relevant skill-based training.

Past trips have ranged widely. Some have focused on housing and food insecurity; others, public health, education, spirituality and civil rights. Locations have also varied greatly. Within the United States, teams have traveled to Boston, Austin, New York, New Orleans, Tuscaloosa and a Navajo Nation Reservation. International work has involved projects in Central America, the Caribbean, Ghana and China. Summaries of all the service trips since 2015 are viewable in the Break Out Trips section of the CLiA website (https://learning-in-action.williams.edu/opportunities/bot/).

New for 2019-2020

Thanks to the generosity of President Maud Mandel and Senior Staff, we are able to pilot some changes this year that will increase equity:

- Because of additional funding allocated to the program on a pilot basis, there will be no group fundraising requirement.
- Individual participant contributions will be capped: $200 for domestic trips and $400 for international ones.
- We have been given permission to adjust participants’ required contribution according to financial aid level. With this increased financial support, some participants’ required contributions could be as little as $50 or even lower, depending on the particulars of a given trip.

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³ An excellent exploration of these philosophical principles along with more practical considerations such as "safety and wellbeing" can be found in the Haas Center's Statement of Principles of Ethical and Effective Service (https://haas.stanford.edu/about/about-our-work/principles-ethical-and-effective-service).
Trip leaders will be expected to run more comprehensive team preparation with the help of expanded program resources including this manual. Leaders will organize three special sessions focused on a) team-building, b) cultural, political and economic issues and context, and c) engaging and confirming plans with the trip host(s).

Finally, trip leaders can apply to receive Winter Study academic credit for some of their Break Out Trip preparation work through PSCI 21: Fieldwork in Public Affairs and Private Nonprofits.

**Types of Trips**

There are three types of Break Out Trips at Williams:

- **Student initiated trips:** These trips are initiated, planned, and developed by individual students or student groups. They must be approved by the Break Out Trip Committee of the Center for Learning in Action, and comply with all relevant college policies and procedures. This guide is designed primarily for student-initiated trips.

- **Staff or administrative unit initiated trips:** These trips are initiated by a particular campus center or of ice and are led by staff from that unit. Though they typically do not receive financial support from the Break Out Trips program, they still must comply with all relevant college regulations and procedures. Examples of staff-led trips include the Grand Canyon Service Trip organized by the Williams Outing Club and the Tuscaloosa Trip run by the Chaplains' Office.

- **Faculty or academic unit initiated trips:** These trips are developed by faculty as part of an academic course or an academic unit enrichment program. They receive funding from sources other than the BOTs program but still must comply with appropriate departmental and college regulations and procedures. A recent example of this type of trip: the Hurricane Recovery Service Trip to Puerto Rico run by Professor Merida Rua (as a fieldwork component of American Studies 252: Puerto Rico and its Diaspora) offered during Spring 2019.

**Criteria for Approving Student-Led Trips**

Proposals will be examined by the Break Out Trip Committee (made up of staff and students), and must meet basic criteria in order to qualify for funding. Proposals may be given tentative or conditional approval depending on available program funding. In such cases, students may be asked to revise some aspect of their proposal in order to receive support. Student organizers may meet with members of the BOT Committee during the revision process.

Proposals are reviewed based on the following criteria:

- Clear articulation of the social justice theme(s) of the proposed itinerary and activities
- Trip is well-thought out and well-planned, with specific sites and hosts determined.
- Trip is feasible, safe, and financially responsible. Additional priority will be given to lower-cost (especially local/regional) trips and domestic (U.S.) trips.
- Participants have connections to on-site local organizations, individuals or trip service providers who are well-equipped to host the trip.
- Students proposing trips have some knowledge of the destination and of the project. Prior experience with organizing an alternative break or similar project is a plus.
- Where applicable, students proposing trips have foreign language ability and experience in the host culture or region.
- Additional priority will be given to trips with a dedicated faculty or staff advisor
ORGANIZING A BREAK OUT TRIP

Basic Steps of Planning a Trip

The following is a quick overview of the steps to be taken. Please see the timetable on the following page for more details:

- Interested students attend one of the information sessions and consult the manual for guidance.
- Potential trip leaders confer with the Break Out Trip Coordinator or other staff or faculty for strategic advice.
- Student trip leaders complete and submit the proposal for preliminary approval of a trip through the Center for Learning in Action's online form.
- The Break Out Trip Committee evaluates proposals.
- Student trip leaders, once trip proposal has preliminary approval, handle start-up:
  - Establish trip-specific account with coordinator.
  - Recruit a faculty or staff advisor who will help prepare the group for the trip.
  - Advertise and promote trip and recruit participants.
- Student trip leaders refine and finalize trip itinerary:
  - Social justice theme, agenda, activities
  - Community service projects, activities
  - On-site logistics: lodging, transportation, meals, activities, facilitators, etc.
  - Detailed schedule for each on-site day, including orientation and debriefing sessions
  - Packing list: clothing, toiletries, medicine, supplies, etc.
  - Provide on-site contact numbers
- Student trip leaders refine and finalize trip costs:
  - Transportation to/from site and on-site, if relevant
  - Lodging and meal expenses
  - Immunization and visa costs
  - Miscellaneous
  - Finalize cost per participant
  - Determine contracted prepayment options and payment schedule
- Student trip leaders conduct pre-departure information/orientation sessions for participants:
  - Session 1: Teambuilding, Basic Trip Information and Process Review
  - Session 2: Expert Presentation on Cultural, Political and Economic Issues and Context
  - Session 3: Site Host Check-In and Trip Participant Roles & Responsibilities Confirmed
- Students go on trip!
- Student trip leaders plan and conduct post-trip evaluation and other follow-up:
  - Provide summary report with evaluations and photos to BOT coordinator.
  - Send thank-you notes, share photos, and ask for constructive feedback from trip hosts.
  - Continue with follow-up activities, including connecting other campus entities to the host organization and identifying potential leaders for future trips.

Source of most items on this list: Guide to Planning an Alternative Break Trip by the Office of Campus Life, Community Service Center, American University
# Trip Planning Timetable

For 2020 trips, the tentative timetable for Break Out Trip preparation is as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple Key Fair</td>
<td>Thursday, September 5, 2019</td>
<td>Towne Field House, 8-10pm</td>
</tr>
<tr>
<td>Information Sessions for Prospective Trip Leaders</td>
<td>Sunday, September 22, 2019</td>
<td>Paresky 220, 5:00-6:00pm</td>
</tr>
<tr>
<td></td>
<td>Tuesday, September 24, 2019</td>
<td>Paresky 220, 8:00pm-9:00pm</td>
</tr>
<tr>
<td>Opening of Trip Proposal Process</td>
<td>Wednesday, September 25, 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closing of Trip Proposal Process</td>
<td>Monday, October 14, 2019</td>
</tr>
<tr>
<td></td>
<td>Proposal Acceptance Notification</td>
<td>Tuesday, October 22, 2019</td>
</tr>
<tr>
<td>Required Meeting for Leaders</td>
<td>Sunday, October 27, 2019</td>
<td>TBD, 5:30pm</td>
</tr>
<tr>
<td>Participant Application Opens</td>
<td>Sunday, October 27, 2019</td>
<td></td>
</tr>
<tr>
<td>Individual Trip Q&amp;A Sessions for Prospective Participants</td>
<td>October 28 - November 1, 2019</td>
<td>Various (See Schedule), 7-10pm</td>
</tr>
<tr>
<td>Deadline to Submit Participant Selection Criteria</td>
<td>Friday, November 8, 2019</td>
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<tr>
<td>Participant Application Closes</td>
<td>Sunday, November 10, 2019</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Participant Acceptance Notification</td>
<td>Sunday, November 24, 2019</td>
<td></td>
</tr>
<tr>
<td>Deadline to Enroll in Selected Trip</td>
<td>Monday, December 2, 2019</td>
<td>5:00pm</td>
</tr>
<tr>
<td>Welcome Dinner for All Trip Leaders &amp; Participants</td>
<td>Thursday, December 5, 2019</td>
<td>TBD, 5:30-7:30pm</td>
</tr>
<tr>
<td>Detailed/Updated Budget Submission Deadline</td>
<td>Sunday, December 15, 2019</td>
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<tr>
<td>Travel Itinerary &amp; Travel Data Form Submission Deadline</td>
<td>Sunday, December 15, 2019</td>
<td></td>
</tr>
</tbody>
</table>

- BOT Proposal Form
- Q&A Session Schedule
- 2020 Participant Application Form
- 2020 Trip Summaries
- Participant Travel Data Form (for trips with air travel)
- Participant Health & Emergency Information Form (for trips without air travel)
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Work Plan, Updated On-Site Work Schedule &amp; Budget Status Report Submission Deadline</td>
<td>Friday, January 10, 2020</td>
</tr>
<tr>
<td>Dinner &amp; Workshops for All Trip Leaders &amp; Participants</td>
<td>Thursday, February 13, 2020</td>
</tr>
<tr>
<td>Trip Leaders Dinner</td>
<td>Thursday, February 27, 2020</td>
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<tr>
<td>Spring Break</td>
<td>March 21 - April 5, 2020</td>
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<tr>
<td>Debriefing Sessions</td>
<td>Tuesday, April 7, 2020</td>
</tr>
<tr>
<td>● RSVP for Debriefing Dinners</td>
<td>TBD, 6:30-8:00pm</td>
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<tr>
<td></td>
<td>Thursday, April 9, 2020</td>
</tr>
<tr>
<td></td>
<td>TBD, 6:30-8:00pm</td>
</tr>
<tr>
<td>Host &amp; Participant Evaluation Deadline</td>
<td>Tuesday, April 14, 2020</td>
</tr>
<tr>
<td>Trip Leader Final Report Deadline</td>
<td>Sunday, April 26, 2020</td>
</tr>
</tbody>
</table>

**Roles & Responsibilities**

**Center for Learning in Action (CLiA)**

[https://learning-in-action.williams.edu](https://learning-in-action.williams.edu)

The Center for Learning in Action (CLiA) is the primary sponsoring and organizing department for Break Out Trips. The Break Out Trip Coordinator is housed in CLiA, along with other staff members who can be helpful resources throughout the trip planning process. CLiA can assist you in identifying volunteer opportunities and potential host organizations, and in developing the service components and social justice themes of your trip. CLiA also coordinates the Break Out Trip Committee and serves as the liaison with other campus departments that may have additional resources to offer.

