



**Repairing The World, One Week
At A Time:
A guide for alternative break
trips and follow-through**

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Alternative Break Resource Guide

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Welcome to the Alternative Break Resource Guide

By creating meaningful social action opportunities to learn about pressing issues and commit to being part of a cycle of repairing the world, alternative breaks provide the time, space, and environment for growth and understanding. **This guide will raise and answer questions, provide tips on best practices, and be one of the many tools you will utilize in charting your own course of action.** Please note that the people who have prepared materials in this guide may no longer work for Hillel or have the same contact information that you will see posted. Your feedback is requested and your best tips will be highly appreciated. Please send questions and/or materials to Michelle Lackie, Director of Weinberg Tzedek Hillel, at mlackie@hillel.org.

1.1 Key Steps

Alternative Breaks and Global Exchange

Are your students interested in a high impact, cross cultural experience? Have you considered an AB to South America, the Former Soviet Union, Israel or within the U.S.A? The following steps will get you started with the process of determining which opportunity is best for your campus.

Step One:

What are your goals?

Who is your target group?

Step Two:

When is a good time for your students to travel – winter/spring break, summer, Passover, Purim?

Step Three:

Where would your students like to go?

- *International trips*
 - Development work with non-Jewish communities
 - Joint projects with Hillels of South America, FSU or Israel
Eg. Pesach/Passover Project, Tzedek/Social Action work in South America, etc.
- *Domestic trips*
 - Eg. Black/Jewish student trip, community service initiatives, etc.

Step Four:

You must think about expenses now – what your students can afford, what your Hillel can afford, and potential outside funding opportunities:

- Speak with your Director, brainstorm ideas, and make sure she/he is on board.
- Think through basic costs and how they can be divided per person. For example, one could breakdown per person costs for a typical trip like the following:

Student pays	\$400
Student fundraising	\$200
Local Hillel fundraising	\$400
Local Hillel budget	\$200

Remember, there are a lot of potential partners out there; and every \$50 can add up!

- It is doable if you plan ahead, be strategic and be creative.

Step Five:

Contact Michelle Lackie, Director, Weinberg Tzedek Hillel, mlackie@hillel.org, 202 449-6595 or Joshua Blum, International Division Associate, jblum@hillel.org, 202 449-6556. They can help you through these and the next steps, and help facilitate connections to the appropriate partners.

Step Six:

Alternative Break is an amazing engagement tool. To be fully effective, you must think through all aspects of the experience including pre and post program. Don't wait until the last minute! Use the rest of this guide to help you through the entire process.

1.2 Partner Organizations

Domestic AB Partner Organizations

Break Away

<http://www.alternativebreaks.org>

A "clearing house" of organizations looking for volunteers. Your campus may be a member.

Global Volunteers

www.globalvolunteers.org

Offers domestic and international experiences and plans all logistics – project, housing, food, etc.

Habitat for Humanity

<http://www.habitat.org/ccyp/cc.html>

Work together to build a particular house in a community.

National Parks Service

<http://www.nps.gov>

Use the Parks Service as a partner to plan an outdoor experience focusing on trail maintenance and cleaning.

Spark: Partnership for Service

www.sparkpfs.org

Will help you plan a domestic alternative break and offer help with the Jewish service learning.

Walking Stick Foundation

www.walkingstick.org

Jewish environmental organization based in New Mexico that has experience planning and creating experiential opportunities.

International AB with the American Jewish World Service

<http://www.ajws.org>

Takes Hillels to Nicaragua, Honduras or Mexico for an intensive one-week experience including intensive service learning on Judaism and development.

International with the Hillel of Argentina, Uruguay, Brazil or Former S.U.

Joshua Blum, International Division Associate

jblum@hillel.org, 202 449-6556

Several projects with local Hillels in the above countries, including Alternative Break, Pesach/Passover Project, cemetery restoration, etc.

1.3 Timeline

5 Months in Advance:

- Recruit student leaders.
- Work with these leaders to establish the AB program.
 - Set the site and major volunteer projects by researching available options, asking questions of staff involved in organizations your group would like to volunteer with, finding out what type of service may be needed at various locations, and assessing what service project or set of projects could be the best fit for the group.
 - Research transportation, housing, food, and other necessary logistics.
 - Create a budget to best understand the costs associated with this program.
 - Advise student leaders regarding recruitment techniques and set a plan for selecting participants.
 - This will involve setting the application deadline and interview dates if applicable.

4 Months in Advance:

- Recruit students to participate in the program.
 - This will involve major publicity on campus including through the campus community service office, international studies department, environmental department, or any group somehow related to the issue at hand or community service and activism.
- Work with student leaders to establish a fundraising plan.
- Finalize major trip plans such as the site, itinerary, transportation, and housing.

3 Months in Advance:

- Select group participants.
 - If your AB trip is during spring break, select the group prior to winter break
- First orientation for group.
 - At first meeting, the group can get to know each other, be brought into the fundraising campaign, and committees can be set up for all participants to have the opportunity to share in the leadership of this program – See student leadership for more information.
- Work with student leaders to plan future orientations/meetings.
- Deposits and contracts due

2 Months in Advance

- Fundraising continues
- One or two orientation sessions
- Waiver, Medical Forms and Passport information are due
- Student committees have plans set

- Itinerary finalized
- Emergency numbers are disseminated
- Final payment is due
- Work with students to plan reflection sessions
- Social or logistics meeting

1 Month in Advance

- Final fundraising efforts take place
- Reflection sessions are finalized
- Packing list is distributed
- Everyone should have a final copy of the itinerary
- Collect passport photos if applicable
- Final group meetings

Post-Trip

- Reunion
- Shabbat program where AB participants can share experiences with their peers
- Follow through programming – See follow through section for more information.

1.4 Budget

It is extremely important to think through your budget at the beginning of your AB process. Most importantly, the Executive Director must understand all costs and be supportive of the endeavor.

1.4.1 Budget Sample

Alternative Break Budget - 10 participants, 1 staff

<u>Income</u>	
Student fees (\$500/student)	\$5,000
Student fundraising (\$400/student)	\$4,000
Group fundraising	\$2,000
Hillel Contribution	\$2,000
Donor	\$3,000
<hr/> Total	<hr/> \$16,000
<u>Expenses</u>	
Fees (\$525/student)	\$5,250
Airfare (\$800/student)	\$8,000
Staff fee (\$400/staff)	\$400
Staff airfare	\$800
Misc	\$500
Programmatic	\$1,000
<hr/> Total	<hr/> \$15,950

1.4.2 Sliding Scale Budget Sample

Alternative Break Budget - 10 participants, 1 staff

<u>Income</u>	
Student fee (1 x \$900)	\$900
Student fee (3 x \$700)	\$2,100
Student fee (4 x \$500)	\$2,500
Student fee (2 x \$250)	\$500
Hillel	\$3,000
Group Fundraising	\$2,000
Donor	\$3,000
University contribution	\$2,000
Total	\$16,000

<u>Expenses</u>	
Fees (\$525/student)	\$5,250
Airfare (\$800/student)	\$8,000
Staff fee (\$400/staff)	\$400
Staff airfare	\$800
Misc	\$500
Programmatic	\$1,000
Total	\$15,950

1.4.3 International AB Budget Sample

<u>ASB Budget</u>	<u>Actual</u>	<u>Fundraising</u>	
		Rabbi Letters	\$1,985
		Jewelry	52
Expenses:		Rockefeller Chapel	\$200
Airfare: \$767 per person (times 30)	\$23,010	Krispy Kream (D)	\$300
Food: \$20 per day (times 7 days, times 30 people)	\$4,200	Krispy Kream (C)	\$434
Lodging: \$20 per day (times 7 days, times 30 people)	\$3,960	Shabbat Dinner	\$220
Absorption of Staff costs (plane, food)	\$2,721	Mishloach Manot	\$335
Transportation costs (staff costs incl.)	\$1,848	Rabbi Furman	\$500
Misc	\$469.96	Spitzer	\$65
Security Guard	\$150	Chinese Balls Sale	\$90
Tour Guide	\$150	Zimmerman	\$70
Emily's Ticket	\$993	Scones	\$15
Supplies for project (paint)	\$600	NU Pizza	\$80
Follow up	\$1,466	NU Shabbat Dinner	\$60
Total	\$39,568	ZBT	\$25
		Sub-total	\$2,394
Income:		Raffle Tickets	U of C \$459
Federation	\$20,000		NW \$535
Fundraising	\$6,002		DePaul \$577
Participant Fees (at \$500 per person)	\$14,450	Sub-total	\$1,571
TOTAL	\$40,452	Fundraising Total	\$6,002

1.5 Fundraising

1.5.1 American Jewish World Service Fundraising Tips

<http://www.ajws.org>

FUNDRAISING IDEAS FOR AB PARTICIPANTS

The following was prepared by *American Jewish World Service* to support service program participants' fundraising efforts. These ideas are helpful for any Alternative Break experience. It may be helpful to adapt the following to your particular experience (please acknowledge AJWS at the top) and distribute at your first group meeting.

FUNDRAISE

Fundraising is an opportunity for you to create a meaningful experience for yourself and for your community. As you ask people for support, you will have to articulate what this program is all about and why it is important to you to participate in it. You will be educating your community about the Jewish obligation to pursue justice for anyone in need and real ways that Jews can do this work. In this package, you will find:

- Tips for successful fundraising
- A list of fundraising ideas
- Some text that you may wish to use in your fundraising efforts
- A sample fundraising project from a past participant in an AJWS delegation.

If digital photos from past AB programs would be helpful to you, please ask your group organizer to request these from AJWS. We remind you that by asking others for a financial contribution, you are not only doing good in the world yourself, you are affording someone else the opportunity to do so.

TIPS FOR SUCCESSFUL FUNDRAISING

To Get Started:

- ⇒ *Set a goal.* How much money do you plan to raise?
- ⇒ *Be creative.* Use the list of projects included in this package to get you started but don't be limited by these suggestions. Ensure that your project doesn't require you to invest more money than you are likely to raise.
- ⇒ *Make a plan.* Break down the various tasks of your project(s). Create a timeline remembering that many people will take some time to write and mail checks to you.

In Your Outreach Efforts:

- ⇒ *Collaborate.* If everyone in your group is sending personal letters to friends and family, why not create a template together?
- ⇒ *Know your audience.* Be sure to highlight the aspect of the trip that is interesting to prospective supporters. You may need to create a few versions of your 'pitch' to ensure that it is well-received by all.
- ⇒ *Provide information* about the organizations that you will be supporting. You may wish to refer people to AJWS' website, www.ajws.org.
- ⇒ *Be specific* about why it is important to you to participate in this program.

- ⇒ *Follow up:* Describe what you plan to do in your community upon your return.
- ⇒ *Mailings:* If you are mailing requests, include self-addressed stamped envelopes.

