

NAME: _____

TRIP: _____

If lost, return to Buck-I-SERV,

*2076 Ohio Union,
1739 N. High Street
Columbus, OH 43210*

BUCK-I-SERV

TRAVEL | LEARN | SERVE

PARTICIPANT REFLECTION

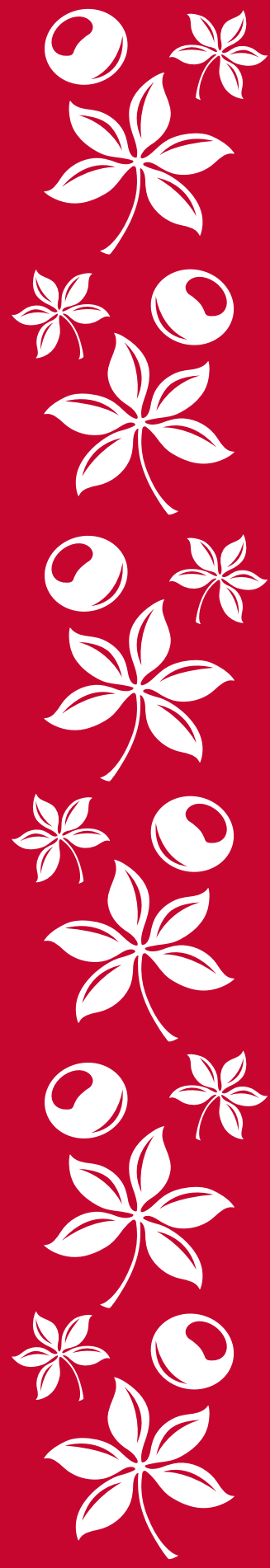


Table of Contents

Welcome to Buck-I-SERV	3
Goals and Outcomes	4
Expectations	5
Pre Trip Section 1	
What is an Alternative Break?	6
Types of Service	8
Fix vs. Help vs. Serve	9
Pre Trip Section 2	
Why Talk about Identity and Social Justice.....	10
Social Justice Engagement	11
Social Identity Wheel.....	13
Pre Trip Section 3	
Responsible Service	14
Introduction to Reflection: Part of a Buck-I-SERV Experience.....	15
On Your Trip	
“Shaping the Conversation” Reflection	16
Introduction to Reflection: Part of a Buck-I-SERV Experience.....	17
Daily Notes.....	18
Reflection Notes	21
After Your Trip	
Reorientation	23
Resources.....	25
Participant Reminders	27

Welcome to Buck-I-SERV!

Hello Alternative Breakers,

Thank you for serving with us and more importantly, thank you for serving our communities across the country and the globe! Buck-I-SERV's mission and impact could not be achieved without you and the communities we serve directly depend on your time, talent and partnership. Whether this is your first or your tenth Buck-I-SERV experience, we know you are about to have a meaningful week.

Your Buck-I-SERV trip has been carefully and thoughtfully planned by a team of your student peers on the Buck-I-SERV Advisory Board. The Buck-I-SERV Board dedicates time and energy to plan service experiences for you, and ensures we all support our community partners in the best way possible. Each year, the Buck-I-SERV Board seeks new members to join in the planning and implementation of the Buck-I-SERV program for the upcoming year. If you have an interest in getting more involved in Buck-I-SERV, the Board application becomes available each January. You can learn more about the position and application process at buckiserv.osu.edu.

The remainder of this booklet is dedicated to your Buck-I-SERV experience. We hope you utilize these pages to learn more about yourself, your service site, your group members and what it really means to be an active citizen in the world today. Buck-I-SERV's hope for you this week is that you ask difficult questions, challenge the status quo, gain new friendships and dedicate yourself to a life of learning and caring for communities across the globe. Thanks for being an Alternative Breaker and happy serving!

-Buck-I-SERV



The 2019-2020 Buck-I-SERV Board

Front (Left to Right): Isaiah Bloom, Rainier Yano, A'mira Nicholson, Katie Boomhower, Jae Han, Jacquelyn O'Brien, Kate Crooks, Grace Brott.