CLiA must approve all Break Out Trips trips prior to advertisement, monitor the participant selection process and final rosters, track receipt of all necessary forms from trip leaders and participants, and ensure compliance with all required trip planning steps throughout the process, including after the trips.

**Break Out Trip Committee**

The Break Out Trip Committee serves as the review committee for all trip proposals. Chaired by the Director of the Center for Learning in Action, it includes staff members from CLiA, the Chaplains’ Office, the Zilkha Center for Environmental Initiatives, and, in a given year, may also include additional staff members. The committee also includes 2-3 students each year, with one representing Lehman Community Engagement and another being a student who has previously led (or at least participated in) a prior year’s trip.

**Break Out Trip Coordinator**  
*Colin Ovitsky, Administrative Coordinator, Center for Learning in Action*

The Break Out Trip coordinator oversees the Break Out Trips planning process, budget and website, and is responsible for ensuring the trips are conducted in accordance with Williams College guidelines and protocols. The coordinator is the primary point of contact for all student trip leaders and participants, schedules and hosts all information and debriefing sessions, provides assistance and
guidance in promoting Break Out Trips, planning travel, programming and scheduling orientations, and training student leaders and trip teams.

**Student Trip Co-Leaders**

Break Out Trips are required to have two student leaders. Student trip co-leaders, with assistance from the Break Out Trip Committee and coordinator, initiate and propose trips, plan the itinerary, handle logistics, and communicate regularly with trip participants and the coordinator.

**Qualifications:**
- Has participated in previous Break Out Trip(s) or has comparable travel experience
- Is in good college standing (academic and disciplinary)
- Commits to fulfill all trip leader responsibilities listed below
- Has knowledge of destination, including language skills if traveling internationally
- Has demonstrated leadership skills and commitment to social justice

**Responsibilities:**
- Research your destination and relevant program providers.
- Develop a detailed budget for your trip.
- Complete a partnership agreement and work plan with your host organization.
- Recruit participants, read and respond to all applications.
- Work on a consulting basis with the Break Out Trip Committee.
- Plan and conduct pre-departure information and group orientation sessions.
- Coordinate all logistics while on the trip, including transportation, food, housing, activities and ensuring a productive and positive group dynamic.
- Conduct a post-trip debriefing session.
- Complete and encourage all participants to complete a BOT post-trip online evaluation.
- Complete a short online BOT post-trip report.

**Work with your co-leader to:**
- Balance each other’s strengths and weaknesses.
- Provide multiple checks throughout your planning and preparation.
- Share the responsibilities and divide the work, especially during midterms, finals, etc., when everyone is extremely busy.
- Map out the division of labor in advance based on each person’s strengths and skills.
- Address the various needs of your participants.

**Trip Team Coordinators**

Once the trip participants have been selected and confirmed their enrollment in a trip, the trip leaders are encouraged to delegate responsibilities to group members. Although trip leaders will still be responsible for meeting deadlines and communicating with CLIA, creating subgroups for various necessary roles will help the process run more smoothly and alleviate some of the burden from the trip leaders. Possible roles for other trip members to play include:

**Travel/Logistics Coordinators:**
- Research various transportation possibilities depending on the trip (light itineraries and fares, bus charters, college van reservations, etc.).
- Follow up with trip members regarding their travel and health forms, passports, immunizations, etc.
- Organize on-site lodging, ground transportation and meal planning.
- Communicate with trip leaders with relevant updates.
Research Coordinators:
- Find various articles and news updates relevant to the trip destination, host organization(s) or areas of work to share with all trip members as part of the team’s pre-departure planning.
- Work with a faculty and/or staff advisor who has expertise in the relevant area.
- Arrange for pre-departure orientation sessions and assist with content development.
- Consider working with other Break Out Trip groups to share information and ideas.

Faculty/Staff Advisor
A Break Out Trip faculty or staff advisor has relevant expertise which they agree to share with the Break Out trip team. Trip leaders are encouraged to secure at least one advisor to support trip team preparation.

Travel Health
Donna Denelli-Hess, Health Educator, Student Health Services
https://health.williams.edu/travel-health/

The travel medicine advisor consults with students participating in international Break Out Trips to provide information about the Center for Disease Control’s recommendations (http://wwwnc.cdc.gov/travel) for vaccines and other medications that may be needed for your destination.

Dean's Of ice
https://dean.williams.edu/

The Dean’s Of ice reviews all Break Out Trip leaders and applicants to ensure that there are no academic or disciplinary concerns related to students' participation on a trip.

International Student Services (ISS)
Ninah Pretto, Associate Dean of International Student Services
https://iss.williams.edu/

International Williams students should contact ISS to ensure they have all necessary documentation for international travel in order to avoid any issues when departing or returning to the U.S., or departing the country being visited during Break Out Trips.

Chaplains' Of ice
https://chaplain.williams.edu/

The Chaplains' Of ice has run trips focused on spirituality and also provides assistance in planning, sponsoring, and evaluating Break Out Trips.

Proposing a Trip

Determining Your Site & Host Organization
In proposing a trip, you first need to determine where you are going, what you are doing, and with whom. If you do not already have a site in mind, consider the following questions:

- What are your objectives? What kind of service work do you have in mind? What social justice issues interest you?
- Where, geographically, would you like to go? Can you get there safely, reliably and on a reasonable budget?
- What is your ideal budget and cost per participant?

Guidance in this and the next section (Proposing a Trip and Creating an Itinerary) is drawn directly from the Guide to Planning an Alternative Break Trip by the Of ice of Campus Life, Community Service Center, American University.
What will your role as an outsider be and how can you best fill that role?
What organizational connections do you have or can you create in the location selected?
Will local groups or community partners trust you as outsiders, or would you need a third party to facilitate this?

Resources

See also https://learning-in-action.williams.edu/opportunities/bot/additional-resources
For domestic trips, Break Away (https://alternativebreaks.org/) offers publications and resources, an on-line volunteer site bank, potential housing hosts, and training support for planning trips. Williams College is an Affiliate Member.
For international trips, try:
  ○ Global Exchange (http://wwwglobalexchange.org)
  ○ International Volunteers for Peace (http://wwwvfp.org)
  ○ Volunteer International (http://www.volunteerinternational.org)
  ○ Witness for Peace (http://www.witnessforpeace.org)

Working with Your On-Site Host or Partner

Your site host plays a critical role in your experience, and you cannot overlook or overestimate the importance of your relationship with your on-site contacts. As you communicate with them, keep the following in mind:

- The Break Out Trip Coordinator: Reviews with you what the contract essentials need to be.
- Host contacts: Be sure to summarize your expectations in writing and review them in advance to ensure that you have a shared understanding.
- Strive for a mutually beneficial relationship. Respect each other’s time, organizational and constituent needs, and the validity of your respective objectives and concerns.

In your early discussions, be sure to talk about these issues:

- **Housing:** Will the host organization provide it for you? Can they recommend churches, hostels, campgrounds, or schools that might offer a safe, inexpensive place to stay? Where can you shower? Will you be in private rooms with beds and linens or on a multi-purpose room floor in sleeping bags with one common sleep space? Are there curfews or other rules?
- **Cost:** What fees are associated with partnering with this host? Who is the money going to?
- **Meals:** What meals can they provide? Can they accommodate vegetarian and other special diets? Can you store groceries and prepare your own meals? Where can you find inexpensive meal options?
- **Work time vs. free time:** When will you have free time? What time are you expected to start and end your meetings or service projects? What are the local attractions?
- **Service:** Does the trip include service projects? What does the host hope to have your group accomplish? What skills are needed? What alternate arrangements can be made in the event of bad weather? Will the host provide an on-site orientation that covers the context of the work and any safety concerns?
- **Community interaction:** To what extent will you have the opportunity to interact with a local community? Will you engage in service projects with community members? Will the host provide structured opportunities to interact with local community members? Other social activities?
● **Education**: Does the trip include educational meetings with local universities, political or religious leaders, or local community organizations?

● **On-site fees**: What is included? What forms of payment are accepted? If there is no set fee, is an honorarium or customary donation expected?

● **Transportation**: Who is responsible for on-site transportation? Is the transportation fee all-inclusive (gas, parking, driver, insurance, etc.)?

● **Safety and liability**: What kind of insurance does the organization have? To what extent does it cover your participants? Where are the nearest medical facilities? Will you be under constant supervision? What liability forms need to be completed before you begin?

● **Communication**: Is there a phone number that you can use to receive incoming calls? Is there reliable cellular service? Can you send and receive email? What are the costs and restrictions?

● **Input and flexibility**: What are your strategies for accommodating your group’s preferences, desires, and dissatisfactions with on-site activities or conditions?

● **Relection**: Are on-site leaders willing to conduct relection-sharing-processing sessions with trip participants, or will you be responsible?

● **Post-trip relationship**: How will you build consensus and commitment with participants for post-trip processing?

### Creating an Itinerary

#### Consider Your Objectives and the Expectations of Your Participants

As you look to fill your blocks of time during the trip, it is acceptable to let the schedule evolve throughout your planning process, but it is a good idea to provide updates at each orientation. Be prepared for the fact that everything will **not** go as planned. Prepare your group to be flexible and shift the schedule as needed.

#### Timing and Sequencing Play a Big Role

Try to present activities in a logical low, with appropriate transition activities:

- Move your group from low-risk bonding to high-risk sharing activities.
- How can your speakers build upon each other? How can your participants apply what they are learning?
- When creating your own itinerary, remember to note additional fees, meeting locations, etc., and to schedule daily reviews and relections. Be sure to schedule some fun activities also, and leave some unscheduled time for natural group bonding.
- Past experience reveals the importance of developing "intelligent" questions that force participants to question their roles in the communities being studied.
- Be sure that you have a complete itinerary distributed to the group and on record with the Break Out Trip Coordinator at least three weeks prior to departure. Your final itinerary (along with your group’s health and emergency data file) will be shared with the Dean’s Office, and must include:
  - All confirmed lights, ground transportation (college vans, drivers, buses, etc.) on both ends of the trip and while on-site during the trip, and on-site lodging details (dates, address, phone number, etc.)
Complete contact information for your hosts at your destination. Please be sure to send us the full names, email addresses and phone numbers for anyone involved in hosting you and handling your ground transportation, lodging, etc. If you have information for both on-site personnel and contacts at an office or base of operations, please include all relevant contacts. This is required for all trips, but is especially important for those traveling internationally who may be more difficult for us to reach directly.