After people have contributed:

- ⇒ Acknowledge contributions immediately. You may wish to send a formal thank you note after your experience abroad so that you can share an anecdote from your experience.
- ⇒ Be sure to follow up on offers for speaking engagements shortly after your return home.

FUNDRAISING IDEAS

- ⇒ **Plan a social event** (brunch, dinner) and charge admission (\$15-\$25), in exchange for the promise that you will host a presentation about your Alternative Break experience when will return home.
- ⇒ **Host a ‘band night’** of student bands (this way friends of participants and friends of band members show up), charge admission.
- ⇒ **Hold a Misloach Manot drive or sell Rosh Hashanah baskets:** Hillel sends letter to all parents of students at the beginning of the year inviting them to purchase a gift basket (for \$20-\$25) to be delivered to their child for the holidays. A portion of the money will pay for the basket (about \$5), and the rest will subsidize the Alternative Break.
- ⇒ **Have a fundraising party:** Just make sure you end up earning money, not losing.
- ⇒ **"Steal the gate" at a popular nightspot:** Get the owner of a hot night spot to give you a certain percentage - or even all - of the cover charges for the night in return for you guaranteeing a larger than usual crowd that will buy drinks, etc. at regular prices. This is best done on conjunction with a popular band.
- ⇒ **Make a winning event yours:** Approach the sponsoring organization of a successful annual event and ask them to focus on a theme that relates to the work you will be doing overseas. They can arrange for a portion of the proceeds to go to the organization that will send you.
- ⇒ **Sell progressive T-shirts, buttons, etc:** If you're into the promotion of peace, environmental or other causes and you can get a good deal on related T-shirts, buttons, bumper stickers, etc. Set up a stand at a busy place and accomplish four things at once: inform people about what you are doing, gain more sponsors and earn extra cash, and promote your favorite cause.
- ⇒ **Have a rummage sale:** A rummage sale is a good way to sell your possessions and gather support for your cause. You may want to combine a raffle at the site of the sale, or an auction, especially if there is a natural group that would support you in this endeavor (fraternity, workplace, synagogue, club, etc.).
- ⇒ **Ask your home synagogues or local Federation for personal financial assistance.** Be sure to remind them of your connection to the community that they represent. Even if you haven't seen your Rabbi for many years, he or she should be glad to support you as you reconnect with Jewish community through this program. You might want to ask for a specific amount as an honorarium for an informative presentation about your experience when you return.
- ⇒ **Make rounds to dorms** asking for dorm funds to support your Alternative Break.
- ⇒ **Letter to friends and relatives:** You should send a detailed letter explaining the program and what you hope to accomplish to 100 or more people, including friends, relatives, former teachers or professors, former co-workers, etc. Ask for a specific amount of money - \$50 is a nice round figure, but for older, more established relatives or friends \$100 is not too much to ask; for peers and fellow students, perhaps \$25 to \$35. You may want to break your potential supporters into groups, sending a custom letter to each group.
- ⇒ **Form a support group:** One of the best support structures is to have the people closest to you act as your fundraising committee. Have them write letters on your behalf and distribute pledge forms to their co-workers, immediate family and good friends.

- ⇒ **Grants from your school:** College public service centers and academic departments frequently have fellowship programs that grant money to students participating in innovative study projects or programs abroad, particularly if you are earning academic credit for this.
- ⇒ **Local Businesses:** Local businesses are far more likely to support you than are large corporations. The key is to make a linkage between the owner of the business and you or someone close to you. You may want to approach the businesses with a letter first, enclosing all the relevant materials and a pledge form, and then follow up with a phone call. Asking for \$100 or more is not unusual.
- ⇒ **Special Collection:** Take up a special collection at a general meeting of a community group or at a synagogue function, coordinated with the meeting/event organizers. It is important to educate the community about what you will be doing before the collection is announced, via written materials in the bulletin or preferably featuring a personal appeal by you during the meeting/event.
- ⇒ **Community groups:** Civic groups such as B'nai Brith, Rotary, certain unions, special interest groups (like the Sierra Club or Returned Peace Corps Volunteers) might be interested in sponsoring you, especially if you give them a presentation when you return from overseas.
- ⇒ **Get a part-time job:** Getting a part-time job can earn you extra money.
- ⇒ **Support from employers and coworkers:** Approaching own employer is an often-overlooked source of possible support. Even better is getting support from your coworkers. You might get permission to send them an email or drop a letter in the mailboxes.
- ⇒ **Loans from relatives:** Certain relatives may be able to lend you more than they would be willing to just give you, as long as you agree to pay them back shortly after you return.
- ⇒ **Grants from foundation, fellowship programs or the government:** Many foundations offer fellowships to people to work, study or volunteer abroad. You can research these in The Grants Register, the Directory of Research Grants and The Foundation Directory, all available in most public libraries.
- ⇒ **Letters to alumni associations:** An announcement in a high school or college alumni newsletter about what you are about to do with a pitch for contributions, can be a good way to gain support and touch base with long lost friends.
- ⇒ **Telephone campaign:** Getting permission to call a friendly membership list can be tricky, but if you are successful in persuading a group to let you call their members this can be an effective fundraising tool, especially if the group shares something with you (alumni, international development, religious affiliation, etc.)
- ⇒ **Raffle.** Solicit donations from local businesses, create raffle tickets and sell them in all of your classes. Most professors will give you permission to address your class for a few minutes in order to tell them about your upcoming experience. Some classes might want to hear from you again when you come home.
- ⇒ **Service for service auction.** As a group, decide on one service that each participant can offer. You might even ask friends who are not going on the trip to support you by auctioning off a service too. This could include tutoring, a home-cooked meal, essay editing, salsa dance lessons, etc. Make sure that the audience knows that by purchasing your service, they are helping you to go do service in a community in need.

BUT WHAT WILL I SAY?

Below are some places to look for text / talking points for your fundraising work.

- ⇒ There are a few pages on the **AJWS website** that might be helpful including a description of the organization's mission, Jewish texts that form the basis of our work, descriptions of our service programs and their goals, and explanations of the kinds of projects that we fund around the world.

- ⇒ Your Hillel staff person has copies of the **Alternative Breaks brochure**. You may wish to use text from that document.
 - ⇒ You should have heard or received **information about the Host NGO** that you will be working with. Make sure that you can describe the work that this organization does and how you will be helping them.
 - ⇒ Your Hillel staff person has **articles** about AJWS and quotes from past participants.
 - ⇒ AJWS can email you **digital photos** from past Alternative Breaks groups.
 - ⇒ Finally, you may wish to use the following quotation and statistics or you might find statistics that relate directly to the work that you will be doing:
 - 1 billion people in the world (one out of every six) live on less than \$1 a day. 70 percent of them are women.
 - 800 million people go to bed hungry every night.
 - 140 million people get no public education
- “The numbers are overwhelming but we cannot retreat to the convenience of being overwhelmed.”** - Ruth Messinger, President of AJWS

SAMPLE FUNDRAISING PROJECT

Students can request support from Synagogues, community organizations, in-school funds/groups, companies/small businesses, family and friends.

Rebecca Budner participated in a young professionals’ delegation to El Salvador. She wanted to involve her community in this project, not only to raise money but also to engage people in her life in the journey she was about to take. She wrote to people who really knew her saying what she was doing, why she was excited about it, and requesting donations – but also appreciating the many kinds of support that people would offer. Within two weeks she had raised half the money needed!

The project, step-by-step:

1. talked about the trip with friends and family, spreading the word that she was going
2. sent an e mail requesting support
3. for the people who expressed interest and then didn’t send money: she sent a follow up email thanking people and reminding them that they could still send donations.
4. sent a second email to the whole group thanking them for their support and saying that she could still use the donations
5. sent out a third email two weeks before leaving updating people on what she was learning about how the trip would be, thanking them and encouraging to still send if wanted to
6. two days before leaving, Rebecca sent out a last email saying goodbye and describing her thoughts and feelings before the trip – the purpose of this e mail was to keep everyone engaged in her experience
7. wrote an e mail about her trip, what she did and what it meant to her and sent this to the list along with a link to an on-line photo album

The letter:

Dear family and friends:

As some of you know, I recently applied for and was accepted to participate in an incredible Tikkun Olam (translated from Hebrew as ‘repair of the world’) opportunity happening the week of October 20-27. I have been chosen to go with a group of Jews, about thirty of us in our 20’s and 30’s from Boston and New York City, to do service work in a town called Ciudad Romero,

which is part of the Usulután province in the southeastern region of El Salvador. The trip is being made possible through American Jewish World Service and La Coordinadora (see below). The trip is subsidized (\$300/person given from a private donor) but still costs \$950/person, and I'm writing you to ask if you would be able to give me a donation to support my participation.

The town where we will be working, Ciudad Romero, was founded 11 years ago by Salvadorans who were refugees in Panama during the civil war in El Salvador and then returned to the region after the war ended. In the last 20 years, the region has struggled due to earthquakes, floods, hurricanes, residents who fought on opposite sides during the civil war and have lived in other countries as war refugees, agricultural issues, and poverty. In 1996, an organization called La Coordinadora was formed to address these issues. The mission of La Coordinadora is disaster prevention and management, development of environmentally and economically sustainable agriculture, improvement of the lives of the rural poor, and the creation of a culture of peace in the region. The overriding principle of La Coordinadora is that all identification of needs and decisions are made by the residents of the region, as well as participation in the work itself.

In coordination with La Coordinadora, the trip is being organized by the American Jewish World Service (www.ajws.org), which raises money for development work in many countries and sends Jewish volunteers to provide much-needed assistance and service, learn about other cultures, as well as provide the opportunity for people who have never met Jews to work beside them and get to know them. The plan for the trip is the following: 1) four days spent working alongside families, being directed by them as we work together to rebuild their homes, 2) one day of Shabbat spent discussing issues of social justice in Judaism with some free time built in for enjoying the beach on the Pacific and playing with the kids in town, 3) and one day spent traveling to and touring the main city, San Salvador, including a visit and discussion with the American Ambassador to El Salvador. We will sleep in a dorm used for regional agricultural development conferences, and eat all our meals with the families.

Basically, I am very excited about this trip because it combines three of the values I hold most dear: social justice, Judaism, and creating cross-cultural exchanges. I want to ask you if you would be able to provide me with financial support for the trip. I would greatly appreciate any amount, whether small or large. Any amount I receive above the cost of the trip I will donate to either another person going on the trip, La Coordinadora, or AJWS. If you are able, you can 1) send a check made out to me at my home address as soon as you can, which is..., or 2) if you would like to contribute and having a self-addressed stamped envelope in hand would help in some way, email me back a note saying you'd like that and I'd be happy to do it. Feel free to email or call me with any questions at.... If you are not able to contribute, thank you anyway, and consider this a little update on what I am doing these days. Take care and thank you!

Love,
Rebecca

1.5.2 ASB: Selling it to the Board

Running an Alternative Break trip can be very rewarding for any Hillel. However, it is a difficult process, with many factors (time, money, other resources) to consider. It is crucial to have the support and backing of your board before undertaking this project. Board members can help you as advisors, fundraisers and more. When presenting the AB idea to your board, consider using the following points.

