



Team leader guide to Collegiate Challenge



one week can
change a life
forever

*“Be the change you wish
to see in the world.”*

—Gandhi



Contents

Thank you, team leaders!

Congratulations! We are excited that you have decided to take on the challenge of planning a Collegiate Challenge trip. It is a big task to take on, but you don't have to do it alone. Whether this is your first time leading a team or you are back for another round, we are dedicated to helping you have a dynamic experience. This undertaking will enable you to not only put faith in action and gain a greater awareness of the need for decent, affordable housing, but also to encourage others to do the same while deepening their commitment to social action.

Driven by the vision that everyone needs a decent place to live, Habitat for Humanity began in 1976 as a grassroots effort on a community farm in southern Georgia. The Christian housing organization has since grown to become a leading global nonprofit working in more than 1,300 communities throughout the U.S. and in more than 70 countries. Families and individuals in need of a hand up partner with Habitat for Humanity to build or improve a place they can call home. Habitat homeowners help build their own homes alongside volunteers and pay an affordable mortgage. Through financial support, volunteering or adding a voice to support affordable housing, everyone can help families achieve the strength, stability and self-reliance they need to build better lives for themselves. Through shelter, we empower. To learn more, visit habitat.org.

Collegiate Challenge was started in 1989 by the Rev. David McDaniels as an alternative spring break program. During the first year, 1,200 students worked in 30 communities. Since then, Collegiate Challenge has become one of the largest school break programs in the world. Participants donate thousands of hours of volunteer labor and over \$1 million to Habitat each year. Nearly 500 communities have now hosted Collegiate Challenge teams. Collegiate Challenge has also expanded to offer volunteer opportunities during school breaks throughout the year.

Again, we are excited that you have accepted the challenge. This manual is intended to assist you in the process of planning your trip and leading your team. Good luck!

Sincerely,

The Collegiate Challenge team

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Understand the tasks set out for you and begin planning

The big picture

You are a key part of the success of Habitat for Humanity's alternative break program. The role you play is vital to the local Habitat organization that has committed to host your team.

Roles of Collegiate Challenge

Team leader (that's you!)

- Communicate with the Collegiate Challenge team and host Habitat affiliate.
- Negotiate itinerary (arrival/departure times, etc.) with host affiliate.
- Facilitate efforts to raise funds to cover expenses.
- Arrange and pay for all transportation to/from your destination and to/from the work site each day.
- Distribute orientation materials provided by the Collegiate Challenge team and host affiliate to group members.
- Facilitate reflections for team members.
- Be a liaison between construction supervisors, host affiliate and team members.
- Be prepared and available in case of emergencies.
- Keep emergency forms with you at all times.

The Collegiate Challenge team

- Acts as liaison to student groups, host affiliates and construction supervisors.
- Registers student groups to fill affiliate need and mails program materials to provide groups with the resources for a positive break experience.
- Processes program fees.

Host Habitat affiliate

- Introduces teams to host community.
- Arranges housing and logistics for teams.
- Provides safe, productive work for groups.
- Coordinates interaction between student groups, construction supervisors and community.

Construction supervisor

- Assists host affiliate in providing a safe, productive week for groups.

MAKING
AN IMPACT

“This trip taught me and the other group members about the true meaning of ‘service.’ We came expecting to build a house, but were challenged to do the work that needed to be done. It was amazing to see the people’s willingness to dedicate their time to work for Habitat.”

—Katie Lehman, Taylor University, Collegiate Challenge participant



Effectively leading your group

First, we wish to congratulate you on accepting the challenge of taking a group of people who may or may not know each other, traveling to a place they may or may not have visited before, and leading them to have a great Collegiate Challenge experience. It's a tall order, but we know you can do it!

Before we go into specific things you need to do, it is important to approach the topic of being a team leader. What exactly does it mean to be a team leader?