- Always remember that it takes a group of people significantly longer to do ordinary tasks (e.g., exchanging money, eating meals, and showering) than it would a single person. Build this extra time into the itinerary.

**Finances**

**Creating a Budget**

Creating a budget for a new service trip destination can be a challenge. The Budget Calculator that follows should help you to assess anticipated expenses so that you can determine the cost per participant. If you are starting from scratch, the following points may be of some help:

- Start with an ideal, reasonable fee for your program, including travel, food, lodging, and fees.
- Calculate the per-person cost for the smallest possible group size and the largest.
- Overestimate on the most critical expenses: airfare, lodging, food, and essential fees. Keep in mind that it will be much harder to raise fees for students who paid a deposit based on a lower-priced trip than it will be to issue refunds when you come in significantly under budget!
- Search light options online, considering a range of possible dates within the spring break period, airlines, and any possible departure (e.g., ALB, BDL, HPN, BOS, EWR, JFK, LGA) and arrival airports.
- Search lodging options online, including hotels, hostels, university housing, etc.
- Can you prepare your own food, or can you afford dinners out every night?
- Immunization expenses may be an additional participant expense. While immunizations are the responsibility of each participant, participants will need to be alerted as to what is required and recommended for the site they will be visiting and the approximate costs for immunizations and medications.
- Other additional expenses may include (but are not limited to) visa fees, ground transportation, and airport departure fees. Note that the cost of a passport, typically not included in the total trip budget, can be expensive (over $200) when ordered at the last minute.

**Budget Calculator**

[https://learning-in-action.williams.edu/opportunities/bot/budget-calculator/](https://learning-in-action.williams.edu/opportunities/bot/budget-calculator/)

Before submitting your Break Out Trip Proposal Form, visit the link above and download the Budget Calculator Excel file, which will help you calculate the various expenses involved in a Break Out Trip. The most important numbers for calculating the potential subsidy for your trip are the Grand Total Per-Student Cost and Remaining Need Per Student.

On the following page, you will find an example of a completed calculator. When working in the Excel file, all fields highlighted in yellow are available for editing, as are most of the description fields. The cells in the right-most column, which contain formula calculations, are locked, and you will see those change as you begin entering numbers into the yellow fields. You will be able to see how your estimates compare to your target costs, and begin thinking about where you might be able to save, whether you might have to increase the target out-of-pocket contribution, etc.
# BOT Budget Calculator

**Total Target Cost Per Student** $1,000.00

## Per-Student (Individual) Costs

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<th>Description</th>
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<th>Qty</th>
<th>Description</th>
<th>Total</th>
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<tr>
<td>Transportation Plane Ticket</td>
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<td>ticket(s)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Bus or Train Ticket</td>
<td>$35.00</td>
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<td>ticket(s) (Williams Motorcoach to Boston)</td>
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<td>Other:</td>
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<td>1</td>
<td>taxi ride to airport for return flight</td>
<td>$10.00</td>
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<tr>
<td>Program Fee (per-student fee, if any, charged by site hosts or other organization)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Amount</td>
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<td>student (volunteering fee)</td>
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<tr>
<td>Lodging</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>At Service Site</td>
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<td>7</td>
<td>night(s)</td>
<td>$210.00</td>
</tr>
<tr>
<td>En Route</td>
<td>-</td>
<td>-</td>
<td>night(s)</td>
<td>-</td>
</tr>
<tr>
<td>Food</td>
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</tr>
<tr>
<td>Breakfast</td>
<td>$5.00</td>
<td>7</td>
<td>day(s)</td>
<td>$35.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$8.00</td>
<td>7</td>
<td>day(s)</td>
<td>$56.00</td>
</tr>
<tr>
<td>Dinner</td>
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<td>7</td>
<td>day(s)</td>
<td>$70.00</td>
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<tr>
<td>Other (departure tax, visa, etc.)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure Tax</td>
<td>$35.00</td>
<td>1</td>
<td>person</td>
<td>$35.00</td>
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**Total of Per-Student (Individual) Costs** $976.00

## Whole Group Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Qty</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicle Fees &amp; Fuel</td>
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</tr>
<tr>
<td>Rental Fees</td>
<td>$400.00</td>
<td>1</td>
<td>week (minivan)</td>
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<tr>
<td># of Vehicles - Fuel</td>
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<td>Rented Vehicle(s) - Fuel</td>
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<td>miles (roundtrip to Albany Airport)</td>
<td>$50.22</td>
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<td># of Vehicles - Reimbursement Rate</td>
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<td>Total per vehicle</td>
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<td>Materials &amp; Miscellaneous (Itemize, i.e., school supplies, building materials, etc.)</td>
<td>$500.00</td>
<td>1</td>
<td>group contribution to construction supplies</td>
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<tr>
<td>Item 4</td>
<td>-</td>
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</table>

**Total of Whole Group Costs** $1,490.22

**Optimal number of students** 8

**Per-Student Share of Whole Group Costs** $186.28

**Grand Total Per-Student Cost** $1,162.28

**Per-Student Amount Over (or Under) Target Cost** $162.28

**Target Per-Student Out-of-Pocket Contribution** $250.00

**Remaining Need Per Student** $912.28
Depending on the nature of your trip, some of the costs may be calculated on a per-student, individual basis (public transportation, program fees, lodging, etc.). Others may be calculated for the whole group (rental cars, materials for your service project, etc.). Put a "0" on any line that is irrelevant to your trip. Note that, while this calculator serves as a useful framework, it is not necessarily all-inclusive of the types of expenses your trip might encounter. You may need to consider other expenses not explicitly defined, such as taxis, subways, departure taxes, visas, etc., any of which can be entered in the available open or "Other" fields.

When estimating your trip’s expenses, bear in mind that it is better to estimate high and spend less, rather than to estimate low and be unprepared for higher or unanticipated expenses. For example, research the range of airfares for your destination, and use the high end of that range for your budget calculations. Be realistic about how much it will cost for all of your trip participants to eat three meals every day.

Please complete all relevant fields highlighted in yellow, then save the file, and upload the completed Budget Calculator as an Excel file with your Break Out Trip Proposal Form.

Trip Accounts

The Break Out Trip Coordinator assigns a trip-specific account for each approved trip. The student trip leader works closely with the Coordinator to monitor and manage the account and the trip budget.

- **Deposits:** The College requires that all funds collected be deposited into an on-campus account. Please meet with the Coordinator to set up a payment schedule with the amount and dates that each student on your trip is expected to pay.

- **Refunds:** In general, all student deposits are nonrefundable. However, some special cases may warrant a refund. Be aware that the College reserves the right to make cancellations, changes, and substitutions when it deems it necessary. In such circumstances, the College will endeavor to refund fees advanced by participants where those fees are uncommitted and recoverable. All participants are required to sign a Participant Commitment Form acknowledging the above terms. All refunds, for whatever reason, are made by College check or direct deposit (if the student has established direct deposit with the Controller’s Office).
  - **Deadlines:** Participant refund request deadlines will vary among trips, depending on when lights or other unrecoverable expenses are incurred. In most cases, once a light is booked on behalf of a student, the student will then own that ticket and be responsible for reimbursing the College for that cost. The student will then have the flexibility to change or cancel that itinerary directly, in order to use it for any other purpose, but will be responsible for any change fees or additional fares.
  - **Flexibility:** The College reserves the right to handle each situation on a case-by-case basis, especially if the student experiences a death in the family, significant illness, or a similar situation.
  - **Impact:** Trip leaders and participants must consider the impact of a cancellation on the fees and logistical needs of the other participants, especially if there is not an opportunity to fill the empty spot with another participant.

- **Reconciliation:** Trip leaders are responsible for tracking all trip-related expenses before, during, and after the trip, and for retaining and submitting all receipts to the Coordinator. It may take several weeks post-trip to reconcile accounts and determine if the trip landed under or over its budget. Considerations for handling budget variances will be handled on a case-by-case basis, but in general:
○ If the trip comes in over budget, the participants will be responsible for reimbursing the College for the additional expenses.

○ If the trip comes in under budget, the preferred approach will be to keep the remaining funds in the trip account for future use. Depending on the circumstances, there may be an opportunity to issue refunds to participants for a portion of their individual contributions. Excess funds may also be used towards a relevant donation to further assist your host community or organization.

Making Payments & Accounting for Expenses

- **Purchasing Card (PCard):** PCards are the preferred method for paying for all trip expenses when possible. The Center for Learning in Action will provide a loaner PCard for each Break Out Trip. PCards. One leader from each trip will obtain the PCard from the Coordinator, and will sign Purchasing Card Borrowing Agreement, acknowledging the general PCard purchasing guidelines, as well as responsibility for the card and all purchases made on it for the duration that it is in their possession. A receipt must be obtained for every purchase made on a PCard, including itemized receipts for meals. PCards may not be used for cash advances or ATM withdrawals.

- **Cash advances:** Trip leaders may request from the Coordinator a travel cash advance, especially if the trip destination operates primarily with a cash economy, or if using a PCard is not possible with certain vendors. They are then responsible to account for every dollar spent and must provide receipts for all purchases. The Coordinator will provide a receipt book to trip leaders in order to handwrite receipts for any situations in which the vendor cannot provide their own receipt. For international travel, receipts should be written in the currency of the original transaction, and must include the date of the transaction so that the currency exchange can be calculated upon reconciliation of the advance. Any cash not accounted for with receipts must be returned to the College upon reconciliation of the advance. Use this option carefully! Remember that traveling with large amounts of cash presents additional risks to the group. For trips with larger cash needs, it is recommended to split the advance among multiple students so that no single student is responsible for all of the cash.

- **Prepaying:** The College can prepay any vendors who will accept purchasing cards, College checks or wire transfers. This is ideal as it will reduce the need for cash advances and retaining receipts during your trip. You will need an order form, invoice, or contract to submit at least 2–3 weeks before you actually need the check for payment. Always consult with the Break Out Trip Coordinator regarding any of the purchasing or financial needs of your trip.