ASB strengthens the diversity of your Hillel.

- Columbia University Hillel has run an ASB for past three years and now has a committed group of ASB alumni who organize social and educational activities at Hillel. This group recently organized a movie night that brought in the most diverse group of students that had been at Hillel all year.

ASB creates committed alumni that become involved in a range of Hillel programs.

- After Toronto Hillel ran an AB in 2002 students who had never been involved before began attending Shabbat dinners, Israeli dance classes and Israel advocacy conferences. AB was their entry point into the Hillel community.

AB encourages students to express their social justice values in a Jewish setting.

- NYU Hillel students returned from an AB in Mexico and held a Shabbat dinner for the entire campus Jewish community where they talked about globalization. This group integrated their AB experience into other Hillel programs, encouraging non-ABers to think about social justice issues through a Jewish lens at Hillel.

AB alumni educate the wider Hillel and university communities, promoting Hillel in the process.

- Stanford Hillel went to El Salvador last year on an ASB. Upon their return, the participants wrote a fascinating and inspiring newsletter about their experience and distributed it widely on campus and in the community, promoting the important work that they did through Stanford Hillel.

AB is an entry point for students to participate in community-based Jewish social justice initiatives.

- ASB alumni from Rutgers University and Barnard College learned of the Immigrant Worker Freedom Ride planned for September 2003 and of the Jewish community bus that was participating in the ride. They helped organize a Jewish presence on the bus and at each of the stops along the way, proudly sharing the fact that Hillel brought them into the world of Jewish social justice initiatives.

ASB empower students to act as leaders and educators in their Jewish communities at home.

- After participating in an AB program, an alumna served as a staff person with the NIFTY Urban Mitzvah Corps, where she brought in her AB experience, educating the kids about social justice through a Jewish lens.

*Prepared by American Jewish World Service, www.ajws.org

1.5.3 New York University Sponsor Letter

Dear -----,

I am writing to you as a student, an activist and a humanitarian requesting your support. The Bronfman Center for Jewish Student Life at NYU is sponsoring Alternative Spring Break: Mississippi Delta. For seven days, twenty two NYU students will travel to Farrell Sherard, Mississippi to work with Habitat for Humanity and members of this community on building homes. I am committed to helping others in this world and consider this an opportunity to turn my convictions into action.

This project is costly; therefore each participant is required to raise \$500. I am asking you to sponsor me in any way possible so that I can reach the individuals of the community in need of labor, supplies and support. It is my honor to represent the Bronfman Center and New York University in such an altruistic and loving project. I know that ----- is an advocate of raising social consciousness and promoting values of Tikum Olam (repairing the world). I am a student who believes that awareness alone cannot produce change, but service, coupled with compassion, is the most crucial ingredient to improving living conditions for all.

I am looking forward to speaking with you about the possibility of a donation/sponsorship and to answer any of your questions regarding Alternative Spring Break: Mississippi. I can be reached at ----- or via email at -----.

Thank You.

Sincerely,
Jennifer Goldsmith

1.5.4 New York University Care Packages Fundraising Program

Dear Parents,

This year, the Bronfman Center is offering you the opportunity to send Purim Care Packages (gifts of food traditionally given out at Purim time) to your child without having to worry about how to pack and ship the hamentashen yourself!

This spring a group of Jewish students will be traveling to the Mississippi Delta to address the issues of poverty and racism while working with Habitat for Humanity. As part of a major fundraising effort, we will put together packages full of hamentashen and other sweet Purim treats and hand deliver them to your child.

The cost of sending one student on this trip is \$500.00. Please help us help them.

The Mishnah teaches us that to save one life is to save the whole world. We all must do our part!

Yes, I want to send a Purim Care Package to my child!

Student name:	Address:	Phone number:
Amount enclosed-please circle one:	\$36.00 \$72.00	\$108.00 144.00

No Purim Care Package for me please, but here's my donation of: \$_____.

Please make checks payable to: The Bronfman Center to:
The Bronfman Center 7 East 10th St. New York, NY 10003

Sincerely,

Rena Dascal Special Projects Coordinator

1.6 Student Leadership

1.6.1 Recruitment of AB Leaders and General Members

- Select one student leader or several student leaders to run this AB program
 - This can be done through an application and/or interview process or by inviting students to lead this project

Sample Leadership Board Application (DePaul, Northwestern, U of Chicago)

Hillel Alternative Spring Break Leadership Board Applications

Site Leader Description

- Work with staff to plan the ASB trip, including travel, community service, recreation, Shabbat festivities, and reflection
- Oversee the Fundraising and Membership chairs
- Lead reflection conversations/activities throughout the trip to help participants process their own thoughts and feelings as well as learn from each other

Site Leader Questions:

1. Why are you interested in serving in this position?
2. What experience do you have in program planning and team leading that will be helpful to you as the ASB Site Leader?
3. What does volunteerism mean to you?

Fundraising Chair Description

- Plan and implement events that will involve raising funds
- Organize a letter campaign in which ASB participants will request support from their hometown Synagogues and Jewish Federations
- Apply for grant funding from Hillel International and other organizations who have supported similar programs in the past
- Maintain the ASB budget

Fundraising Chair Questions

1. Why are you interested in serving in this position?
2. Propose one creative strategy to raise funds for this trip.
3. What does the phrase, “show me the money,” mean to you?

Membership Chair Description

- Publicize the ASB trip on campus
- Make applications easily accessible for interested students
- Work with staff to select participants
- Compile the contact information of the participants and distribute a listing to all members of the group
- Organize an orientation for ASB participants prior to the trip, and a follow up gathering after the trip

Membership Chair Questions

1. Why are you interested in serving in this position?
2. What methods will you use to promote this trip to Jewish students on campus?
3. What does the concept of community mean to you, and how do you work to build community?

- Publicity venues include but are not limited to the following:
 - E-mail
 - Phone calls
 - AB alumni can help with word of mouth
 - University Community Service Center
 - Community service/advocacy student organizations
 - Flyers in the residence halls, sorority and fraternity houses and campus buildings
 - Campus radio and/or television
 - Campus newspaper/s
 - Professors who teach courses related to the subjects at hand in your AB
 - Word of mouth

- Application/Interview Process (See Application/Interview Section for Sample Participant Applications)
 - Distribute applications and if possible, post one on your website so that students can submit their responses online.
 - This can be an online form or a PDF that students download, fill in, and then e-mail to the appropriate person
 - Include information about the program in the application heading so that students understand that they are applying to be part of a program that is greater than a one week commitment.
 - For example, include information regarding orientations, fundraising responsibilities, student fee, and follow through on campus
 - If applicable, set interview dates, have student leader/s run the interview process or run it yourself, and specify a date that all candidates will find out if they have been accepted to the program

1.6.2 Leadership through Teamwork

- Possible committees to be set up for the AB team at the first orientation:
 - **Follow Through**
 - This committee can be set prior to the trip
 - They can plan the Thursday night reflection that will involve the group brainstorming how to transform this experience into action when they return
 - **Fundraising**
 - Two or three students can spearhead major fundraising projects that everyone will participate in
 - **Historian**
 - To best document this trip, the historian committee can keep a group journal, take pictures, put a scrapbook together and keep all program materials in a binder
 - **Shabbat**
 - This group can plan special opportunities for Shabbat as well as logistics such as services, meals, free time opportunities
 - **Social/Team Building**
 - This committee can plan happenings that start all orientations off on the right foot, and help the group get to know each other before, during, and after the trip

1.6.3 Additional Student Leadership Opportunities

- Leading reflection – if you have a student site leader, this person could take responsibility for reflection sessions
- Leading orientations

1.7 Application/Interview Process

1.7.1 Domestic AB Sample General Application

Bronfman Center for Jewish Student Life

Alternative Spring Break

Trip to Mississippi Delta– March 10th – 17th

[555-5555 sample@university.edu](mailto:555-5555_sample@university.edu)

Come work with Habitat for Humanity and the Bronfman Center to help to build affordable, livable housing for members of the Farrell Sherard community in the Mississippi Delta. Farrell Sherard is a small community of 300 confronting a history of slavery and racism. The community remains a vibrant, caring, and inspiring community to work with.

Habitat was originally founded as an organization based on Christian principles and does not discriminate -- in housing or volunteers. Habitat for Humanity works to provide decent housing to those who could not otherwise afford it. Houses are not given away, but put in closer reach through no-interest loans, wholesale material costs, and volunteer labor. The Habitat affiliate in Farrell Sherard is central to the community and the community is central to the work of this affiliate. We will work along side current and future homeowners.

We will spend our days working (tasks may include putting up drywall, siding, tiling, building trusses, etc.). In the evenings we will be learning about the history of the Delta and its poverty, socializing with community members, playing with kids, Jewish learning, and visiting surrounding areas including Clarksdale, the Blues Museum, and a local synagogue. We will spend Shabbat in Farrell Sherard before leaving for a last night in Memphis.

Cost: The cost of the trip will be \$215 per student. This includes airfare, transportation, food, and housing. Students share the responsibility of raising an additional \$300 per participant. Therefore, the total cost of the trip comes to \$500. Students will be asked to form a fundraising committee to raise money before the trip. If a student is able to raise more than \$300 additional dollars they will be reimbursed from their deposit.

Living Arrangements: We will be staying at the volunteer center in Farrell. The center consists of two large bedrooms – one male, one female, a living room and a kitchen. We will be cooking and cleaning for ourselves.

Jewish Observance: We will be cooking most of our own meals. We may be eating with community members or in non-kosher restaurants. If you are concerned, you may bring food, but must notify Bronfman Center staff beforehand. Shabbat will be observed and planned by a student committee.

Bronfman Center for Jewish Student Life

Alternative Spring Break

Trip to Mississippi Delta – March 10th – 17th

Why do you want to go on this trip?

What do you think you can add to this trip?

Please elaborate on any past leadership roles you have had.
Do you have experience traveling? If so, where?

Do you have experience working with diverse populations?

Have you done any building, construction? Please describe.

Do you have any medical conditions?

Dietary Restrictions?

Is there anything else you would like us to know?

Responsibilities and Expectations

- Attend two mandatory pre-trip trainings
February 12th at 12:30pm
March 4th at 7pm
- Participation in Fundraising Efforts before trip departure
- Participation in committees to help organize fundraising, meals, Shabbat, and follow-up
- Post Trip Debriefing and follow-up

Application Deadline will be on Friday Feb 1st 3:00pm! You will be notified of your acceptance by the end of the day on Sunday Feb 3rd where you will have until Tuesday the 5th at 9:00am to accept or decline participation. You must bring by your deposit of non-refundable \$215.00 as well by 9:00am on Feb 5th.