Back (Left to Right): Connor Jones, Daniella Saul, Grant Barnett, Addie DesRoches, Katrina Gates, Sarah Palocko, Asher Warchal, Molly Greenblat, Rebecca Delo

Buck-I-SERV Program Goals and Outcomes

Buck-I-SERV seeks to have students understand complex social issues and engage in meaningful dialogue around these issues. We hope for students to understand and respect different identities and social groups, and to begin to understand the impact of identity on issues of inequity, privilege, and oppression. We strive to have students identify and engage in opportunities to apply service learning experiences to campus and community endeavors and to be active, engaged, global citizens.

KNOWLEDGE:

1. Identify the social &/or environmental issue that is related to the service, location, and community.
2. Outline at least two core concepts that are relevant and intersecting to that social issue.
3. Articulate at least one challenge in creating change around the social issue.

TEAMWORK:

1. Articulate how your individual contributions at a service site advanced the team goal.
2. Interact effectively with group members to complete a task.

CIVIC ENGAGEMENT:

1. Explain civic responsibility and/or civic engagement.
2. Articulate the influence of your service contributions on the service-site.
3. Identify three local campus or community opportunities where you can engage in service that is connected to your experience on the BIS trip.
4. Participate in service within a few weeks of returning to campus.

CRITICAL THINKING:

1. Contribute to daily reflection and dialogue with your peers about complex social issues.
2. Identify an example of inequity as it relates to the social issue related to your service site.

DIVERSITY:

1. Articulate how your own personal identities, privileges, backgrounds influence service experiences.
2. Describe an experience/conversation during the BIS experience in which someone held a differing perspective from your own. Demonstrate an appreciation for other points of view and other cultures.

Expectations

FOR EVERYONE THAT IS PARTICIPATING IN A BUCK-I-SERV TRIP:

- Attend pre-trip meetings, Kickoff, and Welcome Back
- Full engagement and active participation in service
- Get to know your group members and community partner(s)
- Support diverse perspectives and identities
- Get familiar with the location of your service
- Use the participant booklet to prepare for this experience
- Hold yourself accountable before, during, and after your service
- Be substance free
- Serve as a representative for The Ohio State University
- The policies and guidelines outlined in the code of student conduct travel with us to our Buck-I-SERV sites.

TRIP LEADERS:

- Educate Participants: Trip Leaders are responsible for educating their participants on social issues impacting their service and familiarizing them with the community in which they serve.
- Plan Pre-Trip and Trip Logistics: Trip Leaders coordinate pre-trip meetings with the group and help plan a detailed trip schedule.
- Encourage Reflection: Trip Leaders plan and ensure the facilitation of reflection activities on each day of the trip.
- Build Team Chemistry: Trip Leaders oversee daily logistics, manage group dynamics, enforce and educate the Substance-Free

policy, and encourage full participation. They help to promote a fun and open environment for learning about oneself and others before and during the trip.

TRIP ADVISORS:

- Represent the University: Faculty/Staff/Graduate Advisors serve as a representative for The Ohio State University on the trip.
- Assist Trip Leaders: Advisors are knowledgeable about the trip, assist the Trip Leaders as needed, and encourage student participants to connect their service to their life back on campus. They will also work with Trip Leaders to manage risk and address safety concerns
- Manage Trip Finances and Documentation: Advisors are responsible for managing trip funds, including an allotted group activity budget.

Pre-Trip Section 1

WHAT IS AN ALTERNATIVE BREAK?

An alternative break is a trip where a group of college students engage in direct service, typically for a week. Each trip has a focus on a particular social issue with exploration and immersion in that issue before the trip. Students educate themselves and each other, then do hands-on work with relevant organizations. These experiences challenge them to think critically and compassionately—and to understand that there's no such thing as “not my problem.” Upon return, participants are empowered to make more informed decisions and to take meaningful action that support community efforts.

EIGHT COMPONENTS OF A QUALITY ALTERNATIVE BREAK

Strong Direct Service

Programs provide opportunities for participants to engage directly with community members through hands on projects and activities.

Programs should develop projects informed by community identified assets and needs and in conjunction with their community partner/s.

Full Engagement

Alternative breaks provide participants with an opportunity to live in line with community, program, or trip specific values. Programs should create opportunities for individuals to consider ways of aligning values and actions with regard to choices about the alternative break experience. Examples include: accommodations, food, team selection, technology, transportation, packing, and spending money. One clear example of Full Engagement is the Alcohol & Drug-Free component inherent within alternative breaks.