- **Using ATMs in foreign countries:** Students may need cash for various individual purchasing needs separate from the group expenses using College funds. As a reminder for your participants, debit cards typically limit how much can be withdrawn on a given day. Be mindful of time differences and daily maximums. If you withdraw money, it will be on the U.S. bank’s 24-hour day. There are also transaction fees, which may include fees from both your home bank (which may add extra fees for a foreign transaction) and the ATM from which you are withdrawing, and the bank will decide which exchange rate to use. Participants should also remember to call the issuing bank for any credit/debit cards they plan to use while away to indicate the destination(s), including any layover countries. Even if traveling domestically, some banks will temporarily freeze your card to protect you from potential fraudulent use once they see a series of transactions taking place away from your usual area.

- **Contracting "package" deals:** When possible, the easiest way to handle expenses may be to contract with your host organization. This will allow you to agree upon a set fee per person or per group that will cover local travel, accommodations, meals, permits and entry fees, and
supplies. While you may pay a slight bit more, you will save significant time in trying to collect and organize receipts -- especially if you are traveling to developing countries where it may be particularly difficult to get receipts from small vendors. The Break Out Trip Coordinator, along with the Controller’s Office, will need to approve and process your contract in advance, but they can also help you draft an agreement. Remember: you are not authorized to sign contracts on behalf of the College or your trip.

- **Carrying cash:** Carrying cash must be done with the utmost care. You should always keep the money in a money belt around your waist and inside your clothes, never in a purse or a pocket that can be snatched or picked. It is recommended that larger sums of shared cash advance funds be divided so one person has all of it, though ultimately, the person to whom the advance is issued is responsible for reconciling the cash advance. If you are staying in a hotel with a safe, keep most of the money locked up. Remember to get receipts for everything. Use the provided receipt book for businesses that do not have their own receipts. You will need to keep track of daily expenditures, and should sit down with your co-leader every day to go over everything you have spent and review your balance.

### Your Participants

#### Recruiting Participants

Break Out Trips are open to all currently enrolled Williams students. As an institution that values diversity, we must strive to recruit a pool of student participants who represent a range of perspectives, experiences, backgrounds, and beliefs. The Center for Learning in Action will publicize the opening of the Participant Application Form for all trips in an all-student email, Daily Messages, on its website and in its email newsletter. In order to maximize your trip’s reach and recruitment potential, consider using a variety of additional strategies to promote your trip, such as:

- Information sessions
- Daily Messages
- Tabling in Paresky
- Facebook, Twitter, Instagram and other social media posts
- Listservs for academic departments, clubs, and other target constituencies
- Posters and flyers
- Announcements and presentations in classes and club meetings

#### Selecting Participants

All students interested in going on a Break Out Trip must complete the online Participant Application Form (a common application for all trips), and will only be able to apply one trip as their primary choice. Applications will be routed directly to the trip co-leaders, with a copy to the Center for Learning in Action. This will allow trip leaders to respond directly to each applicant with any additional information or follow-up questions they might like to ask beyond those included on the common application form.

Trip co-leaders are responsible for reviewing applications, conducting interviews, and choosing participants based upon your trip selection criteria, which must be provided to and will be reviewed by the Break Out Trip Committee prior to the closing of the application period. The selection criteria may be in the form of a checklist indicating the skillset you are seeking, a rubric for evaluating your trip’s applicants, or any other format that is most useful for your trip. Your selection process needs to be open, transparent, fair and equitable. You may receive fewer applications than the available space on your trip, but on the assumption that most trips will be oversubscribed, please be mindful of this evaluation process using your selection criteria.
You will need to submit a list of your final participant selections to the BOT Committee by the deadline indicated. This list must be based on your earlier selection criteria, and must include your reasons for selecting these individuals, and for not selecting the other applicants to your trip. Your evaluation of applicants will be kept confidential within the BOT Committee, which will review and approve your roster, or notify you of any concerns. You may create a wait list if you receive more applications than you have spots.

Consider the following when developing your selection criteria, reading applications, and interviewing applicants:

- **Diversity:** Groups benefit from diversity in a variety of ways -- multiple opinions, viewpoints, and life perspectives can add depth to the shared experience of the group.
  - Racial and ethnic diversity, including international students
  - Gender and gender identity
  - Socioeconomic background
  - Class year

- **Suitability with group:** Participants must work well together, be able to travel well together, and have similar goals of social justice.
  - Willingness to learn
  - Dedication to social justice issues
  - Language ability (if relevant)
  - Past travel experience
  - Reasons for wanting to go on trip: It is important to discern the motivation for students interested in going on the trip. Is it primarily to have fun? To brush up on their foreign language skills? For the location rather than the issues? The reason the trips are "alternative" is they involve meaningful and activist-oriented work. A student who doesn’t understand and support the mission will affect the entire group dynamics.

**Notifying Participants**

Once your selections are approved and any questions have been answered, you may then contact your applicants on the designated participant acceptance notification date. Please notify all of your applicants (selected, wait-listed and not selected) of their status by the posted deadline. You may email the accepted students individually, as a group, or via BCC, but please copy clia@williams.edu on these notification messages so that CLiA can track progress. Please send the notification to those wait-listed and not selected individually or via BCC, but also copy clia@williams.edu on these messages.

You may use this opportunity to enthusiastically congratulate and welcome your participants, announce any meetings or fundraising activities you have planned, and mention anything else that is pertinent to your trip, but your message to selected participants must also include the following components:

- Attach the 2020 BOT Commitment Form, and be sure to include the minimum personal financial commitment amount for your trip as listed on the Trip Summaries page under "Estimated Out-of-Pocket Contribution Per Student." You may customize the form for your trip, completing the trip name, destination and dates, as well as the dollar amount, prior to sending it out.
  - Note: It is very important to remind students that this is an estimated and predetermined minimum personal financial contribution. Participants should be made aware that their out-of-pocket expenses may increase if the trip’s final budget exceeds the combination of the trip members’ minimum contributions and funding allocations.
Attach the 2020 BOT Liability Waiver. You may also customize the trip name and location fields on this document prior to sending it out, but please do not alter any of the other content as this is a legally binding agreement.

Invite selected participants to the Welcome Dinner.

Include a list of important upcoming dates and deadlines, including:
  ○ Deadline to Enroll in Selected Trip
  ○ Welcome Dinner for All Trip Leaders & Participants
  ○ Travel Itinerary & Travel Data Form Submission Deadline

Developing the Academic Component

Trip leaders may receive Winter Study academic credit for some of their Break Out Trip preparation through Political Science 21: Fieldwork in Public Affairs and Private Nonpro its, co-taught in January 2020 by CLiA Director Paula Consolini and Political Science Professor Cathy Johnson. In order to pursue this option, leaders need to arrange for someone from the host organization to supervise their research or internship work. Details about the course requirements can be found in Appendix B of this guide or by contacting Dr. Consolini at clia@williams.edu.

Orientation Guidelines

Trip orientation should be a continuous process from November to March, with regular email updates from trip leaders to participants. Additionally, all trip leaders must run at least three specialty orientation sessions for their participants. The first session should focus on team building and providing basic trip information. The second should provide participants with social, economic, political and cultural information from relevant experts. The third session must involve engagement with the site host. When planning your pre-trip sessions, and your trip in general, it is important to articulate in writing what you hope students will learn from participating in the activity. Each session should be interactive, and include at least one icebreaker activity to continue building group cohesion. These sessions are in addition to the all-trip leader and participant gatherings organized by the Center for Learning in Action.

Session 1: Team Building, Basic Trip Information & Process Review

This session begins the community-building process through multiple icebreaker exercises related to cross-cultural understanding. It also provides an overview of the trip and covers fees, dates, and itineraries, and offers an opportunity for students to ask initial questions and discuss expectations for the trip. Appendix A provides many examples of appropriate exercises. CLiA and Chaplains’ Office staff can share others as well.

During this session, trip leaders should provide participants with an information packet with as much information as you can provide at this stage in the planning, including, but not limited to:

  ● Important dates, deadlines and payment requirements
  ● Draft itinerary
  ● Maps and general destination information
  ● News articles about the region, host organization and related social justice issues
  ● Health and safety information, including available College resources in case of emergencies
  ● Travel requirements, e.g., immunizations, passports, visas, etc.
  ● Packing list based on specific project needs and anticipated weather
Session 2: Expert Presentation on Cultural, Political and Economic Issues & Context

For this session, the group should invite a faculty member or other expert with experience related to the region to provide an overview of social, economic, political and cultural information, as well as the trip's context and relevant social justice themes. Encourage your participants to read additional background material and news articles in advance, and to come prepared with questions. With guidance and suggestions from an expert, additional cultural preparation may include watching movies from or about the region, sampling food, listening to music, or learning a dance from the region.

In your group's discussion, during or immediately following the expert presentation, you will want to address "culture shock" so participants will be aware of their individual and group reactions to a new culture. In a relatively short trip, your participants may experience some of the following, so it is important to build awareness among your group of these reactions, and develop strategies for communicating and addressing these responses when they occur:

- Cultural euphoria: When you first arrive at your destination, everything is new and exciting, and you are eager to explore. However, this may only be a superficial experience at first, so your interpretations may be unrealistic.
- Cultural confrontation: As you delve more deeply into your experience, you may encounter this difficult stage of confusion, frustration or viewing the host culture in a negative light based on particular aspects of your interactions. This is normal as you develop your own strategies for coping with cultural differences.
- Symptoms of culture shock:
  - extreme tiredness or homesickness
  - tendency to stereotype individuals in the host culture
  - tendency to want to spend all your time with people of your own culture and speaking your own language
  - reading all day
  - extreme boredom and lack of energy
  - feeling irritable and confused
  - tendency to talk negatively about the host culture, or to blame everything that goes wrong on "them"
  - tendency to talk negatively about our own culture, or to blame everything that is wrong on our own government's foreign policy

Session 3: Site Host Check-In, Trip Participant Roles & Responsibilities Confirmed

This session must involve a conversation between the group and at least one representative from the host partner/organization. This may be done via Skype or other web conferencing platform, or by phone if a video link is not possible. While the trip leaders and site hosts should have already been in regular and detailed conversations well in advance of this session, this provides an opportunity for a direct introduction and conversation with the full group of student participants.