Name

Signature Date

Local Address _____

Email _____ Phone _____

School _____ Major _____ Year _____

Parents Address _____

Phone _____

Emergency contact Name _____ Relationship to you _____

Address _____

Phone _____

1.7.2 International AB Sample General Application

From Duke to Uruguay: Building Bridges, Changing Lives

SPRING BREAK March 7-15, 2004
MONTEVIDEO, URUGUAY

Please email your responses to the following questions to AB Planner (abplanner@university.edu) or by **Monday, December 1, 2003**. Priority will be given to applications received by this deadline. Please be aware that this is a selective application process and does not guarantee you a spot on the trip. We will notify you of your status before you leave for semester break.

- Name
- SS#
- Local Address
- Local Phone
- Cell Phone
- Email
- Class Standing
- Major(s) / Minor(s)
- Age
- Do you have any special needs (dietary, medical, etc.)?
- List your hobbies and interests

There will be pre-trip meetings on the following dates. Please indicate whether you are available:

Wednesday, January 8th, 6:00pm – 8:00pm _____

Wednesday, February 2nd, 6:00pm – 8:00pm _____

Wednesday, February 16th, 6:00pm – 8:00pm _____

SHORT ANSWER QUESTIONS

- 1) Please describe briefly any previous experiences you have had doing community service and traveling internationally with a group. How have these experiences or others affected your decision to participate on this trip?
- 2) What do you hope to gain from the experience? What might the group and the Jewish or Catholic community in Montevideo gain from you?
- 3) This trip will immerse you in Latin American, Jewish and Catholic culture as well as Jewish and Catholic religious practice. Being in a foreign place and culture can be physically, emotionally, and spiritually challenging. How do you feel about approaching this situation?
- 4) How might your international experience influence your community involvement or activism upon your return to Duke?

AB Planner, Newman Catholic Student Center, 555-5555 or abplanner@university.edu

Hillel AB Planner, Freeman Center for Jewish Life, 555-5556, hillelabplanner@university.edu.

1.7.3 Sample Interview Questions from Columbia University

- Introduction by interviewer:
Excitement about their interest in program
Selection process and commitment to diversity in selecting group- approx 15
Explanation that we only have a short time together
Time at end for questions/concerns
How did you find out about Tzedek Hillel and ASB? _____
Have you applied before?
 - It is hard to get to know someone in such a short time. Tell me a little about yourself.
What is helpful to know about you?
 - Given that (hot weather, language, new food, hard work, intense study, new situation...) what do you imagine being the biggest challenge/most fulfilling?
 - Could you describe a challenge that occurred within a group situation?
How did you handle it?
 - Clarify semester-long commitment, Tuesday nights must be available for orientation, debrief and follow-up group project. Does this work for you? If not when is good?

 - You will be notified by Tuesday, February 3rd by email, accepted, not accepted, waitlisted and will have to accept or decline by Thursday, February 6th
 - Thank you, parting gift TH flyer & magnetic Poetry

1.7.4 Sample Acceptance Letter

Dear _____,

Welcome to the University of Chicago, DePaul, and Northwestern Hillel community service Alternative Spring Break delegation to Buenos Aires, Argentina! Keren, Jose and I think that your participation on this trip will enrich everyone's experience. We are also confident that you will grow from this program and take many incredible moments with you for years to come. Now we have got work to do!

The group will participate in several fundraising activities. You will be briefed about what Jose "fundraising chair" Portoundo has planned at our first U of C orientation and you will have the chance to use your own creativity to plan future fundraising events with a partner. This meeting will take place from 10am to noon on Sunday, February 1st at Hillel. Your attendance is mandatory, and you can expect a big breakfast so feel free to come hungry. Also, bring your calendar because we will schedule the rest of our orientations at this first meeting.

If you no longer intend on participating in this program, please also let Ira know as soon as possible. Otherwise, give your \$200 deposit to Stephanie Sideman at the Newberger Hillel by February 1st. If you don't have a chance to drop by in advance, you can bring this with you to our first orientation. Your failure to get Stephanie this deposit on time will result in your forfeiture of

your space on this trip. If you have any issues with this deposit payment contact Stephanie at (312) 555-5555 or sample@uchicago.edu.

If you have any questions or just want to get to know us please feel free to contact any board member (see below for our e-mails).

Once again, welcome to the team! We look forward to getting to know you on this incredible journey that we are about to embark on together.

Keren, Site Leader siteleader@uchicago.edu
Jose, Fundraising Chair fundraising@uchicago.edu
Ira, Membership Chair membership@uchicago.edu

1.7.5 Sample Rejection Letter

Dear _____,

I am writing to inform you that unfortunately we are not able to include you in this year's Tzedek Hillel Alternative Spring Break trip to Honduras. We had an exceptionally large number of applicants this year and we encourage you to apply next year.

If you would like to pick up your \$450 check please feel free to do so, if not we will rip up the checks in 2 weeks.

We are excited about your interest in Tzedek Hillel and we hope you will find ways to be involved this semester. If you have any questions or are interested in exploring other Tzedek Hillel groups or projects please don't hesitate to be in touch. Thanks again for your time and commitment to this program.

Amy Ravis
Director of Tzedek Hillel
Phone Number

1.8 Forms

1.8.1 Managing Risk: Hillel International's Policies

Having a Great Break

Managing Risk for Your Hillel's Alternative Spring Break

By Dennis Kirschbaum, International Hillel's Director of Campus Administrative Affairs

In recent years Alternative Spring Breaks have become popular activities for local Hillels. **Hillel's Schusterman International Center has put together this short checklist of things to consider, helping ensure that your trip is as safe and celebratory as possible.** It is based on the most frequent questions received regarding Spring Break programs. This is not meant to be all inclusive nor does it address every potential risk. Hillels planning Alternative Spring Breaks are encouraged to contact Dennis Kirschbaum, director of campus administrative affairs to discuss specific issues or concerns. Email dkirschbaum@hillel.org or call 202-449-6526 for more information.

Waivers

A waiver is a document that explains to participants in an activity, what risks may be associated with that activity. A waiver has two primary purposes.

First a properly written and executed waiver may reduce the liability the sponsoring organization bears for harm that may befall participants. However, waivers are far from iron-clad. Their enforceability varies from state to state and from court to court.

However, even if a waiver is not upheld, it can still perform a very useful function if it is drafted well. It informs participants that the activity they will be engaging in could be hazardous. Participants may not know for example that they could drown while swimming unless you tell them. Warning participants of danger allows them to opt out of activities that may be beyond their abilities or comfort level. For a waiver to be effective in both regards it needs to be:

- Specific to the activities and clear and direct about the dangers present in the activity.
- Clearly written in plain language. Some courts require that the document be clearly titled “Waiver & Release.”
- Given with ample time for the participant to read and consider it. Giving someone a waiver to sign as they are getting on the bus or into the raft is not considered ample time.
- Be reviewed by appropriate legal counsel who is knowledgeable regarding liability laws in the specific states involved.
- Signed and dated by the participant.

Participation Agreements

A participation agreement outlines the rules of the trip and asks the participant to agree to follow them. A participation agreement should be separate from a waiver. It should also make clear that violations of the rules could result in participants being removed from the trip and sent home at their own expense. Agreements should cover issues such as alcohol and drug use, dealing with community standards for kashrut and Shabbat, and treatment, of and respect for fellow participants. The agreement should also include a medical release, authorizing staff to seek medical attention for the participant in an emergency. You should also require emergency contact information and proof of medical insurance. If the trip is abroad, you should make sure that participants are covered by insurance valid in the country of travel and provides for evacuation in the event of an emergency.

Transportation

Though we often don't spend much time thinking about it, transportation is actually the most risky part of your trip. You can reduce your exposure by:

- If you rent, use passenger cars or mini-vans. Never rent 15 passenger vans. These vehicles do not have the safety features of cars, roll over easily and have been determined to be very unsafe and dangerous. Even though it may cost a little more, rent two mini-vans instead. And purchase the offered liability and collision insurance unless you are sure that your Hillel's insurance policy covers non-owned or hired automobiles. Call your insurance broker if you have questions.
- If you use private vehicles make sure the owners know that their insurance is primary. If there is an accident, it is their insurance that will respond, not Hillel's. They will have to pay any deductible, and the accident and claim will go on their insurance record. Often

drivers assume that since it is a Hillel trip, Hillel will be liable in an accident. This is not the case.

- Check to make sure that each driver has a valid license and if using a private vehicle that the vehicle, is insured.
- You may want to perform a driver record check on your drivers. Such a record check can be made by contacting the motor vehicle administration in the state where the driver is licensed. Checks are not expensive. You may decide that someone who has multiple violations or even a single DUI may not drive for Hillel events.

Staff

Give careful consideration to the staff attending a spring break trip. Hillel recommends a minimum of two staff members for a trip and one additional staff for each additional 25 students. . If one staff member needs to attend to an emergency, this leaves other staff member to continue the program activities. Hillel strongly discourages Jewish Campus Service Corps Fellows from staffing trips alone.

Staff should also be given guidelines about appropriate behavior and reminded that they are Hillel ambassadors. Staff should be familiar with the Hillel personnel code guidelines on consensual relationships and sexual harassment and understand that any allegations will be investigated promptly.

Drugs and Alcohol

You should make clear the use of illegal drugs will not be tolerated and alcohol use is not permitted unless all participants are beyond the legal drinking age. Even if all participants are of legal age, alcohol at Hillel events is strongly discouraged. Staff should never be involved with or have knowledge of the provision of alcohol to minors. Staff should use good judgment regarding their own consumption of alcohol. Never drink during programming or when in a group where the participants are under legal drinking age.

Volunteer Activities

Tzedek or community service activities form the foundation of many alternative spring break trips. Remember that construction activities especially those that involve physical labor or power tools can be dangerous. It is important that training be provided to volunteers to make sure that they are competent and able to perform the activities anticipated. Remember that safety standards in developing world nations may be far lower than those in the United States. Make sure that volunteers are supplied with appropriate safety equipment and supplies and that they use them!

Where possible, partner with organizations that have experience and understand how to conduct these programs safely. Ask them about their safety track record. Also ask to be named on their general insurance policy as an additional insured. There is seldom any charge for this.

1.8.2 George Mason University Liability Waiver and Medical Form

Team Member's Name: _____

Are you: ___ Vegetarian ___ Vegan ___ Glatt Kosher

Environmental Alternative Spring Break (“ASB”)
Trip to Twin Lakes State Park, Virginia
March 11th – 17th, 2002

The purpose of this memorandum is to inform you of certain risks and responsibilities that you will be assuming as a participant in the Alternative Spring Break program at Twin Lakes State Park, near Burkeville, Virginia, March 11-17, 2002. This is a unique program based on experiential learning. Your attention must be paid to some of the potential dangers that you may encounter during this program. Although designed to enhance your general education, participation in this trip and program is entirely voluntary and is not required as part of any specific academic curriculum or course.