Strong programs develop and communicate philosophies and corresponding practices around how participants will approach these topics during an alternative break.

Diversity and Social Justice

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

Orientation

Before, during, and after the alternative break experience, participants learn about the communities, organization/s, and projects with which they are working.

Education

Effective education provides a framework of intersecting perspectives developed to help participants understand the root causes and effects of social issues. Powerful education should also include information to connect participants' personal life choices and experiences to the topic.

Training

Throughout the entire alternative break experience, participants are provided with adequate training necessary to carry out tasks and activities related to the service project. Ideally, participants gain life-long skills that provide them with opportunities to engage in their community upon return from the trip.

BUCK-I-SERV | PARTICIPANT REFLECTION

Reflection

Anytime participants engage in community work, they are strongly encouraged to reflect upon the experience - synthesizing service, education, and community immersion components. Time is set aside for this to take place individually and as a group and should occur both organically and through structured activities.

Reorientation

Upon return from the alternative break experience, individuals transfer lessons learned by engaging in continued education, service, advocacy, and/ or philanthropy. Participants join or organize small groups to take action around issues on campus, in their neighborhoods, within the local community, and more broadly.

Which of these components stick out to you?

Which ones do you think are most important?

Did any of the eight components surprise you?

BUCK-I-SERV | PARTICIPANT REFLECTION

TYPES OF SERVICE

On your trip you might participate in...

Direct Service

When most people think of community service, they are thinking about direct service. Direct service involves interaction between the volunteer and the service recipient. It involves hands-on work, usually at the community agency. Tutoring, outdoor work, serving meals and friendly visiting fall into this category.

Indirect Service

Indirect service does not include interaction with clients of a community agency. Instead, indirect service supports the infrastructure of the community agency through a variety of activities including fundraisers and donations. Supporting organizations by raising money through philanthropic events, donating usable items or providing office support fall into this category.

What are the pros and cons of Direct and Indirect service? Which type do you prefer?

ADVOCACY

Often associated with activism, advocacy focuses on specific issues that citizens and/or communities are facing. Volunteers participate in advocacy by sponsoring educational campaigns, lobbying for governmental change, and speaking to groups to raise awareness. Advocacy work can address topics such as the environment, welfare reform, HIV/AIDS policy or other current topics.

How might you advocate for the social justice issues that are relevant to your trip?

SERVICE-LEARNING

Service-learning combines direct service with academic coursework. The volunteer service at the site is then examined in the context of the course. Reflection activities are used to help bring together the service experience with the course goals and objectives. There are service-learning courses offered in nearly all colleges and at Ohio State.

How do you think your trip will relate to your coursework at Ohio State?

BUCK-I-SERV | PARTICIPANT REFLECTION

	FIX	HELP	SERVE This is where we want to be as Buck-I-SERV
RELATIONSHIP	Highly unbalanced and unequal; an expert helping someone with little to no knowledge; very one-sided	Inequality, perhaps less obvious. One person with strength is often supporting another with less strength/a need	Mutual, balanced, some end goal
ROLE OF PROVIDER	To repair, to correct, to make whole/complete to set in order	To fulfill a deficiency or need	To fulfill a sense of purpose and an understanding that we are all connected
IMPACT	Diminished self-esteem, self-worth, integrity; maintains a lack of capacity; loss of empowerment	Loss of empowerment; maintains a lack of capacity; incurs a debt; "I owe you one."	Mutual strengthening, renewing, empowering, may result in more
END RESULT	Mastery and expertise	Mastery and expertise	End result may be unknown
PERSPECTIVE	_____ is seen as broken	_____ is seen as weak	_____ is seen as whole

Pre-Trip Section 2

WHY TALK ABOUT IDENTITY & SOCIAL JUSTICE?

We know a few things to be true: 1) justice is a strong value of active citizenship, 2) anyone can be an active citizen, and 3) active citizenship means prioritizing your community. Is there a disconnect between those who see themselves fitting within the bounds of active citizenship and the conversations surrounding justice? If so, how do we bridge those gaps? With social justice education, we're taught that introspection, personal identity development, and active work are critically important. Before taking the step to enter into conversations across difference, we must consider not only what our values and beliefs are, but where they come from and why they're important to us.