During this session, following introductions, invite the host representative to share an overview of the organization, additional cultural information, service project details, and the on-the-ground itinerary and logistical information. Invite the host representative to ask questions of the group if there is more information they would like to have about your team. Students should use this opportunity to ensure that expectations are well-aligned regarding both the logistical and project content details of the trip, and to ask any remaining questions of the host that may still need to be addressed.
Pre-Departure Checklist\textsuperscript{6}

**Logistics**
- We have transportation to and from the site.
- We have on-site transportation.
- We have city, state, and regional maps (and/or gps), and a procedure to follow in case a group gets lost on the road.
- We have a place to sleep every night, with access to bathroom and shower facilities.
- We have made meal arrangements, and planned a tentative menu for the week.
- We have addressed group dietary concerns (vegetarian, gluten-free, etc.)
- We have planned one celebration meal with our hosts.
- We have planned to bring thank-you gifts and in-kind contributions if relevant.
- Participants have been given a list of what to bring and have been informed of logistical details.
- We have discussed the trip itinerary as a group and provided copies to all participants.
- We have provided a full itinerary and list of on-site contacts to the Break Out Trip Coordinator.
- We have assigned different roles for participants, such as Travel/Logistics and Research Coordinators.
- We have someone (usually a trip leader) assigned to collect receipts, hold the credit card, cash, etc.

**Sites**
- We are in weekly/bi-weekly communication with our site hosts.
- We have confirmed the number of volunteers with our site contact.
- We have direct service work planned for each day.
- We have rainy day as well as back-up plans.
- We have purchased any needed materials for the site.
- We have worked with our site and participants to plan the week's itinerary.
- We have incorporated community interaction into the week.

**Participants**
- All participants have obtained the required documentation (passports, visas, etc.) and immunizations.
- Participants have made copies of important travel documents, left one with CLiA, and packed one to bring on the trip in addition to the originals.
- We have distributed a name/contact list of all participants to all the trip members.
- We have planned our budget for the week and collected all fees.
- We have spent group time getting to know each other.
- We have planned nightly group building activities, games, debriefing sessions, and free time.
- We have noted cliques that might form and have plans to get people to work with new people.
- We have a camera and journals for participants.
- Participants have been given educational materials on the issues the site addresses.
- Participants have completed the pre-trip portion of the online survey.

**Safety and Liability**
- We have collected emergency information and waiver forms from all participants.
- Participants have been given emergency information to give to their parents or significant others.
- We have a first aid kit for each vehicle.
- We have consulted with Student Health Services for first aid guidelines and procedures.
- All participants have met with the travel medicine advisor (for international trips).
- We have established and shared emergency procedures.
- We have discussed alcohol policies.
- We have multiple drivers who have been approved to drive by the College.

\textsuperscript{6} Substantial content drawn from Break Away (http://www.alternativebreaks.org).
Orientation/Training
☐ We have conducted (at least) the three required orientation sessions.
☐ We have brought up and discussed issues surrounding the work site.
☐ The group feels comfortable with the work they will be doing.
☐ Time has been taken to answer all questions about this experience.
☐ Any pre-training that was required has been given.
☐ We have spent time learning about the community agency we will be working with.
☐ We have scheduled an on-site orientation session with the agency/site contact.

Education and Reflection
☐ We have given participants a list of materials (films, podcasts, etc.) about the social issues to be confronted on-site.
☐ Reflection has been discussed as a group (what it is, why do it, etc.).
☐ Trip leaders have a tentative idea of exercises and activities to use to spark effective reflection.
☐ Group and individual reflection times have been built into the itinerary.
☐ We have scheduled a strategic planning session at the end of the week to plan post-break programming.
☐ Some post-break activities have been planned to encourage further action on the issues.

Media
☐ We have designated at least one trip member to take pictures to send immediately after or during the trip if possible.
☐ We have a plan for our social media presence.

Evaluation
☐ We have given CLiA the contact information for the site host organization representative who will be asked to complete the host partner evaluation.
☐ We have encouraged all participants to complete the pre- and post-trip evaluation forms.
☐ We have encouraged participants to attend one of CLiA's post-trip debriefing dinners in April.
☐ We have submitted our final report and selected photos to CLiA.
International Travel Information

Passports
http://travel.state.gov/

Please ensure that you have a valid passport. For most international destinations, the expiration date must be at least 6 months beyond the return date of your trip, so to be safe, a passport expiring any earlier than October 2020 should be renewed.

Students who do not yet have a passport should proceed in applying for one immediately (typical processing times can be up to 6-8 weeks without paying for expedited processing), or may need to pay for expedited processing once they are within 6-8 weeks of departure. Full details are available at http://travel.state.gov/.

Health Services
http://health.williams.edu/

Contact Donna Denelli-Hess (ddenelli@williams.edu or 413-597-3013) at Student Health & Wellness Services. She is the travel health advisor, and will consult with you to provide information about the CDC’s recommendations (http://wwwnc.cdc.gov/travel) for vaccines and other medications that may be needed for your destination. Some of the vaccines require multiple injections or should be completed several weeks prior to departure in order to be effective. It will also help expedite the process if your participants complete this form prior to meeting with Donna:


If your health insurance is through Williams College, you will be covered during your trip, but contact Deborah Flynn (d.lynn@williams.edu), Director of Medical Services, to provide the dates and destination of your trip.

If you are insured through your parents’ health insurance, they should check to make sure you will be covered while abroad. Some policies require a special policy rider or additional coverage to be added in order to provide you with coverage while traveling internationally.

Dean’s Office
http://iss.williams.edu/

International Williams students should contact Ninah Pretto (ntp1@williams.edu), Associate Dean of International Student Services, to ensure they have all necessary documentation for international travel in order to avoid any issues when departing or returning to the U.S., or departing the country being visited during spring break.

International SOS

If you do not already have an SOS membership card, you may pick one up in our office in Brooks House between 10am-5pm on weekdays. You are required to have one while traveling internationally on a college-sponsored trip, and there is NO FEE for the card. Once you have the SOS card, it is valid anytime you are traveling internationally through Williams for the duration of your time at Williams.

Full details on the SOS coverage provided to Williams College students are available at [https://learning-in-action.williams.edu/iles/International-SOS-Information-for-Students-Parents.pdf](https://learning-in-action.williams.edu/iles/International-SOS-Information-for-Students-Parents.pdf). Please feel free to share this information with your parents or guardians.

**ISIC – International Student Identity Card**

You may also want to apply for the optional ISIC ([http://www.myisic.com/get-your-card/](http://www.myisic.com/get-your-card/)), which includes some basic types of trip coverage and gives you access to many student discounts while traveling. In addition to these discounts, the ISIC serves as an effective means of proof of student status, since many tourist spots will not honor regular U.S. college IDs.

**State Department Travel Site**
[https://travel.state.gov/content/travel.html](https://travel.state.gov/content/travel.html)

- **STEP** ([https://step.state.gov/step/](https://step.state.gov/step/)) – The Smart Traveler Enrollment Program is worthwhile for everyone to sign up in order to get travel notices, warnings and other information based on the countries you enter on your itinerary. This also helps to alert the U.S. embassies in these countries to your presence in case of emergency.

**Volunteering Abroad Resources**

In addition to the Study Away Survival Guide and Off-Campus Winter Study Information linked above, much of which contain helpful and detailed information equally applicable for Break Out Trips, we also recommend visiting the following guide on the CLiA website, compiled by Hayley Elszasz ’16:

[http://learning-in-action.williams.edu/opportunities/bot/additional-resources/volunteering-abroad/](http://learning-in-action.williams.edu/opportunities/bot/additional-resources/volunteering-abroad/)

**Safety & Other Tips**

Please make sure you have a photocopy of your passport, printouts of your light itineraries, and any prescriptions or medical notices you might need to document what you’re bringing or replace critical medications if you lose them. *Do not put important paperwork, prescription medication or other critical supplies in your checked bags in case your luggage is lost or delayed.*

Do not take any unnecessary valuables, be smart about what you carry on your person while you’re out and about, and make sure you have a secure location to lock up your original passport, extra cash, electronics, medications and other valuables that you don’t necessarily need with you all the time.

Remember to call the issuing bank for any credit/debit cards you plan to use while away to indicate where you’ll be traveling and avoid potentially having your cards frozen. Even if traveling domestically, some banks will temporarily freeze your card to protect you from potential fraudulent use once they see a series of transactions taking place away from your usual area.

You may also want to contact your cell phone providers to confirm functionality of your phones, or add the necessary voice, text or mobile data plans to cover your anticipated usage in your destination country.
ON THE TRIP

On-Site Orientation

At least one initial on-site orientation should be arranged with the site host in advance, to be conducted as soon as possible upon the group’s arrival at the destination. If the group has had a very long travel day, overnight lights, or lights arriving late at night, plan the orientation with enough time for the group to settle in and rest a bit first. Some trips may require multiple on-site orientations as participants travel to new areas, work with additional organizations, or take on new tasks.

On-site orientations should address basic needs, history, points of reference, and opportunities to reflect on site-specific cultural concerns. This is the time to review the learning objectives for the trip, and reconfirm matching expectations with the site hosts.

Service Projects

Projects should be planned out well in advance in conjunction with your host site partner organizations. The ideal project is one in which you and your team work side by side with those in the community on a concrete project. Determine what materials or supplies you will need and whether you need to bring anything (e.g., work gloves, goggles, hammers, etc.). Past projects have included helping lay floor tiles in a primary school, rebuilding homes in tornado or hurricane ravaged communities, removing earthquake rubble from city streets, and teaching English or computer skills to middle and high school children.

Group Activities

It is important to have some structured group time during the evenings on your trip so that alcohol does not become a default activity. Possible activities include:

- cultural performances
- sight-seeing
- potluck or community dinner (invite a member of the community to show you how to cook local food)
- team building games
- stargazing
- charades
- paint a quilt or make an art project to leave with the community as a gift (you can paint an old sheet with quotes, your names, etc.)
- movie night (see a documentary or local movie)
- open forum with community members

Debriefing & Reflection Sessions

Debriefing and reflection are essential to a well-run trip. They provide participants an opportunity to process some of the many dimensions of what they have been experiencing during the day. We recommend scheduling regular debriefing times into your itinerary; every day, if possible. A nightly session will allow your group an opportunity to review that day’s activities, experiences and reactions, as well as preview the plans for the next day. You can always adjust the frequency of these discussions and may find additional ad hoc opportunities depending on the flow of your work.