***All risk assessment/release forms are to be turned in to George Mason Hillel by February 28, 2002.**

The success of this Alternative Spring Break trip to Twin Lakes State Park depends on you, the participant. The Twin Lakes State Park community will look to you as a representative of the Jewish community. Accordingly, it is important to maintain a high standard of behavior. Please read the following carefully. By signing the enclosed Release you will indicate your willingness to observe this Code of Conduct in its entirety.

1. I will act with integrity and respect for the community, my fellow volunteers and the Hillel Program. If I have any questions as to what is within the realm of appropriate community behavior, I will speak to the Hillel staff members who are leading the group.
2. I will act in a safe and responsible manner, careful not to endanger the health and safety of others and myself. I will not engage in any behavior that may be detrimental to the program.
3. I will not use or possess any drugs that are illegal under the laws of the *United States* and the *State of Virginia*.
4. I will comply with the Hillel ASB Program itinerary and will not leave the program unless there is scheduled time allotted for this purpose and I have received prior permission from a Hillel staff person.
5. I will not handle firearms.

This Code of Conduct is designed for the benefit and safety of both the participant and Hillel: The Foundation for Jewish Campus Life. Any participant who violates this Code of Conduct may be asked to leave the program and return at the expense of the participant.

Signature:

Date:

I. RISKS AND DANGERS

a. There are the normal dangers found in any type of travel and tourist activities including, but not limited to, transportation delays or accidents, accommodation mishaps, victimization by criminal activity, and illness. As a team member you will be working with the staff of Twin Lakes State Park and Hillel. The service work will encompass activities such as minor repairs and construction, gardening, pest and weed control, trail restoration, and park clean-up and other needed tasks assigned by the work supervisor. This physical work may include (but is not limited to) cleaning, lifting, hauling, climbing ladders, and may involve using hand and electric tools and pesticides. Additionally, there may be an opportunity to take a day trip or engage in activities outside of the Alternative Spring Break service site. Please be aware of the dangers involved in these normal experiences: injuries, poison ivy, insect bites, illnesses, strains and like perils not commonly found in urban/suburban living. Please consider these risks and dangers carefully before deciding to continue with the trip. **Please initial here to indicate that you have read and fully understand this paragraph:** _____.

II. TRANSPORTATION AND ACCOMMODATIONS

- a. Transportation to and from Twin Lakes State Park may be provided by Hillel in vans and/or other vehicles driven by team members. Participants in ASB may make their own arrangements to get to Twin Lake State Park.
- b. Accommodation arrangements for the trip are as follows: Group living accommodations will be at Twin Lakes State Park. Team members will have cooking and bathing facilities and will aid in preparing and clean up of their own meals. Team members will be responsible for at one dinner on their own in Farmville, Virginia and for all incidentals and food on the way to/from ASB at Twin Lakes State Park on arrival and departure days. Team members are responsible for all incidental expenses, including food, tips, transportation, gifts and entertainment not provided as part of ASB and are liable for any damages caused by a participant incurred to property or individuals while involved with the ASB.
- c. Hillel: The Foundation for Jewish Campus Life assumes no responsibility or liability for any injuries to your person or property caused by the acts or omissions of others during transportation. To protect yourself from these types of losses, you may wish to purchase appropriate insurance.

III. HEALTH INSURANCE, EMERGENCY INFORMATION, AND AUTHORIZATION

- a. Students are responsible for providing their own health insurance.
- b. Additional Emergency Information: _____ Parent/Guardian Name: _____

Address: _____

Home Phone: _____
Work Phone: _____

In case of emergency, please contact:

Release of all medical information may be made available to the above named person.

Relationship to you: _____ Day phone: _____
Evening phone: _____

Health Insurance Company: _____ Policy Number:

Do you have any medical conditions, allergies or health information that someone might need to know about? ____

If so, please describe:

Are you regularly (i.e. daily, prescription or otherwise) on medication? yes no
Please describe:

- c. If you become injured or ill while participating in the program you authorize Hillel: The Foundation for Jewish Campus Life, and/or its staff, to act on your behalf in obtaining medical treatment. Please be advised that you are fully responsible for all expenses incurred for any medical care you receive during the program. Please be aware that if you become ill during the break, you may be asked not to participate in some service projects. **Please initial here to indicate that you have read and fully understand this paragraph:** _____.
- d. Failure to disclose any requested information or the disclosure of any inaccurate information may result in immediate removal from ASB.

VI. RELEASE AND WAIVER

I will be participating in an Environmental Alternative Spring Break (“ASB”) trip organized by American University Hillel, George Mason Hillel, Greater Philadelphia Hillel, North Carolina Hillel, University of Virginia Hillel and the University of South Florida Hillel (“Hillel: The Foundation for Jewish Campus Life”) to Twin Lakes State Park, Virginia. ASB will take place beginning on March 11th, 2001 and will conclude on March 17th 2001, and will involve travel in, from, and to Twin Lakes State Park, Green Bay, Virginia, and in from, and to locations, including without being limited to, Farmville, Virginia.

I hereby agree:

a) By signing this form you are acknowledging that you have been informed of some of the risks and responsibilities involved in this program and that you are knowingly and voluntarily assuming them;

b) to release and discharge American University Hillel, George Mason Hillel, Greater Philadelphia Hillel, North Carolina Hillel, University of Virginia Hillel and the University of South Florida Hillel (“Hillel: The Foundation for Jewish Campus Life”) from any liability or responsibility for any injury (including death), and for any damage to or loss of property, however caused, that I suffer as a result of or in connection with my participation during ASB or any travel related to ASB, including, without being limited to, any injury, loss, or damage resulting from, arising out of, or occurring in connection with the negligent acts or omissions of

members of the administration or other employees or agents of Hillel: The Foundation for Jewish Campus Life;

c) By signing this form you also agree, for yourself, your heirs and assigns, to release and hold harmless Hillel: The Foundation for Jewish Campus Life, its employees and agents, from any legal claim or liability for any bodily injury and personal property damage that is caused to you by the negligent act or omission of Hillel: The Foundation for Jewish Campus Life, its employees and agents, or third parties, while you are participating in the program;

d) not to raise any claim or institute any legal action or proceeding, on my behalf against Hillel: the Foundation for Jewish Campus Life for any cause of action that may result from or arise out of or in connection with my participation in ASB or any travel related to ASB, for any injury (including death) to me, including, without being limited to, injury, loss, or damage that may result from or arise out of or in connection with the negligent acts or omissions of members of the administration or other employees or agents of the University.

All references to Hillel: The Foundation for Jewish Campus Life in this form shall include, and all provisions of this form shall inure to the benefit of, the Board of Directors, officers, employees, agents, servants, and representatives of each Hillel participating in this ASB.

I will inform an appropriate representative of my Hillel directly of any special information regarding my health, or physical or mental condition that may be relevant to my participation in ASB or any travel related to ASB.

This release form shall be governed by and construed in accordance with the laws of the State of Virginia applicable to contracts entered into and intended to be performed solely within the State of Virginia. I shall submit to the jurisdiction of the federal and state courts located in Fairfax County, Virginia, for the resolution of disputes arising hereunder or relating hereto, regardless of the place of execution hereof.

Name _____
Signature _____

Date of Birth _____ Date _____

If the participant is under 18, a parent or legal guardian must also sign.

Name _____ Signed _____

Date _____

1.9 Orientation

Two or three months before students leave on an intensive Alternative Break program it is necessary hold pre-trip orientations. Depending on the number of students you have selected to participate and the amount of pre-trip preparation you will have to accomplish - you can decide how many sessions to hold. **To ensure that these orientation sessions are attended by everyone, make these orientations (and post trip follow through) dates available on the application and to have a space on the application for students to commit to attending all orientation and follow through sessions.** Committing to these pre and post trip sessions are a criteria for being selected to participate on the trip.

University of California, San Diego, required each student to participate in three community service projects before the trip. As a group, they decided if these should be individual or group events.

1.9.1 Sample Orientation Schedules

Orientation #1 Alternative Spring Break 2004 Monday, February 17th 7:30-9:30pm

6:30-6:45 Introductions
6:45-7:10 AJWS Video followed by Q & A
7:10-7:30 Group Game (ice breaker)
7:30-8:05 Torah Study
8:05-8:30 Fundraising Discussion
9:00 Personal Questions

Orientation #2 Alternative Spring Break 2004

7:30-7:35 ice breaker (students get into concentric circles – each circle facing each other and the facilitator poses a series of questions to students and has them chat for several minutes. After one question they move to a new partner.)
7:35-7:38 communal contract signing**(See below)
7:38-8:40 cross cultural preparedness and overview of AJWS (5 mins) gift policy (10 mins)
8:40-8:55 packing list conversation including what we need to bring for Shabbat - packing list
8:55-9:20 sustainable development activity with paper and splitting into groups

Announcements:

Look out for information about when we will be leaving for the airport
Fundraising check in reminder
Emergency contact information
A reminder about the third orientation.

9:20-9:35 why are we going? Quick go around.

**As noted above, something you may want to do in the second session is to create a “communal contract” with the group. A communal contract is a set of expectations, something like rules for behavior and a standard that the group will abide by. It is important that the group create the contract and that everyone is on board with each thing that is listed so if there are problems while away you can refer back to the contract. After the list was made a copy of it was distributed to each student to be signed and one copy posted at the work site during the trip itself.

Orientation #3 Alternative Spring Break 2004

Meeting with new participants and alumni of ASB.
Question and answer session
Fun and food.

1.9.2 AB Sample Communal Contract and Group Expectations

- Respect each member of the group
- Be on time to pre and post trip meetings as well as while in Honduras
- Stay healthy and take care of yourself
- Be friendly
- Support each other
- Be open-minded
- Let the group develop organically
- Take things seriously, but don't be too serious
- Strive to understand the connections between Judaism and social justice
- Be hardworking and involved
- Strive to be culturally sensitive
- Have FUN
- Have patience
- Be flexible and spontaneous
- Be open and honest
- Discuss Shabbat before our departure and while in Honduras
- "step up and step back"
- Clean up after yourself
- Build and maintain connections
- Be generous with yourself
- Communicate
- Keep a positive attitude

1.9.3 A Note About Fundraising

Fundraising is key to preparing for an Alternative Break trip. An ideal time for group fundraising is throughout the orientation process – as an actual event, group planning time, etc.

It is also important to distinguish between fundraising for the group and for the host community. To do so, you must understand your organization's policies concerning gifts for the host community. Some organizations feel that bringing gifts for the community may cause conflict between those who receive and those who don't; and because gifts do not necessarily necessitate sustainability, you may want to think of an alternative to bringing gifts. It is always important to hear from the community what their needs are, and plan accordingly. Please see the Fundraising section for specific skills, recourses and tools about fundraising.

1.10 Jewish Learning/Reflection

1.10.1 Sample Jewish Learning Activity

Environmental Alternative Spring Break Biodiversity

1. The number and variety of organisms found within a specified geographic region.
2. The variability among living organisms on the earth, including the variability within and between species and within and between ecosystems.
3. The fullness and complexity of God's creation as represented by the Earth's millions of species of living things.