Who we are, what we believe, and what we know to be true is influenced and enforced by everything around us - from the people who raised us, to the neighborhood we grew up in, to the media we consumed. Name almost anything, and it has likely contributed to shaping who we are today. To put it in more formal terms - this is how our frame of reference is built and our identity is developed. This occurs, in part, through the Cycle of Socialization. If we were to take a handful of people, it's impossible that two of them would have had the exact same experiences or influencers - some overlap may exist, but there would definitely be difference. While we'd hope it would be celebrated, often - as we all know - difference unfortunately becomes synonymous with division.

To have productive conversations across difference, it's crucial to be able to honestly speak from a place of feeling or personal experience and to engage the other person (or people) from that same place, as well. What has influenced our thoughts, values, and behaviors? What sort of internal questioning would it take for us to come to know and understand our frame of reference? What questions can we ask others to understand theirs?

Before we enter into spaces of dialogue (that will inevitably involve difference), we should focus on our own experience and identity, work to understand where our opinions and values came from, and consider how our frame of reference impacts the way we interact with the world. Thus, recognizing that our lived experiences and identities are different from our neighbors' and there's a way to communicate that comes from a place of understanding. Community and justice is for everyone and needs everyone; within these realms, there isn't room for a gaping divide.

Reference:

Social Justice Engagement

Program on Intergroup Relations, 2007 University of Michigan



SOCIAL IDENTITY GROUPS

Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self claimed and frequently ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

Target Group: social identity groups that are disenfranchised and exploited

Agent Group: social identity groups that hold unearned privilege in society

Privilege: unearned benefits that are arbitrarily granted to some individuals based on social groups they represent and/or identify with.

Oppression: systematic marginalization and disadvantaging of certain social identities in contrast to the privileged norm

Levels of Privilege:

Societal - social norms and macro thinking

Institutional - groups like family and government that shape us

Individual - you!

Power: the capacity or ability to direct or influence the behavior of others or the course of events.

Social Justice Engagement



Program on Intergroup Relations, 2007 University of Michigan

For the purpose of this self-examination please identify the memberships you claim or those ascribed to you. Below are examples of social identity groupings.

EXAMPLES (Feel free to use your own language for your identities.)

Gender Woman, Man, Transgender

Sex Intersex, Female, Male

Race Asian, Pacific Islander, Native American, Latin, Black, White, Bi/Multicultural

Ethnicity Irish, Chinese, Puerto Rican, Italian, Mohawk, African-American, Guatemalan, Lebanese, European-American, Multiethnic

Sexual Orientation Lesbian, Gay, Bisexual, Heterosexual, Queer

Religion Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist

Class Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class, Newly Independent