Participants should be encouraged to share openly, but trip leaders should also be prepared to conduct one-on-one sessions with individuals who may not want to reflect in an open group setting. Do not leave this important part of the experience to chance! Appendix A provides techniques for leading debriefing sessions.
Maintaining a Field Journal

We recommend that leaders and participants log their observations, feelings and analysis in personal journals. Written reflections can be helpful in debriefings during and after the trip, and can also serve as a resource for future community engagement and academic work.

Accounting

Refer to complete details under Making Payments and Accounting for Expenses (pg. 13). Be sure that you have receipts for all expenses and that all vendors have been paid. Keep your own detailed records of all expenses, including For small expenditures for which receipts cannot be obtained, keep records indicating date, expense, purpose.

Documentation

Documenting your trip and experiences can provide you with useful tools in recruiting for and building future Break Out Trips. Creating mementos can also offer your group exciting opportunities for reflection, group bonding, and closure. Consider creating materials that can be displayed including a video, blogs, or a photo montage.

Emergency Procedures

Please see additional details under International Travel Information (pgs. 20-21). If medical attention is necessary, go to the nearest hospital or clinic or to the service provider recommended by the participant’s health insurance company. If you need institutional support from Williams College, you can always call Campus Safety & Security (413-597-4444); they will be able to contact the appropriate dean or administrative staff on duty. For those traveling internationally, in case of a crisis situation in your destination country, please use the International SOS service and/or contact the nearest U.S. Embassy.

Your own emergency protocol should be developed with your co-leaders and partners, and communicated appropriately to participants. Consider and plan for a range of scenarios, such as:

- a participant requires an overnight hospital stay, but your group is scheduled to depart on another leg of your journey or return home
- who should attend to individuals vs. the remaining group, who should communicate with the College and the appropriate authorities
- a participant loses a passport
- a participant gets word of a sudden family emergency and wants to go home
- political unrest increases the risk of violence
- your site is in the potential path of a natural disaster
- your PCard or cash advance is stolen
- a group of participants violate local laws and are arrested
- one of your vehicles breaks down

Be prepared to prevent or deal with emergencies by following these suggestions:

- Always carry a first aid kit and copies of student health insurance and passports.
- Always keep gas tanks filled to at least ¼ tank, check the oil before major trips, and be sure that you have a spare tire.
- Have students leave copies of credit cards, passports, and, if applicable, visas with the person identified as the emergency contact on the Participant Travel Data Form.
- If it is necessary to carry large sums of cash, divide the cash among the co-leaders and carry it in money belts or in various pieces of carry-on luggage.
POST-TRIP

Returning Home, Re-Entry & Debriefing

Returning home can bring reverse culture shock, a real experience that can profoundly affect how participants integrate a Break Out Trip into their lives. For most students, Break Out Trips are transformative experiences, but we may not realize their full impact until some time later.

The Center for Learning in Action will host two debriefing dinners during the week immediately after spring break. Attendance at one of the two debriefing session is a required component of all students' participation in Break Out Trips.

In addition to the debriefing dinners organized by CLiA, each trip should also schedule at least one structured gathering of its own that is communicated to participants prior to departure. Similar to the reflection sessions during the trip, participants should be encouraged to share openly, and trip leaders should be prepared to conduct one-on-one sessions with individuals who may not want to reflect in an open group setting. Suggested topics for post-trip debriefing:

- What worked, what didn't?
- What was learned?
- Who should receive "thank-you" follow-ups?
- Were commitments made that require follow-ups?
- Recommendations for future trips?
- How can projects be conducted during and after trips to help participants continue to learn about their trip's subjects?
- As a Break Out Trip alumnus, would you like to be involved in or lead future trips?

Evaluating the Trip

Each participant will receive an individual invitation to the Break Out Trip participant survey, which includes both pre- and post-trip sections. Survey responses will be anonymized, summarized and shared with trip co-leaders. Along with a summary of the discussion from the debriefing dinners, the survey responses will help inform the trip leaders’ final report to the Break Out Trip Coordinator.

The final report, due within one month of returning from the trip, does not need to be lengthy, but should include at least the following components:

- Overview of the trip including the work schedule
- Description of the work done by your group
- Observations on the student learning that took place on the trip
- Your estimate of the total number of volunteer hours contributed by the entire group
- Successful elements of the experience
- Problems encountered
- Recommended changes if your trip (or one like it) were run again (more or different orientation? more reflection? more spare time?, etc.)
- Your succession plan or recommendation of potential future trip leaders from among your group (this can be you if you plan on leading again next year)
- The actual budget for your trip and, if relevant, how and why it differed from your estimated budget
- Recommended changes for the overall Break Out Trips process
- Photos and any background documents (especially those associated with your host organization) you think relevant
**Follow-Up & Thank-You Letters**

Remember to take time to check in with your site host(s), and thank the people who helped you in your work. Include those who helped prepare you, who aided your travel, and who helped you in some way on-site. Some groups make a list together or even write notes during their return travel. Photographs are often appreciated as well.

**Activism & Community Involvement**

How will you and your team follow up on the work of your trip? Possibilities range from continuing to work with your site host or a community partner in a research or advocacy capacity, planning a return trip, and/or working on the same social justice issues with other organizations in the Berkshires or your home community. CLiA has extensive information about opportunities in the Berkshires and can advise you regarding other campus resources to help you engage beyond our region.
APPENDIX A: TRAINING CONCEPTS AND EXERCISES

Group Dynamics

Forming, Storming, Norming, Performing, Transforming...

Groups tend to go through these four stages as they interact over time. As a facilitator, you should be able to recognize each and what you can do to get the group to work together. The following observations and suggestions are drawn from The Break Away Site Leader Survival Manual.

● **Forming:** As a group of people first get together, "usually everyone is quiet, engaging in very simple conversation. There may also be some formality and awkwardness at this stage. It feels like everyone is walking on eggshells trying to sniff each other out." They will look to you to review the program's goals and rules. As the group's facilitator, you also help to break the ice. Icebreakers and other activities will help with introductions and "will start to build a safe space of trust and support within the group."

● **Storming:** It is perfectly natural -- indeed, normal -- for tensions to arise in a group. This can be further aggravated in a group that has traveled to an unfamiliar place, is tired, and is living without their normal amenities. As individuals vent, the group can become polarized and lose focus on the goals of the program. As the facilitator, your role "should be that of a safe harbor," listening to concerns and helping to direct energies towards conflict resolution. At this stage, you may need to use role playing to process conflict, reserve time for in-depth and structured group discussions, and hold one-on-one meetings to solicit input from those not willing to share in a group setting.

● **Norming:** "After venting the tension of being with new people in unfamiliar circumstances, the participants will begin to find identities within the group." At this stage, the group may be testing the waters, resulting in power struggles and cliques. Afraid of another storming period, participants may not want to deal with issues directly, creating new conflicts. At this stage, your patience may by tried, but "your role here is that of a teacher that works to help the group empower itself to act." While the group may want to split, try planning activities that will keep everyone together. Keep mixing up smaller groups.

● **Performing:** When participants share vision and purpose and learn how to deal with conflicts and their own identities, they reach the productive performing stage. At this point, you play the role of the "reinforcer," challenging the group to make their own decisions and to reflect on their experiences. Explore social issues critically, presenting different perspectives and ideas.

● **Transforming:** "After the break, participants often are anxious about coming back to campus. They might be nostalgic and afraid of losing the intimacy they had as a group on the trip. This anxiety could lead to withdrawal, detachment, or a denial of the success of the break." Your role now is to play "coach," planning group reunion activities and helping participants to continue to stay connected to the service and issues they encountered on the break. Help the group to find ways to document their experiences and channel their energy towards continued action on campus.

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These resources are drawn from the online Guide to Planning an Alternative Break Trip of the Office of Campus Life, Community Service Center, American University (https://www.american.edu/ocl/volunteer/upload/alt-break-manual.pdf).
Facilitation Exercises

Introductions & Name Games

- **Alphabetical or birthday lineup:** Invite participants to arrange themselves in alphabetical order by their first names. This task forces participants to find out other names in the group. Or do a nonverbal name lineup as a way to review names after participants have introduced themselves in conventional fashion. Ask participants to line up in alphabetical order by their first names without talking to each other. (Silberman, 1999) A popular variation is to have the group assemble by birth date without speaking.

- **About my name:** It's hard for most people to remember names but fairly easy to make names more memorable. Our names carry importance for us on different levels and for different reasons. Have participants, in turn, tell the group about their name. Participants may share how their name was chosen, how their marital or family status affected their name, a nickname, or funny stories about how their name has been understood (or misunderstood). This exercise helps participants to listen attentively to a person's name in a way that values using the name correctly. Set time limits if necessary.

- **Silly (or serious) superlatives:** Ask participants to introduce themselves with a superlative that starts with the same letter as the first letter of their name. Joyous Jane or Ridiculous Ron can reveal a lot about their personalities, and other participants will have one other trigger to help them remember names.

Getting to Know You

- **Two truths and a lie:** Give participants a few minutes to think of two true statements about themselves and one false statement. The idea is that you chose true statements that reveal details that others would never believe to be true -- I have a twin brother, I was a child actor, I’ve never traveled outside of my home state, etc. Participants then guess which of the three statements is a lie.

- **Scar (or tattoo) stories:** This one tends to happen in most newly formed groups anyway -- and doesn't require any structure at all! Almost everyone has a scar and a silly (or scary) story to go with it. Share as you will...

- **Skittles:** Pass a bag of Skittles (or M&M’s) and invite participants to help themselves. Then announce that for each piece of candy, they need to share information about themselves! Use the colors to categorize the information. For example, "for every green candy, tell us about a time you were embarrassed; for every red candy, tell us one of your pet peeves," etc. This can also be done with a roll of toilet paper, with each square representing one thing about themselves.

- **Personal maps or timelines:** Use this exercise on-site. You’ll need paper and some crafty supplies. Give each participant 20-30 minutes to create a representation of how they arrived at this place. Allow each participant to share (set time limits as needed). This is a great exercise to reveal a person’s family life, major in luences and decisions, and philosophies -- many participants find that they have surprising similarities with each other.

Energizers

- **Jedi knight:** The group sits in chairs with one member in the middle. Whenever two people make eye contact, they must switch chairs. The person in the middle tries to get a chair -- there should always be one fewer chairs than participants.
• **Three-person machine.** Form groups of three. Each group designs and acts out a machine, such as a sewing machine, washing machine, or pencil sharpener, for the whole group to guess. (Coover, 1985)

• **A strong wind blows:** The group sits in a circle with one person standing in the middle. There should be exactly one chair fewer than participants. The person in the middle says "A strong wind blows for everyone with..." something that people may have in common -- glasses, a brother, short hair, etc. All the people for whom this is true must get up and switch places, leaving one person standing in the middle. They start over again.