Our Goals:

- Understand how the many species on the planet are intertwined
- Understand the responsibility of humans to allow and encourage biodiversity
- Understand how the Jewish tradition has interpreted and seen the importance of biodiversity

Our Texts:

✚ If, along the road, you chance upon a bird's nest, in any tree or on the ground, with fledglings or eggs and the mother sitting over the fledglings or on the eggs, do not take the mother together with her young, in order that you may fare well and have a long life. (Deuteronomy 22:6-7)

✚ Torah doesn't permit a killing that would uproot a species, even if it permitted the killing [of individuals] in that species. And here, the one who kills the mother and the child on the same day... it's as if that person has made that species extinct. (Nachmanides, 13th Century Spain, Commentary to Deut. 22:6)

✚ The desire of the Blessed One is for the continuance of the species, and therefore no species from among all those created will ever become extinct—for supervised in this matter by the Eternally Living and Enduring One, it [each species] will find its continuance through God...

The continual existence of the species in the world—of which not one has become extinct or lost, from lice eggs to buffalo horns, since the day they were created--- it is all by God's word and desire concerning this.

(*Sefer HaChinuch*, 13th Century Germany; 545)

✚ One who sees fine creations [people or animals] and fine trees says, "Blessed is the One who has it like this in God's world!"... Whoever goes out during the days of Nisan (that's us!!!) and sees trees which are budding should say, "Blessed is the One who left nothing out of God's world, and created in it wonderful creations and fine trees by which humanity enjoys itself."

(Babylonian Talmud, Tractate Brakhot, 58b)

Seeds for Discussion:

How does the commandment about the mother bird and its young reflect the relationship of humanity, sometimes seen as caretakers of the Earth, and the natural world? What are our responsibilities? Why might we "have a long life" by following this commandment?

What is Nachmanides' message about killing an individual versus a species? Do you agree with this principle? Can and should it be implemented today? Is it ever used as an excuse?

How do you reconcile the views in the *Sefer HaChinuch* with the realities in today's world? As a modern Jew, is it possible to echo this statement of faith?

Why is this final text included with these other learning's about human responsibility for protecting God's creation? How does the commandment to bless God's creation help us develop our own environmental awareness?

Threats to Species and their Habitats around the World

✚ At least half of the world's species are contained in just 7% of the world's land surface.

✚ The World Conservation Union estimates that as of 1996, 25% of mammals, 20% of reptiles, 25% of amphibians and 34% of fish are threatened with extinction.

✚ More than 700 species of vertebrates, invertebrates, and vascular plants have become extinct since 1600, and untold numbers probably became extinct without ever being described.

✚ The habitats richest in biodiversity are the tropical moist forests of Southeastern Asia, central and west-central Africa, and tropical Latin America. These forests, described as the global "hotspots," contain more than half of all species.

✚ New studies by the United Nations Food and Agriculture Organization indicate the world is losing about 15.4 million hectares (areas of tropical forests each year.

✚ The exact number of species on Earth is not known. Less than 5% of species in the tropics have been identified. Worldwide, on average, about three new species of birds are found each year. An estimated 40% of freshwater fishes in South America have not yet been classified.

✚ Only 5% of the world's land surface is in national protected areas. These include nature reserves, national parks and monuments, habitat and wildlife management areas, and protected landscapes.

Source: World Resources Institute

Wrapping it Up, Bringing it Home:

How do we affect the environment? How does the environment affect us, here and on campus?

How have we been treating this area since we've been here? What can we do back home to help to the environment?

When we contemplate the physical creation as a whole, we realize that it is all as one organism, that the parts are linked in varying gradations to each other. We see this in every plant, in every living being... The realization dawns on us that were it not for the lower beings, the uncouth and the unseemly, the higher beings could not have emerged in their splendor, their esteem and their luminous quality. We continually become more conscious of the integration and unity of existence. (Rav Kook, *Orot Hakodesh II*, 431)

Compiled by: Laurie Matzkin, JCSC Fellow 2002

1.10.2 University of Michigan Alternative Spring Break Reflection Ideas

How Do You Define Service? (from Koln & Hamilton)

- This exercise is also important to reveal the diversity of ideas within the group, and to underscore the importance of recognizing differing perspectives.
- The sample definitions that follow can be presented one at a time through the course of the discussion or can be offered all at once and then ranked by each participant, according to their personal philosophy of service (for example, assigning a "1" to "voting" because the participant believes it best represents service).
 - o Joining the armed services
 - o Providing dinner once a week at a homeless shelter
 - o Talking with a friend
 - o Chaining yourself to an old growth tree as loggers enter the forest
 - o Leaving your car at home and biking to work every day
 - o Giving \$50 to the United Way
 - o Walking a frail person across a busy street
 - o Writing a letter to a congressperson about the dangers of nuclear proliferation
 - o Giving blood
 - o Tutoring a migrant worker
 - o Adopting an eight year old boy
 - o Quitting your job to move to a monastery and meditate for a year
 - o Working as a state legislator
 - o Voting

GENERAL REFLECTION ACTIVITIES

LOW RISK ACTIVITIES

Letter to Self

Have participants write a letter to themselves about what they expect on the trip; or,

Have participants write a letter to themselves at the end of the trip. They can describe their experience, focus on feelings they want to remember, or expectations of what they should be doing 6 months/one year from now.

Letters should be mailed 6 months to 1 year from the end of the Alternative Break.

Tree Reflection

- Have each participants draw a tree on a sheet of paper.
- Have them label the roots as the values, people, beliefs that influence them,
- The bark as issues/causes they are passionate about,
- And the branches as steps they will take to act on these passions or address the needs they identified.
- Discuss.

Three Generalizations and a Question

Ask small groups of students to create three generalizations about their target issue or topic based on their service experience and one question they would like to have answered. These can be listed on poster paper and presented to the group.

Popcorn and M&M's

- Each participant receives 3 pieces of popcorn and 3 M&M's (or other bite-size candy as desired).
- For each piece of popcorn a participant may ask a question and for each M&M a participant may make a comment relating to their service experience.
- This can help ensure everyone has the opportunity to share and no one dominates the conversation.

Group Banners

Using a large piece of banner paper and markers, ask students to get into pairs and depict their experiences using a combination of words and pictures. Give them about 10-15 minutes. When completed ask each pair to share their banner with the whole group. Use their banners as a jumping off point for processing the experience.

Spider Web

- Have the group stand in a circle.
- Holding the end of a ball of string, hand the ball off to a participant.
- Ask them to reflect on a particular question (e.g. what was something new you learned today?).
- Once they have answered the question ask them to hold onto their piece of the string and to pass the ball onto someone else. Continue the process until everyone has reflected on the question, and has a section of string in their hands.
- When completed, you should have something that looks like a web. When they are all done talking, make some points about the interconnectedness of people, how they are all part of the solution, for if one person had not contributed to their service projects the outcome would've been different, etc.

Compare & Contrast

Pre-Service: Ask participants what they anticipate from the experience:

- What do you expect to encounter?
- How do you expect to act/interact?
- What do you know about this issue/these people?

Post-Service: Ask participants what they experienced, and compare this to their expectations:

- What surprised you about your experience?
- Were there any stereotypes you held about this issue/these people?
- Is there anything you would do differently in the future?

MEDIUM RISK

Questions from a Hat

- Participants will make up questions for reflection based on days work.
- Ask Participants to answer randomly chosen reflection questions.
- Encourage participants to use these questions to begin a dialogue.

Question and Circle

- Have participants sit in circle.
- One person will ask a question and in turn, participants will go in a circle and respond.
- Continue around the circle until everyone asks a question.
- Students may pass if they wish.

Concentric Circles

- The group is divided in two, with half of them forming a tight circle in the center of the room. The remaining people then pair up with someone in the circle.
- The facilitator then poses a question for each pair to answer in a few minutes.
- Then, either the inner or outer circle is asked to rotate "x" spaces to the right or left. Another question is asked for the new pair to discuss.
- This activity can go on for as long as desired, giving people the chance to have one on one discussions with many different people in the group.
- The following are examples of questions that the facilitator may ask:
 - o What social or environmental problem touches you most right now and why?
 - o What's wrong with formal classroom education?
 - o What do today's undergraduates want from their teachers?
 - o What do you like most about service-learning?
 - o What did you learn about _____?
 - o Talk about a time when someone really supported you.
 - o Who did you meet during your service work that touched you deeply?
 - o Describe a high point/low point in your service work and explain why.
 - o Discuss an underlying social issue(s) your service work addressed.

Highs/Lows

- Each person shares one low and one high of the day
- If time, can add one thing they would like to still learn

Service Journals

Ask students to keep a journal of their conference experience through regular (after each activity) entries. Provide framework for the journals (e.g. who will read it, what should they write about, how it will be used). Variations on the Activity Journal include team journaling, and circle journals. You can also provide particular questions to respond to, and use hot topics from activities to reflect on. You may ask participants to reflect on conference topics, including quotations and readings from authors, music groups, etcetera.

HIGH RISK

Pick an Emotion

Give participants a set of emotions to consider (from pieces of paper, pictures of faces, etc.). Ask participants to identify an emotion they are experiencing, and discuss why.

Fishbowl

- Create a large circle of chairs with a smaller circle of chairs within.
- A topic from the trip is presented for discussion/reflection.
- Those who are interested in discussing move from the outer to the inner circle.
- Those who remain on the outside are observers.

Life Stories (from Dorothy Stoneman, cited by David Sawyer)

- This exercise is designed to help a small group of individuals get to know something significant about each other in a very short time. People rarely get a change to talk about themselves without interruption, (and without advice or judgment) since in normal conversation we tend to go back and forth. It is a true gift when someone gives you a piece of their life story, and a gift to the speaker for others to hear that story with interest and attention. This is an effective ongoing exercise for an organization when the small groups are changed each time.
- Facilitator makes sure chairs are in a tight circle or other close arrangement. Remind folks of the instruction.
- Each person speaks without interruption for 5 minutes on "a piece of your personal history that will really help others get to know you."
- You can talk about your cultural or familial or religious roots, or speak about people or things that have shaped you in significant ways.
- Speaker chooses a timekeeper (should be rotating) that will give him/her a one minute warning and gently remind them of the time if needed.
- Two people in the group volunteer to give that person an affirmation, something they really like about that person, when the speaker is finished (one minute apiece).
- Facilitator may need to remind group members to let everyone share in giving these affirmations.

1.10.2 Reflection Activities that Incorporate Jewish Thought

Motivation behind Service to Others

Talmud: oral torah and commentary

Torah: Jewish law and teachings

Mitzvah (singular) Mitzvot (plural): commandments or good deeds

Chesed: Kindness

The Talmud (Pesachim 50b) says that a Jew should "always engage in Torah and mitzvot, even if it is not purely for the sake of Heaven, for out of ulterior motives will emerge sincere motives." "The story is told of a wealthy man in Russia who maintained a guesthouse, free of charge, for passersby. The Ball HaTanya, Rabbi Shneur Zalman of Liadi, passed by this house one day. He sought out the owner and praised him for his tremendous act of kindness. The owner replied hesitantly, "I don't know how much of a chesed/kindness this really is. Maybe I'm doing it just for the merit or the honor. I can't be sure I'm doing it sincerely." The Ball Hatanya assured him, "Don't worry about whether you're doing it sincerely, because the people who are eating here are eating sincerely."