Age Child, Young Adult, Middle-Age Adult, Elderly

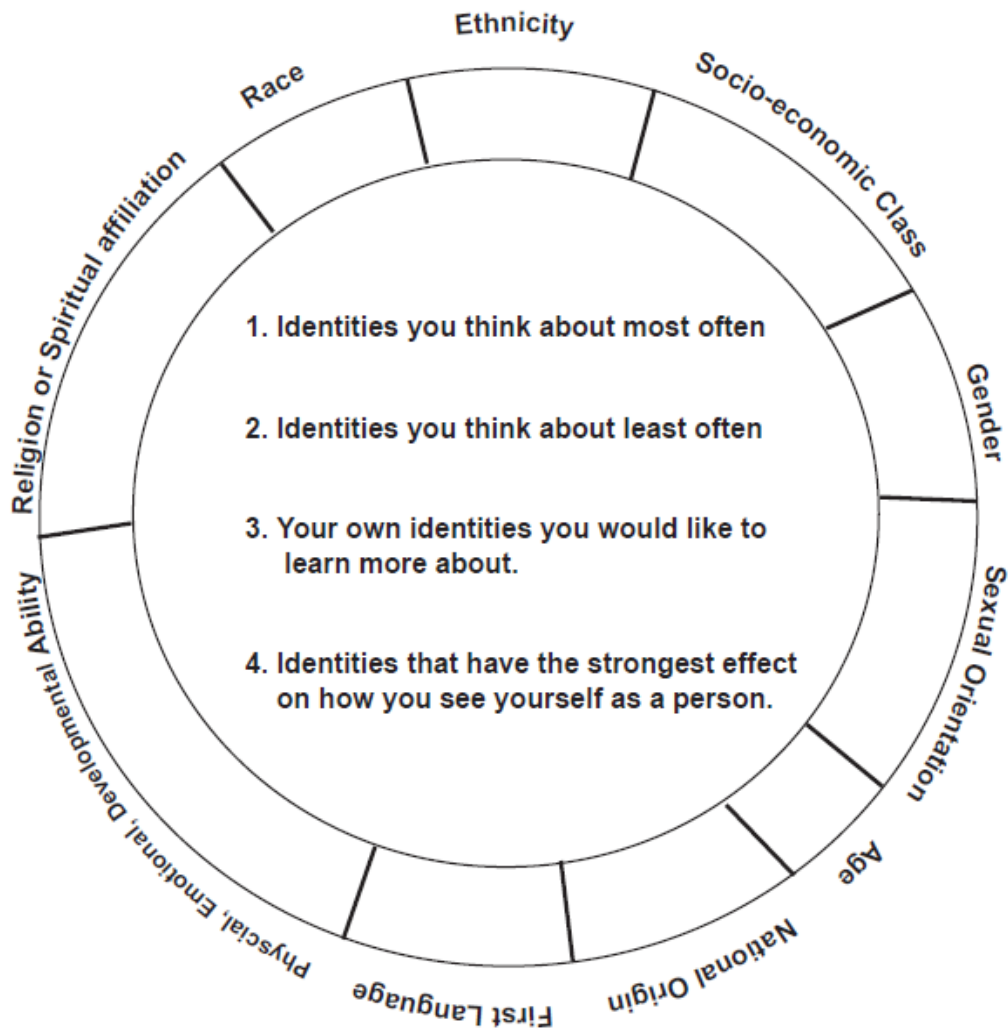
Ability Person with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily Disabled, Disabled

National Origin and Citizenship Nigeria, Korea, Turkey, Argentina, United States, etc.

Tribal or Indigenous Affiliation Mohawk, Aboriginal, Navajo, Santai

Body Size/ Type Fat, Petite, Person of Size, Thin

Social Identity Wheel



Which of your identities do you think will most affect your experience on the trip?

Which of your identities do you hope to learn more about on this trip?

Pre-Trip Section 3

RESPONSIBLE SERVICE

1. Know the Agency

Before your trip, make sure that you are familiar with the agency that you will be working with – What is their mission? What is their organizational structure? What are the policies, rules and regulations that apply to your group? What does the agency hope to accomplish during your time with them?

2. Know the Clients

Become familiar with the clients your agency works with. What are common misconceptions or prejudices that people have about the people your agency works with?

3. Know Yourself

Examine your expectations for the trip and what you will get out of working with the agency. Are your expectations realistic? How do they compare to those of the agency?

4. Focus on Collaboration and Reciprocity

Many volunteers go into an agency with the idea that they are there to help the agency. While this is certainly true, remember you are going to get as much out of this experience as you put into it. You are there to work *with* the agency and *with* the clients.

5. Be Flexible

While we try our best to get a good sense of the type of project you will be working on at your agency, things come up and you might end up helping out with things that were not in

your original plan or doing things in a different order at different times. Try to be as flexible as possible to help with whatever issues arise for the agency while you are there.

6. Balance Your Needs with that of the Agency and Clients

You might not be able to do whatever you want to do whenever you want to do it. At the same time, you should not be skipping meals or working unreasonable hours. Clear expectations from the beginning can help avoid any potential problems.

7. Follow Through

Do not make promises that you cannot keep. If you say you are going to do something during the week, make sure it happens. Don't promise to keep in touch, to raise money or to come back next year if you are not 100% sure that you can follow through.

8. Volunteers are Not Free!

Agencies have staff needs that must be met in order to provide you a quality experience. Please remember they are doing all they can to ensure your experience is great.

9. Say Thank You!

Your Buck-I-SERV experience would not be possible without the help of your agency. Remember to thank them for allowing you to work with them.

BUCK-I-SERV | PARTICIPANT REFLECTION

Which of the following do you think is the most important for responsible service?

Did any of the components of responsible service surprise you? Are there any you disagree with?