**Affirmations**

• **Warm fuzzies.** Each person in the group has a paper bag with his or her name on it. Everyone writes one positive thing on a slip of paper about each person and drops it in their bag. This is a good activity for those who may not be as comfortable speaking in public -- it makes everyone feel they have something positive to contribute to the group.

• **Cheyenne initiation rite:** (From *The Break Away Site Leader Survival Manual.*) Have your group sit in a circle. Starting with a volunteer (not a facilitator if you can help it), a person listens while group members speak honestly on what they think of the person. In the actual Cheyenne rite, the member picks three people to speak on his or her behalf. Try writing the affirmations down (silently or from spoken word). This activity is worth the extra time it may take. It really cements the personal interaction side of an experience.

• **Thank you:** Bring to the meeting enough index cards for each participant to collect one card from each other participant. Give each person an envelope (large enough for the cards) and enough index cards to pass one to everyone else in the group -- if the group is six people, each person should get five cards. Ask each participant to write his or her name on the address side of the envelope and pass the envelope to the person on his or her right. Tell the group to read the name on the envelope and complete the following sentence on one of the cards in reference to the person whose name is on the envelope: "Thank you for..." Each person puts the card in the envelope and passes it to the right without reading the other cards in it. Continue until each person receives his or her envelope. (Silberman, 1999)

**Content & Conflict Exercise**

• **Group sit.** Have all participants form a tight circle, standing shoulder to shoulder and facing the center. At your word, everyone should turn to the right so that they are facing front to back. Instruct the group to take a step toward the center to make the circle tighter still. At your signal, everyone will sit and the entire group will be sitting literally in each other’s laps. Once you master this motion, try getting the circle to move -- instruct participants to move their right leg, left leg, etc.

**Talking About Conflicts & Issues**

If you’re not a practiced facilitator, take on discussions of race and power carefully. For information about social justice concerns, you may want to explore additional training resources. (See Arnold and Coover in Appendix B.)

• **Continuum/four corners:** Also known as "forced choice," this exercise helps to prompt lively discussions as you ask participants to physically align themselves according to their opinions. In the four corners version, you mark four corners for "strongly agree," "agree," "disagree," and "strongly disagree." Put forth a statement and direct participants to move to the corner that represents their opinion. Facilitate a discussion with participants in place and allow for individuals to move to different corners as they are influenced by the arguments presented. Your
statements need to be created to invite debate. It’s OK to be deliberately vague and to refuse to offer clear definitions. Let those subtleties in understanding fuel the discussion as they show how we vary in our assumptions. Statement examples:

- Women should be able to have any job that men can have.
- The Civil Rights Movement achieved its dream.
- Community service is just a band-aid and doesn’t address the root causes of social problems.
- I participate in community service because it makes me feel good.
- Alcohol abuse is not a major problem on our campus.
- HIV/AIDS prevention should be abstinence only.
- The United States has not played a role in the economic situation in Central America.

Tailor to the theme of your trip. For the Continuum variation, create only a line with ends marked "strongly agree" and "strongly disagree" (use a rope, two trees, a curb, etc.). In the line version, you are asking participants to listen to each other carefully as they respond and to move themselves along the line. (Silberman, 1999)

- **Koo Stick:** In Native American tribal councils, when controversial issues or serious conflicts needed resolution, the Talking Stick was employed. The stick, made by the council leader, or by the entire tribe, was a symbol of oneness, not only signifying the importance of the meeting and the commitment of the people, but also allowing equal time for all and regulating each speaker’s behavior. Have your participants collaborate in making a stick, or use a simple twig, a ball, or some other object that your group responds to. The rules for using the stick are:
  - Only the person holding the stick may speak.
  - He or she must speak briefly and to the point.
  - A participant may pass the stick along if he or she has nothing to say.
  - The speaker may conclude by saying "ho," and the participants may indicate that they have listened by responding "ho" (this part is often left out without defeating the purpose!).

Variation: The Conch Shell was similarly used by Golding in his book *Lord of the Flies* (Break Away; Silberman, 1999).

- **Vision gallery:** When working for social change, goals may seem abstract. To help a group to craft measurable goals, the vision gallery challenges participants to actually draw what their community would look like if they were successful. For instance, where crime is a problem, participants may draw what their neighborhood would look like if crime were no longer a threat. The pictures might show houses without bars on windows, children playing happily on the playground, neighbors making eye contact and talking in the street, etc. The resulting picture can be used to offer signals that the group is making progress. In the time span of an Alternative Break, such pictures (developed by individuals or groups) can help participants to think of complex, related issues and can frame the discussion in the positive realm of possibilities rather than falling to discouraging and overwhelming social criticisms. Consider creating one group vision gallery and hanging it for the duration of the trip so that participants can continue to add to it and reflect on it throughout. (adapted from Coover, 1985)

**Reflection Exercises & Closing Activities**

  - "The What?... pertains to the substance of the group interaction and what has happened to each individual," as well as major observations. "It deals with facts, occurrences and
leads naturally into interpretation. The What? is used to start the reflection process by asking, 'What happened today?' or 'What did each of you do?''

- "The So What?... pertains to the difference the experience made to individuals. It looks at the consequences of the day's actions and gives meaning to them. Members of the group... generalize what they are learning and [start to] shift from the descriptive into the interpretive. At this point, questions asked usually are, 'What did your experience mean to you?' 'How do you feel about what happened today?' 'What did you learn from today?''

- "The Now What?... involves the process of taking lessons learned from the experience and reapplying them to other situations and the larger picture. It is a time for goal setting and long range planning. The Now What? can range from discussions of 'What will we do the rest of the week?' to 'What will we do when we get back to campus?' Or even to "What is our role as U.S. college students in the issues or problems we have encountered on the trip?"

• **Ask the group leading questions:**
  - What will you take away from this experience? What are you leaving behind?
  - What was the best part of the trip? The worst?
  - What should we do differently next time? What should we continue doing?
  - What was the most challenging part of the trip so far? The day?
  - What was the most beautiful thing you witnessed today?
  - If you had been born here, what would your life look like today?
  - What is one thing you wish you had known before you arrived here?

• **Bumper stickers:** Invite participants to create "bumper stickers" or short statements that express the following:
  - one thing learned at the meeting
  - a key thought or piece of advice to keep in mind for guidance in the future
  - an action step to commit to taking in the future
  - a question to ponder

  These statements should be kept concise and shared with the group. (Silberman, 1999)

• **Connections or web of yarn:** This is a dramatic and memorable activity that symbolically draws a long series of meetings to a close. It is especially appropriate when participants have formed close connections with one another and offers a visual picture of their accomplishments by using a skein of yarn to literally and symbolically connect participants.
  - Bring a skein of yarn to the meeting. Ask everyone to stand or sit and form a circle. Start the process by stating briefly what you have experienced by facilitating the meeting process. You might say, for example, that you started out with a roomful of strangers and that you and they, working together, have formed a cohesive and productive organization that has tackled a problem and solved it by connecting with one another.
  - Holding one end of the yarn, toss the skein to a participant on the other side of the circle. Ask that person to state briefly what he or she has experienced as a result of participating in the meetings. After he or she has spoken, ask that person to hold onto the yarn and toss the skein to another participant.
  - Have each participant take a turn at receiving the skein, sharing reflections, and tossing the yarn again while continuing to hold onto a segment of the yarn. The resulting visual is a web of yarn connecting every member of the group.
Complete the activity by stating that the program began with a collection of individuals willing to connect and work with one another.

Cut the yarn with scissors so that each person, though departing as an individual, takes a piece of the other participants with him or her. Thank participants for their interest, ideas, time, and effort. (Silberman, 1999)

- **Banners and T-shirts:** Transform a bed sheet into a group banner to leave with your host or carry home. Decorate with markers, paint, and fabric paints (be sure to lay newsprint underneath so your materials don’t bleed through!). Similarly, buy plain white t-shirts, and invite participants to decorate each other’s shirts with affirmations, parting messages, inspirational quotes and silly remembrances of the trip.

- **Photographs:** Take a group photograph at the beginning of your trip. Bring along construction paper, markers, glue, and other art supplies. Have a copy of the photo made for each organization with whom you meet and work. Give them a handmade framed photo as a personalized thank-you. Years later, other Break Out Trip groups can see photos of their predecessors when they return.

**Ten Tips When Facilitating Discussion**

During an active meeting, you want lots of group discussion. Your role is to facilitate the flow of comments from participants. Although it is not necessary to interject your comments after each participant speaks, periodically assisting the group with their contributions can be helpful. Here is a ten-point facilitation menu to use as you lead group discussions:

- **Paraphrase:** Paraphrase what a participant has said so that he or she feels understood and so that the other participants can hear a concise summary of what has been said. Say something like, "So, what you’re saying is that we need to be careful what we say to other people in the group."

- **Check for meaning:** Check your understanding of a participant’s statement or ask the participant to clarify what he or she is saying. Say something like, "Are you saying that this plan is not realistic? I'm not sure that I understand exactly what you mean."

- **Give positive feedback:** Compliment an interesting or insightful comment. Say, "That’s a good point. I’m glad that you brought that to our attention."

- **Expand:** Elaborate on a participant’s contribution to the discussion with examples, or suggest a new way to view the problem. Try "Your comments provide an interesting point from the community’s perspective. It could also be useful to consider how the government would view the same situation."

- **Increase the pace:** Energize a discussion by quickening the pace, using humor, or, if necessary, prodding the group for more contributions by saying something like, "Oh my, we have lots of tired people at this meeting! Here’s a challenge for you. For the next two minutes, let’s see how many activities we can think of to do back on campus."

- **Devil’s advocate:** Disagree (gently) with a participant’s comments to stimulate further discussion. For example, "I can see where you are coming from, but I’m not sure that what you are describing is always the case. Has anyone else had an experience that is different from Jim’s?"

- **Relieve tension:** Mediate differences of opinion between participants and relieve any tensions that may be brewing. For instance, "I think that Susan and Mary are not really disagreeing with each other but are bringing out two different sides of this issue."