Chofetz Chaim - Loving Kindness, Written by Chana Nestlebaum

Discussion Questions:

1. Do you think that your motive matters when the end result is having fulfilled a good deed?
2. What motivates you to be involved in community service/activism?

1.10.3 Shabbat

Key Questions:

1. How do you meet the needs of all students during Shabbat, both those that are Shabbat observant as well as those that are not familiar or comfortable with all Shabbat traditions?
2. Where will you be located?
3. How can the group make this experience holy/special? For example, what can be done in advance to prepare for Shabbat, and what can be done on Shabbat that you have not done during the week to mark this time?
4. Who may be interested in sharing with the community?
 - a. Consider holding a tisch (celebration) on Friday night for students to share stories, songs, d'vrei/words of torah, dances, etc, which are oriented toward Shabbat.
5. What type of reflection can be held on Saturday when the group is not in a rush?
6. How can free time be maximized?
7. What supplies will the group need on both Friday and Saturday?
8. Havdalah can be a wonderful ceremony to lead into a final group sharing experience with how this week has affected each person involved. How will you use Havdalah to maximize this possibility?
9. What will take place after Shabbat to usher in the new week?

Shabbat Tips

- Allow for free time and optional activities so as not to over-program this holiday
- If possible, allow for different Shabbat services to be offered. If the group is not large enough to have more than one option, consider having different approaches to prayer weaved into your service.
 - Examples of variations on a traditional service include teaching songs, meditation, having groups of two or three discuss a question related to the service, Shabbat, or weekly torah portion, a word of torah followed by a group conversation on points raised, the opportunity for participants to offer their own prayers or blessings, a conversation on what prayer is or is not for participants, a discussion on spirituality, etc.
 - It is not always necessary to have a complete service in the traditional sense of the term, and yet it can be a beautiful new experience for participants to do so. This will depend on the group, their backgrounds, interests, etc.
 - Some time should be set aside for a service on Friday night and Saturday morning, even if you have these services be optional, so that group members who wish to experience prayer (however you define this term) on any level can do so.
- If you are close to a Jewish community that you wish to unite with during Shabbat, preparations may simply involve connecting with this group and finding out how you can be apart of what they already have set up.
- If you will be having your own Shabbat program, planning ahead regarding what materials will be needed will help to ensure a smooth running holiday will be essential.

You may find a unique opportunity to connect the torah portion of the week to social justice, and use this educational moment to further create a bridge between doing Jewish and doing service. The website <http://socialaction.com> offers sample d'vrei torah that connect Judaism and service.

Student Involvement

By creating a leadership role or committee of students who will be responsible for Shabbat, it can become a priority and special experience for the entire group. It is possible that this will be the first memorable Shabbat for one or more group members, thus creating an outstanding opportunity to build Jewish community and positively reach each individual member.

Shabbat Committee: Two or three students can map out the logistics of Shabbat pre-trip, including but not limited to:

- Where the group will stay during Shabbat
- If the group will join another Jewish community for services, meals, or any other aspect of Shabbat (this may depend on where the program is taking place)
- Ensuring necessary materials are taken with or will be at the sight such as:
 - candles, candle holders, matches, prayer books or booklets, a Kiddush cup, wine or grape juice, a cup for the washing of the hands ritual, copies of the Shabbat prayers associated with dinner in Hebrew, transliterated and in English, copies of the torah portion if you wish to have students learn a section and read torah, an actual torah, havdalah candle, spice, copies of the havdalah prayer, and anything else that will help your group celebrate.
- Creating the schedule for Shabbat, which can include the following:
 - Friday night candle lighting as a group, evening service/s, Shabbat dinner and blessings, Friday night singing, story telling, dancing, or other optional enjoyable activities, Saturday morning service/s, lunch, free time options such as a walk, discussion, study group, etc, sudat shlesheet/third meal, havdalah, closing reflection regarding what people have learned and will take with them from this experience, dinner and Saturday evening activities.
- Composing a list of ways for their peers to get involved and then recruiting group members to sign up to participate in one or more of the areas defined such as:
 - Making Shabbat cards for each group member and hosts if applicable while on the trip but in advance to Shabbat
 - Leading the group in a song, prayer, alternative service, or giving an explanation for why we say a particular blessing
 - Offering a word of torah to the group
 - Leading the havdalah service or sharing thoughts about Shabbat just before havdalah

During the actual trip the Shabbat coordinator/s will do the following:

- Have students sign up for the opportunities to contribute during Shabbat mentioned above
- On Friday morning the Shabbat coordinator/s can ask the group to think about what they will be taking with them into Shabbat and what they will be leaving behind, and then ask for individuals to share prior to the candle lighting ceremony
- As Shabbat is taking place, the coordinator/s can ensure that each person who signed up to lead something is able to do so and has any necessary materials, can lead the pre-candle lighting conversation mentioned above, ensure that free time activities are set up for those interested, and run the havdalah follow up reflection/closing circle
- If students will be staying with different hosts during Shabbat, the coordinator/s can help to make sure each person connects with their host in advance to the holiday

1.11 Sample Itineraries

Students feel more comfortable when they know what to expect. You may want to give your participants a “working” itinerary that highlights the basics. Sometimes, however, too much detail in time and activities can work to your disadvantage as things change. It is important for students to understand they must be flexible.

1.11.1 Domestic Sample Itinerary

ASB Itinerary

GMU, Philadelphia, NCU, SFU, and UVA

Monday, March 11 – A Mission So Great, It Could Only Be Alternative Spring Break!

1:00 pm	Arrive at Twin Lakes Park and unload
1:30 pm	Welcome to Camp ASB! Get to know you activity and learning buddy pair up
2:45 pm	Meet Anne Reeder, the Park Manager and learn the rules of the park
3:15 pm	Trail clean up
6:00 pm	Dinner
7:00 pm	Second get to know you activity
8:30 pm	Jewish Scavenger Hunt
9:45 pm	Group Expectations
10:15 pm	Free time

Tuesday, March 12 – Out With the Old!

8:00 am	Breakfast
8:30 am	Warm Ups
9:00 am	Bridges of Twin Lakes County—we will be taking apart an unsafe bridge
12:00 pm	Lunch and free time
2:30 pm	Bridges of Twin Lakes County resumed
6:00 pm	Dinner
7:00 pm	The Jewish Mother Earth – a program to learn about various Jewish laws concerning the environment and how we can follow these laws in our every day lives
8:30 pm	Sing -Along Under the Stars –Jewish and secular music with voices & guitars
10:00 pm	Free Time

Wednesday, March 13 – In With the New!

8:00 am	Breakfast
8:30 am	Warm Ups
9:00 am	Building Bridges – we will rebuild the bridge we have taken a part
12:00 pm	Lunch and free time
1:00 pm	Canoeing or Painting break out
3:00 pm	Building Bridges
5:00pm	Scholar in Residence – Tikun Olam Part 1
6:00pm	Optional Dinner
7:00 pm	Night On the Town – A visit to Farmville, VA for dinner, a movie, and bowling

Thursday, March 14 – Hi Ho, Hi Ho, Its Trail Building We Go!

9:00 am	Breakfast
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9:30 am	Warm Ups
10:00 am	Trail Building or Bridge Building
12:00 pm	Lunch and free time
2:00 pm	Trail Building
6:00 pm	Dinner
7:00 pm	Scholar In Residence –Tikun Olam Part II
9:00 pm	My Jewish Identity Activity

Friday, March 15 – Finding Peace Around Us and Within

8:00 am	Breakfast
8:30 am	Warm Ups
9:00 am	The entire group will finish Bridge Building followed by a group picture
12:00 pm	Lunch and free time
1:00 pm	Volleyball, Arts and Crafts, Jam Session, Canoeing options
4:00 pm	Prepare for Shabbat
5:30 pm	Shabbat Service
6:30 pm	Shabbat dinner
8:00 pm	Tisch

Saturday, March 16 – A Well Deserved Day of Rest

9:30 am	Breakfast
10:00 am	Student led Shabbat Services with as many student torah readers as possible☺
12:00 pm	Lunch and free time
2:30 pm	Break out sessions
4:00 pm	Free time
6:00 pm	Dinner
6:45 pm	Havdalah
7:15 pm	Piecing It Together
9:00 pm	Reflection, how can we take what we have learned back to our campuses, and how can we work together again in the future?
11:00 pm	Free time

Sunday, March 18 – Road Trip Home “Are we there yet? If not now, when?”

9:00 am	Breakfast
9:30 am	Clean up the cabins
10:00 am	Closing Circle
10:30 am	Pack up the cars and depart

1.11.2 International Sample Itinerary

**Alternative Spring Break Program to Argentina
Chicago and Delaware**

Monday

Morning: Arrival to Ezeiza International Airport
Ride to the hotel. 45 minutes Approx.
Time for room allocation.
Overview of the whole trip and activities

Afternoon Lunch

Tzedek Activities: rebuilding the community base and synagogue Adat Israel.
Visit to IELADEINU, Jewish children's home

Evening Welcome at Hillel house with staff and peers
Conference: The country and local community after the big economical crisis.
Dinner at Hillel
Reflection: Expectations and Goals

Tuesday

Morning Breakfast
Buenos Aires' city tour: Plaza de Mayo, Government House, The Cabildo, The Congress.

Afternoon Lunch
Tzedek Activities: rebuilding the community base and synagogue Adat Israel.

Evening Reflection: Fear and Confidence
Dinner on the town
Meeting with the English conversation club at Hillel
Tango dance and lessons

Wednesday

Morning and Afternoon Breakfast
Visit to the Delta River in Tigre (all the day)
Going to the delta school giving gifts and playing with the pupils
Reflection: Strengths and Weaknesses

Evening Dinner at the Hillel
Meeting with Israel advocacy club at the Hillel House

Thursday

Morning Breakfast
Tzedek Activities: rebuilding the community base and synagogue Adat Israel.

Afternoon Lunch at sum- sum restaurant
Tzedek activities: Make chalot for elementary school students

Evening Dinner at the Hotel
Reflection: How does this week translate back into our everyday lives?
Meeting with Business club, Hebrew group and Technology Club members at Hillel.
Night out with Hillel Peers

Friday

Morning Breakfast
Jewish city tour: Jewish neighborhood, Jewish Welfare Center, Jewish day School, AMIA and DAIA
Tzedek Activities: Delivery from the Chalot in a Jewish soup Kitchen
Lunch at Mac Donald's Kosher (Abasto Shopping Center)

Afternoon Tzedek Activities: rebuilding the community base and synagogue Adat Israel.
Reflection: Jewish Background Activity

Evening Shabbat services – three options of local synagogues followed by Shabbat Dinner

Saturday

Morning Breakfast
Morning Optional Prayer Services

Afternoon Lunch
Free Time -- Optional Walking Tour
Havdalah followed by a group Talent Show

Evening Dinner at modern kosher restaurant
Disco: dance with Hillel Argentina members.