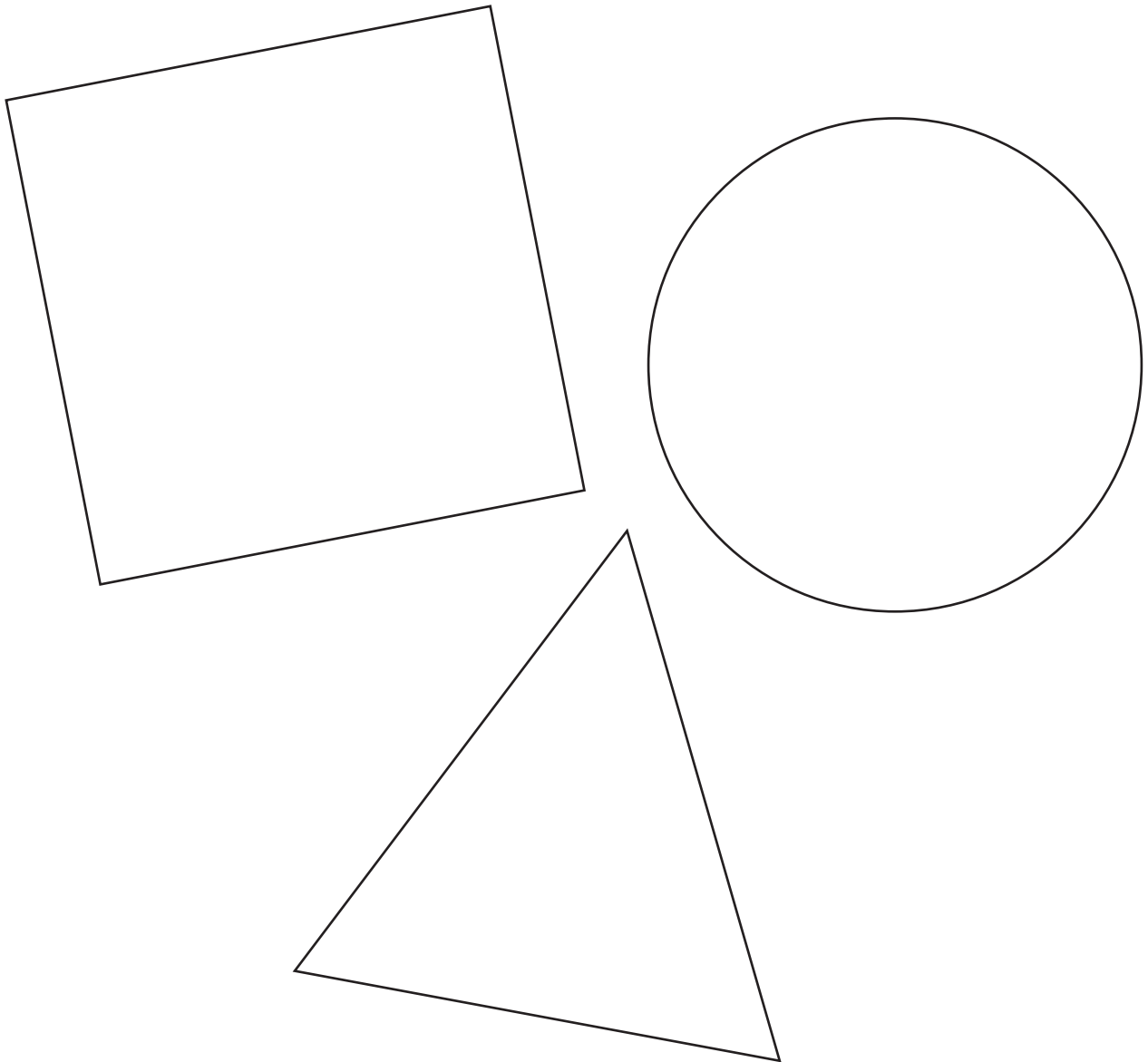
On Your Trip: Shaping the Conversation

Write a word or phrase in each shape that answers the corresponding question.

SQUARE: Something that went well.

CIRCLE: Something you'd like to try to do differently.

TRIANGLE: A personal attitude/belief that was challenged/affirmed.