- **Consolidate:** Pull together ideas, showing their relationship to each other, for example, "As you can see from Dan's and Jean's comments, we see how water resources affect the overall level of poverty."
Change the process: Alter the method for obtaining participation or by having the group evaluate ideas that have been presented. Say something like, "Let's break into smaller groups to discuss each theory that has been presented."

Summarize: Summarize (and record, if desired) the major views of the group, for example. "I have noted four main points that have been brought up..." (Silberman, 1999)

Ten Methods to Deal with Difficult Participants

Signal nonverbally: Make eye contact with participants who hold private conversations, start to fall asleep, or hide from participation.

Listen actively: When participants monopolize discussion, go off on a tangent, or argue with you, interject with a summary of their views and then ask others to speak. Or acknowledge the value of the person's viewpoints and invite him or her to discuss them with you during a break.

Encourage new volunteers: When a few participants repeatedly speak up in meetings while others hold back, pose a question or issue and then ask how many people have a response to it. You should see new hands go up. Call on someone who hasn't spoken previously.

Invoke participation rules: From time to time, tell participants that you would like to use rules such as the following:

- Only participants who have not yet spoken can participate.
- Each new comment must build upon a previous idea.
- Speak for yourself, not for others.

Use good-natured humor: One way to lectures difficult behavior is to use humor. Be careful, however, not to be sarcastic or patronizing. Gently rib the participant about inappropriate behavior ("You certainly have a lot to say!") or humorously put yourself down instead of the participant ("I guess I lost my concentration for a while.").

Connect on a personal level: Even if a problem participant is hostile or withdrawn, make a point of getting to know the person during a break in the meeting. It is unlikely that people will continue to give you a hard time or remain distant if you have taken an interest in them.

Change the method of participation: Sometimes, you can control the damage done by difficult participants by inserting new formats, such as using pairs or small groups rather than full-group discussion.

Ignore mildly negative behavior: Try to pay little or no attention to behavior that you find detrimental to the meeting. These types of behavior may disappear if you simply continue the meeting.

Discuss very negative behavior privately: You must call a stop to behavior that you find detrimental to the meeting. Arrange a break and firmly request, in private, a change in behavior of those participants who are disruptive. Or create small-group activities and call aside the problem participants. If the entire group is involved, stop the meeting and explain clearly what you need from participants to conduct the meeting effectively.

Don't take it personally: Remember that many problem behaviors have nothing to do with you. Instead, they are due to personal fears and needs or displaced anger. Try to determine whether this is the case, and ask whether participants can put aside whatever is affecting their positive involvement in the meeting. (Silberman, 1999)
Common Conflicts

Break Away facilitators have developed the following list of typical group conflicts and tips to address them effectively:

**Drinkers vs. nondrinkers:** Review the alcohol policy during pre-departure orientation. Open a discussion about how people define "responsible" alcohol use and behavior. Discuss norms and potential problems beforehand. Plan evening activities in your itinerary to distract from options that include alcohol. Ask group members to rotate planning evening activities.

**Cookers vs. cleaners:** A chore plan with rotating responsibilities can help avoid boredom and bitterness. Keep meals simple to prepare and mix more confident cooks with the noncooks.

**Construction workers vs. "people" people:** Try to head this one off in the application process by meeting with applicants individually to be sure that their expectations about work will be reasonably met. If your group has been split into teams to work on different projects, rotate to prevent boredom.

**Group processors vs. individual reactors:** Structure time for group and individual reflection. Make time to meet with each participant one-on-one during the week to check in. Process exercises in small and large groups. With your co-leader or partner, talk about other potential conflicts, such as:

- cultural sensitivity battles
- haves vs. have-nots
- activists vs. philanthropists
- liberal vs. conservative
- language proficient vs. deficient
- your role in the visited community
Here is the syllabus of the winter study fieldwork course through which student trip leaders can receive academic credit for working with the community organization which will host their Break Out Trip. Multiple leaders from the same trip may follow this route. In addition, the articles and book chapters in the course reading list may be suitable training resources for trip participants. Note that the electronic version of this manual includes electronic links to most of the readings.

WILLIAMS COLLEGE
DEPARTMENT OF POLITICAL SCIENCE
Winter Study 2020

PSCI 21: FIELDWORK IN PUBLIC AFFAIRS AND PRIVATE NON-PROFITS

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This course encourages you to relate academic concepts to political realities by working in an organization or with a project or initiative. Your placement options include town government offices, state or federal administrative offices such as environmental agencies or housing authorities, interest groups that lobby government (such as the ACLU or Natural Resources Defense Council), think tanks, service providers (such as homeless shelters, food banks or Habitat for Humanity), education and grassroots, activist or community development organizations.

The instructors and members of the Political Science and Political Economy faculty are available to help students find placements, if necessary. Each student should then ask his or her prospective supervisor to send a confirmation letter or email to Dr. Consolini, describing the nature of the work to be performed. Students must attend a pre-term orientation meeting, read a few short articles and book chapters, keep a journal, and write a final 10-page paper analyzing their fieldwork experience. We will meet again after Winter Study to discuss what all in the course have learned from their fieldwork.

GENERAL COURSE REQUIREMENTS:

Enrolled students are expected to provide a confirmation letter from their supervisor (due November 15th), participate in pre-term brunch orientation meeting during the December reading period (December 10th at 1pm), complete assigned readings, conduct a minimum of 90 hours of fieldwork, receive a satisfactory evaluation from their supervisor, and complete a journal and a 10-page final paper (due January 30th at 5pm).
GENERAL REQUIRED AND RECOMMENDED READINGS:
(Posted on GLOW)

Required:


Finlay Young, "Unprotected;, She Wanted to Help Liberia’s Most Vulnerable Girls. Then Her School Became a Predator’s Hunting Ground," PROPUBLICA and TIME MAGAZINE, October 11, 2018.

Recommended:


COURSE FORMAT:

READINGS
This course is flexibly designed around the key theoretical concepts of social assignments, power, and decision-making, which are relevant to any kind of organization or collective enterprise. IT IS CRUCIAL THAT YOU AT LEAST SKIM SOME OF THE READINGS BEFORE YOU BEGIN YOUR FIELDWORK. WHILE READING, REFLECT ON ANY TWO OF THE FOLLOWING QUESTIONS:

1. Does Walzer’s categorization make sense to you? In what ways can it be useful in public policymaking?
2. Can you think of an illustration of each of Gaventa’s three dimensions of power from your own experience?

Additional readings relevant to student’s fieldwork assignment will also be available.
3. How well does Gaventa’s multidimensional definition of power explain the problems that developed at the More Than Me school (described in the PROPUBLICA article)?
4. How does one differentiate fundamental decisions from incremental ones (Etzioni)?
5. Can you use Clark and Wilson’s incentive typology to make sense of your life experience? Which of the different types of incentives most effectively motivate you?

The following questions will help you engage the readings as aids in the analysis of your fieldwork experience. Answer at least 4 of them in your journal:

1. To what sector would Walzer say your organization or project belongs?
2. To what extent is your organization’s formal structure (organization chart, official chain of command) different from the power and authority dynamics you are observing?
3. How clear and agreed upon are the goals of your organization/workgroup?
4. How agreed upon are the means of getting problems solved?
5. How are incentives used in your organization/workgroup?
6. Do people seem to agree which decisions are fundamental and which are incremental?
7. Can you find examples of each of Gaventa’s power dimensions in your fieldwork experience?
8. Have you observed any of the same dysfunctional social dynamics described in the PROPUBLICA article in your host organization and/or its partners?
9. What dynamics in your organization have been surprising to you?

FIELDWORK/JOURNAL
Take extensive notes on your thoughts and observations regarding your fieldwork. WE WILL KEEP YOUR ENTRIES CONFIDENTIAL AND WILL NOT PENALIZE YOU FOR CHANGING YOUR OPINION! Reflect on how your experience relates to any of the concepts or issues discussed in the readings. Take down any interesting or surprising observations, stories or verbal exchanges. It’s not necessary to make sense of everything you write within a given entry or set of entries. Raise questions in your journal wherever you can. You will be able to mine your journal material later in this course (and beyond it) to the extent you recount the many facets of your fieldwork experience. Don’t worry about grammar and syntax. Complete sentences are not necessary. GET AS MUCH OF YOUR EXPERIENCE RECORDED AS YOU CAN! JOURNAL ENTRIES CAN BE SUBMITTED ELECTRONICALLY.

INFORMAL DISCUSSIONS WITH COLLEAGUES
Throughout your fieldwork, seek the perspective and observations of those around you, including your Williams colleagues. Don’t forget to include their responses in your journal! Here are some questions you might ask them:
How is this organization like (or different from) other organizations at which you have worked?
What do you see as the strengths and weaknesses of this organization?
What do you expect this organization will look like in 5 years?
What do you hope it will look like?

ANALYTIC ESSAY
Your essay should include a summary and analysis of your fieldwork experience. In your analysis, be sure to focus on at least one of the key concepts in the assigned readings. Note that this essay is due on the last day of Winter Study, January 30th, 2020.

SUPERVISOR EVALUATION
Your supervisor evaluation form (or an equivalent letter) must be returned by January 30th, the last day of Winter Study 2020.
POST-WINTER SESSION DISCUSSION
A group lunch debriefing session is scheduled for the first Sunday of Spring Semester Sunday, February 9th at 1pm, in G10 Brooks House.

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WILLIAMS COLLEGE WINTER STUDY
POLITICAL ECONOMY/POLITICAL SCIENCE 021
FIELDWORK EVALUATION FORM

STUDENT NAME:_____________________________________________
SUPERVISOR’S NAME:________________________________________
SUPERVISOR’S TITLE:________________________________________

The total number of hours the student spent working for your organization (in and outside your

of ice(s))?  

How effective has the student been in working with others? Following directions? Responding to criticism?

How well did the student meet the goals set for him or her?

How well did the student demonstrate analytical ability in his or her work for you?

Finally, please evaluate the overall quality of the student’s work performance:  
(Circle and explain)

Outstanding Very good Good Fair Poor

Please include any other comments you believe appropriate on the reverse of this form or on separate

sheet(s) if necessary. Email or mail to Paula Consolini, Ph.D., Director of the Center for Learning in Action, G10 Brooks House, 983 Main Street, Williamstown, MA 01267, 413-597-5039 (tel), pconsoli@williams.edu (email). 
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