Sunday

Morning: Breakfast
City Tour: La Boca and San Telmo neighborhood

Afternoon: Late lunch at Adat Israel Synagogue with Synagogue President
Reflection: So What, Now What?

Evening: Departure

1.12 Follow Through

1.12.1 Tips

“There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered.” - Nelson Mandela, “A Long Walk to Freedom.”

Creating meaningful ways to connect Judaism and social justice, making space for a unique group of students to form a community of Jews committed to social change, as well as asking hard questions of the role of the Jewish community in responding to the world around us – all of these are reasons why Alternative Breaks are imperative to our community. We know that this week sets off a series of events that begin to transform students into people who will continue to transform the world around them.

- By beginning to think about ways in which students can tell their stories upon return while still on the Alternative Break program will ensure that the week long trip makes a real impact back home. Building in time to reflect about returning and subsequent action once home while still immersed in the project will insure that follow through happens.
- Sometimes it is difficult to articulate the intense things we see, but if you practice saying it, it may become easier once home. Passover is a perfect time to tell stories. Begin thinking about links to the Seder and other ways students can share their story once they return. Have a brainstorming session with students thinking about all of the social justice links to Passover.

- Have students brainstorm their personal and group commitments to sharing their experiences and following through while still immersed in the experience.
- On one of the last nights, you may want to set aside time for the group to do that. Feel free to encourage them to think big – once they return home they can begin to narrow down their approaches to following through.
- One of the biggest challenges (especially for a spring break venture) is the small amount of time left in the semester once you return. You may want to remind them of financial and time constraints when they begin to fine tune their ideas.
- The first step for coming up with follow through projects may be to start really big by first thinking about group goals and expectations for this project – what is the purpose. Here is a sample list that one group created:

1.12.2 Sample Group Goals and Expectations For Follow Through

Raise awareness

Foster better relationship between us and abroad

Follow up with community

Continue educating ourselves

Remembering our trip accurately and keeping it real

Tapping into available resources at Columbia/Barnard, Hillel in general, AJWS, NYC and other communities and groups

Making connections between Judaism and justice

Creating tolerance – acknowledging there are those that just don't care.

Having realistic goals without losing sight of our ideals.

Individual Project Ideas:

While the group may choose to take on a communal project, individuals can also commit to taking action. Each student can connect to their hometown papers, communities, and synagogues. Each of them can access their groups of friends and other activities that they are involved in. Sometimes when we share what we are going to commit to do out loud to a group it gives us a sense of accountability. You may want to have the group go around in a circle and share the things they are individually going to take on upon return, and even write them down. Encourage them to share their accomplishments with the group once they have completed them. Here are some ideas of individual project ideas:

- Being pen pals with children in the community you worked in
- Educational Shabbat, sharing experiences and pictures with friends
- Article writing for school and hometown papers
- Faith based activist talks – gathering other faith based activists for discussions.
- Subscribe to moveon.org
- Give dvar torahs
- Create Seder materials and taking message home to Passover Seders
- Teaching at camp
- Joining a food co-op
- Talking with friends
- Sharing your pictures with friends
- Email friends and family about trip
- Share trip with Hebrew school classrooms

Group Project Brainstorm:

- Create a group scrapbook
- Push for a course on globalization
- Getting involved in getting out the vote activities.
- Hold a teach-in about globalization
- Plan a week long movie night
- Work with other groups on campus who care about similar issues
- Plan a reunion weekend with action component
- Get involved with Habitat for Humanity
- Education about immigration issues and how they relate
- Connecting with Honduran community in NY
- Get involved with Beyond Alternative Spring Break (the alumni group for students who have already participated in the trip.)

1.12.3 Evaluation

Evaluation is another key component to follow through. It is best to have participants complete these at the end of the trip before returning home. Here is a sample evaluation without space for answers. Be sure to create space for participants to write their thoughts down in.

American Jewish World Service

45 West 36th Street, 10th Floor ☺ NY, NY 10018 ☺ www.ajws.org ☺ 212-736-3463 Fax

Group Service Programs Evaluation Form

Columbia Hillel Alternative Break
March 14 – March 21, 2004

Please take some time to think carefully about this evaluation. We take your feedback very seriously and modify our programs based on your suggestions. **We ask that you return the evaluation to us no later than Tuesday, March 30th.** Should you be unable to meet this deadline, please advise us of when to expect your evaluation.

Orientation:

Having now experienced the program abroad, what elements of orientation most prepared you for the experience? What elements were least helpful? What felt like particularly compelling or important parts of the orientations? Are there other elements you wish had been included? Please share any suggestions for future orientations.

Guiding Question:

The divide between the developing and the developed world is staggering. The amount of poverty, hunger and disease in developing countries is greater now than ever before. In light of this imbalance and the wealth of resources to which many of us have access, how should we as Jews, respond?

Did you/your group refer to the guiding question? How, if at all, did this framework affect your experience?

Service:

Please comment on the service projects you participated in. Were there effective explanations and discussions about the larger context of the work (such as the project, the general work of the NGO and social, political and economic conditions in the community)?

Study:

Please comment on the formal study component of the program. Was the content meaningful and challenging?

In your opinion, which was the most effective group study session? (Please consider group discussions, meetings and any 'organized' group time.) Why?

In your opinion, which was the least effective group study session? Why?

Please comment on the handbook. Did you find it to be useful and engaging? Do you have any suggestions for its improvement?

Cross-Cultural Exchange:

Please briefly describe a moment of cross-cultural exchange that you experienced during the program.

Overall, how would you evaluate the group's cross-cultural experience? Did you feel that you had adequate and appropriate opportunities to interact with members of the host community?

Group Experience:

Did you have a positive group experience? Did the group handle conflicts effectively if/when they arose?

How was your Shabbat experience?

Staff:

Please use this space to comment on the staff. Were they effective facilitators and leaders? Were they receptive to both individual and group needs?

Publicity:

AJWS plans to share this experience publicly in a few venues, such as our monthly e-newsletter, letters to rabbis, updates to our donors and others. Please write a few lines about the meaning of this experience or a particular story that we can share on your behalf. Or, if you already have written something, please attach it to this evaluation.

What suggestions do you have to spread the word about the availability ASB to a diverse group of Jewish students at Columbia/Barnard?

How should we, as Jews, respond?

With no expectation of clear, easy or simple answers, please tell us how you are thinking about 'the guiding question' (see first page) having just returned home from the developing world.

How did this trip affect the way you connect Jewish life and work on social issues? How did the community of Columbia/Barnard students develop?

Finally...

Please share with us what you are planning to do for your individual follow up project.

How do you think both the Hillel staff and the AJWS staff can continue to be useful in your post trip follow up?

Thank you for completing this evaluation. We look forward to staying connected with you and your group throughout your follow up sessions.

1.12.4 Creating Alumni Groups

- Because AB trips are so intense the communities and friendships that form often outlast the weeklong trip. Several schools have created alumni programming for all of those students that have participated on AB trips throughout the years.
- Alumni are great resources for helping to ease anxieties of current participants
- Helping to sustain the follow through once current participants return and a venue for long-term programming.
- In addition to educational and outreach programming the alumni group can provide special social opportunities for participants such as retreats, Shabbats, and graduation parties.
- Not only can an alumni group continue to gather as solely alumni, but they can help raise consciousness among other students on campus around issues that they are passionate about.

1.12.5 Sample Follow Through Meetings

First follow through meeting:

1. Quick – one sentence go around: what was the most difficult thing about being home?
2. Open up conversation of top choices (from brainstorm while on trip)
 - If we get stuck, acknowledge overwhelming feelings
 - Talk for a bit
 - Stop conversations and list proposals
 - Vote for top choice --- and then vote between top two, runoff
 - Break down of details for final choices of projects

Second follow through meeting:

1. Welcome/Ice breaker - The way the wind blows ice-breaker. What are your feelings about the follow up project? Anxieties? Excitement? Fears? Expectations?
Have one student stand in the middle to make a statement (“I feel overwhelmed about our follow through project.”) those that agree with the statement run into the middle and grab a newly vacated seat. The person missing a seat stands in the middle and makes another statement.
2. Break up into committee groups to work on projects.
3. Report back to the group.
4. Meeting closing. Quick go-around about funny things that have happened since they have returned.

1.12.6 Ideas for Follow Through Opportunities and Programming

1. **Oxfam America** is committed to creating lasting solutions to global poverty, hunger and social injustice. Their website features ways for students to get involved and stay connected to these issues. www.oxfamamerica.org
2. **The Jewish Coalition for Service** website also features ways for students to remain engaged in social justice issues. www.jewishservice.org

3. Dinner Discussion:

FAITH-BASED ACTIVISM?

How do different religions vary in their approach to social action?
Is it wrong to pursue justice *just because God tells us to?*

4. Movie Night!

Sundaes and Sustainable Development

Take a break from studying and join us for **Mondo-Desert** and a movie, **“Life and Debt”**
\$3--Money goes towards Families in El Salvador

5. An Article for Follow Though Conversation:

<http://www.mashicuna.com/To%20hell%20with%20good%20intentions.htm>

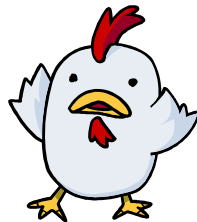
6. **Lest We Forget:** Documentary and discussion about post-9/11 impact on American South Asian, Muslim, and Arab communities, and Jewish responses to these issues.

7. **Conversation with Scott Fried**, author of “If I Grow Up: Talking with Teens about AIDS, Love, and Staying Alive.” Followed by a discussion on the global AIDS pandemic.

8. **Carlos Soto, Program Supervisor, Proyecto Aldea Global (PAG):** Sustainable Development & Faith Based Activism

9. **Annual Tzedek Hillel Hunger Initiative on Low steps.** Get informed about the global hunger crisis and take action

1.12.7 Columbia Fundraising on Behalf of Families in El Salvador



20 Chickens in

Every Coop!

16 students from Columbia/Barnard Hillel spent their spring break living and working with families in El Salvador. We have developed the Chicken Project with community leaders and the Foundation for Self-Sufficiency in Central America (<http://fssca.net>). Now we're seeking your support.

All we need are the chickens!

Here's how you can help:

Donate \$5 for one chicken.

Donations should be made out to American Jewish World Service

Send to or drop off at the:

Kraft Center
Columbia/Barnard Hillel
606 W. 115th Street
New York, NY 10025

This project is made possible through Columbia/Barnard Tzedek Hillel, American Jewish World Service, La Coordinadora, and the Foundation for Self-Sufficiency.