Share what you put in each shape in pairs, small groups or with the whole group.

Introduction to Reflection: Part of a Buck-I-SERV Experience

The following journal pages are provided to help you record your own unique perspective on your journey in your service experience. What you write is up to you. Questions are provided to help you discover, process and evaluate the experience. Participants sometimes discover through reflection that they learned and grew more than they initially realized.

Dedicating time to reflect and think critically about a service project is essential; it gives meaning to your experience and helps you understand how your efforts impact a community. Reflection also helps you improve on your existing and future service experiences and potentially tie your learning to your other academic and leadership goals and experiences.

Reflection is the process by which participants mentally and emotionally synthesize direct service and learning components (Education, Orientation and Training). Reflection is issue-focused and forward-thinking. Reflection is important because it:

- Allows processing of the direct service
- Connects and motivates the individuals within a group
- Allows leaders to gauge how the group is feeling
- Encourages self-reflection

MODEL OF REFLECTION

What? *The descriptive phase.*

What did you do?

- Talk about the day.
- What happened to the individuals?

So What? *The interpretative phase.*

How did it make you feel?

- What impact did the service have?
- “I” Statements and generalizations
- Pertains to the difference the experience made to individuals
- Consequences and meaning for them
- Shift from the descriptive to the interpretive.

Now What? *The action phase.*

How are you changed?

- What will you do differently?
- Goal setting and long range planning.
- Action plan is formed.
- Lessons learned from the experience are reapplied to other situations.

Does this sound familiar? You just reflected on the previous page! :)

On Your Trip:

Day 1

Describe any significant activities that occurred today.

What did you learn about the organization and/or the people you are assisting?

Is there anything you would do differently today? What is/are your goal(s) for tomorrow?

Day 2

Describe any significant activities that occurred today.

What did you learn about the organization and/or the people you are assisting?

Is there anything you would do differently today? What is/are your goal(s) for tomorrow?

Day 3

Describe any significant activities that occurred today.

What did you learn about the organization and/or the people you are assisting?

Is there anything you would do differently today? What is/are your goal(s) for tomorrow?

Day 4

Describe any significant activities that occurred today.

What did you learn about the organization and/or the people you are assisting?

Is there anything you would do differently today? What is/are your goal(s) for tomorrow?

Day 5

Describe any significant activities that occurred today.

What did you learn about the organization and/or the people you are assisting?

Is there anything you would do differently today? What is/are your goal(s) for tomorrow?

Reflection Notes

Day 1

Day 2

Day 3

Reflection Notes

Day 4

Day 5

After Your Trip

REORIENTATION

Whether or not it's feasible to keep the entire group of participants engaged post-trip, the goal of reorientation is to reorganize (on campus or in local communities) as a result of the alternative break.

Actions might include:

- Furthering your own (and others') understanding of the issue
- Becoming vocal on campus for the issues you care about
- Joining other service or issue-based groups or clubs on campus
- Volunteering with organizations on your campus or in your local community
- Building leadership for the next alternative break year

ADVOCACY

- Organize a speaker panel on campus that addresses the social issues from your alternative break. Invite local community leaders, students, and professors to speak.
- Write an article or letter to the editor in your local and college newspapers describing what you experience and what you think needs to be done in your own community.
- Contact your local representatives and let them know about your interest in their actions regarding certain social issues.
- Set up a campus-wide event that allows participants to discuss what they learned about the social issues during their alternative break.

Encourage the campus community to get involved with the alternative break program.

PHILANTHROPY

- Organize a fundraiser on campus for your community partner. Sell items that will benefit the community or Community Partner organization (i.e. items made in the community you worked in).
- Consider your purchasing habits; bote with your dollar and encourage others to do the same.
- Contribute to or arrange collective philanthropy efforts, like a giving pool or giving circle. These are regular, structured ways to financially support organizations, causes, events, or people with a higher impact than individual giving.

SERVICE

- Create a new organization on your campus related to the social issues your team addressed.
- Plan a joint project with the organization(s) on campus that focus on service-learning, community service, or advocacy.
- Arrange a community agency fair for local and campus service organizations to talk about the different service opportunities on your campus in your community.
- Set up a post-break service project utilizing your group as the core organizers - open to the whole campus.

This information was adapted from Break Away. Learn more at alternativebreaks.org.

Goals

Write down your service goal for the coming year!

Choose an action step to stay engaged with your trip's social justice issue(s) back on campus.

Resources

SOCIAL CHANGE

Learn more at socialchange.osu.edu

DICE

DIVERSITY, INTERCULTURAL
AND COMMUNITY ENGAGEMENT

Learn more at go.osu.edu/dice

The Ohio State University

STEP

Second-year Transformational
Experience Program

Learn more at
step.osu.edu

STUDENT ACTIVITIES SERVICE AND OUTREACH COHORTS

- Buck-I-SERV
- Pay-It-Forward
- Nonprofit Immersion Program
- Semester of Service

Learn more at
go.osu.edu/cohorts

LENA

LEADERSHIP EDUCATION
NEEDS ASSESSMENT

Learn more at
go.osu.edu/osulena



An exciting announcement:
Thanks to an award from Coca-Cola
Discovery Funds, and in celebration of
the university's sesquicentennial, we
have 150 spots for \$150! The \$150 price
listed on several trips for spring and
summer 2020. Thanks, Coca-Cola!

ACTIVE CITIZENSHIP CONTINUUM

Learn more at
alternativebreaks.org

Member
Not concerned
with their role in
social problems.

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

**Conscientious
Citizen**
Concerned with
discovering root
causes; ask why?

Active Citizen
Community
becomes a
priority in values
and life choices.

Buck-I-SERV Reminders

Illegal drug use and all alcohol use are not permitted on Buck-I-SERV trips or in conjunction with any Buck-I-SERV events. This includes all drugs and alcohol except medical prescriptions. If you use illegal drugs, you will be turned over to the police and may be arrested because you are breaking the law. If you consume alcohol while on a Buck-I-SERV trip you will immediately be sent home at your own expense. We enforce this policy for the benefit of the group and the following reasons:

- Drugs and alcohol are not part of the Buck-I-SERV vision to reach out to community issues.
- Ohio state law and the Code of Student Conduct prohibit illegal drug use and the underage consumption of alcohol.
- Drugs and alcohol may be triggers or uncomfortable topics for the people you are serving as well as members of your group.
 - Cases of tobacco use will be addressed on a case-by-case basis based on the service site rules.

All participants and leaders will follow the policies and guidelines presented by the trip leaders and advisors, whether written or verbal. Throughout the trip, from everyday activities to emergency situations, the trip leaders and advisors will have the most current information and understanding of what the group needs to do. It is expected that all group members will follow the instructions and guidelines presented by trip leaders or staff advisors. Any participant/leader that repeatedly refuses to follow a safety guideline or does not adhere to the policies and guidelines will be immediately sent home at his or her own expense.

All group members will maintain Buck-I-SERV and University integrity through actions. Appropriate dress, language, and behavior promote Buck-I-SERV in a positive way. Dress, language, and behavior that is offensive or derogatory will not be tolerated.

All participants and leaders will follow the policies and guidelines presented by the service site and housing site representatives, written or verbal. If you violate policies or guidelines from your service or housing site, you could damage the relationship between the site and Buck-I-SERV. Following these policies is part of respecting the community in which you are serving.

All group members will participate fully and in daily group reflection activities. The Buck-I-SERV experience includes reflection as a group on the service experiences, and what those experiences have taught us and how they have changed our perspective.

Drivers and passengers will conduct themselves in a safe manner conducive to smooth, problem-free travel. Only those who are approved drivers may drive the vehicle.

BUCK-I-SERV | PARTICIPANT REFLECTION

Trip leaders and advisors will handle all trip funds. The leaders and advisors are responsible for keeping track of all finances to ensure that the group does not exceed its budget.

Trip leaders and advisors will be in charge in the event of a medical situation. Ill participants will be allowed to stay behind at the lodging facilities, if necessary. Trip leaders and/or advisors will check in periodically. Trip leaders, advisors or other participants will not stay behind with the ill person. An advisor will accompany injured participants who need medical attention to the hospital.

Non-group member visits or involvement will be cleared through trip leaders. Friends, family and/or other non-group members may not stay overnight with the group. If a participant wishes to spend time with a family member away from the group this also needs to be approved by the trip leaders and advisor. No participant may travel alone to meet non-group members.