A great team leader possesses and displays people skills, organizational know-how and leadership experience. She or he should be supportive and challenging of the team members and able to guide them through an effective team-building process. While you need to be organized, task-oriented and thorough, it is also important to be flexible and reactive to crises or changes in plans. You should also be able to inspire the team with positive energy and passion for Habitat for Humanity.

While this may seem unattainable, remember that every team leader has her or his own style. It's important to recognize your strengths and weaknesses and keep them in check.

See more about leading your group starting on page 12.

Team leader checklist: Before you leave

- Form your group.
- Send \$30 per person program fee to the Collegiate Challenge team.
- Call your host affiliate.
- Prepare icebreakers for the meetings.
- Distribute student guide at meeting.
- Collect and return release and waiver forms to the Collegiate Challenge team.
- Collect emergency contact information forms from your team. Keep these with you.
- Complete insurance validation form online.
- Plan meals and choose chefs.
- Make transportation plans.
- Develop and implement fundraising strategy.
- Send donation to your host affiliate by the date requested or have it ready upon arrival.
- Discuss group expectations for week.
- Discuss bias and awareness issues.
- Get traveler's cheques/credit cards.

The many hats you'll wear

Motivator

passionate about Habitat
articulate
enthusiastic

Coordinator

organized
task-oriented

Teacher

supportive
challenging
patient
dynamic

Learner

open-minded
adventuresome
nonjudgmental
skilled in critical thinking
skilled in analytical reasoning

Crisis manager

adaptable
flexible
tough under pressure

Counselor

dependable
approachable
intuitive



CONTACTING

YOUR HOST AFFILIATE

Your Collegiate Challenge trip is a partnership between your team and your host affiliate. It is important to remain in contact with your host affiliate throughout your planning process. Once you receive your host affiliate contact information, call that person to discuss your mutual expectations of each other, as well as the logistics of your trip.

Contact numbers

| Adviser | Notes |
|----------------|----------------|
| Contact: | |
| Phone: | |
| Email: | |
| Fax: | |
| Affiliate | Notes |
| Name: | |
| Address: | |
| | |
| Contact: | |
| Phone: | |
| Email: | |
| Fax: | |
| Transportation | Notes |
| Company: | |
| Address: | |
| | |
| Contact: | |
| Phone: | |
| Email: | |
| Fax: | |
| Other contacts | Phone or email |
| | |
| | |
| | |

What do I ask?

Logistics

- When is your team expected to arrive and depart from the affiliate?
- Where is your team going to be housed?
- Will the affiliate or local community provide any food?
- Will someone from the affiliate meet your team upon arrival?
- Arrange to get emergency contact information for the area.
- When is the orientation?

Financial contribution

- Confirm the number of students you are taking on your team. Contact the Collegiate Challenge team with any changes.
- Confirm the total financial contribution to the host affiliate and the date on which it is due.

Construction

- Do your team members need to supply any of their own tools (gloves, nail pouches, hand tools, etc.)?
- What is the construction schedule for the week? Will there be any days off?
- What kind of work will be done?
- How far is the building site from the housing location?
- When is the safety orientation?

Host affiliate area information

- What is the economic situation of the area?
- What is the general history of the area?
- What types of activities will there be for community interaction?
- Will there be opportunities to meet and work with homeowners?
- Are there any special attractions in the area?

Obligations of the program and fundraising tips and ideas

Finances 101

As a Collegiate Challenge team leader, one of your responsibilities is to manage the fulfillment of your group's commitment to the host affiliate. A large part of this responsibility revolves around finances. The following is an overview of some of the financial responsibilities your team will face as part of your Collegiate Challenge experience.



Financial obligations

Program fee to Habitat for Humanity International

A \$30 per-person program fee was required upon registration to confirm your group's participation. It covers administrative costs and supplemental accident insurance for each participant. It is **non-refundable and separate** from the host affiliate contribution. Make sure that you have sent the fee in for any additional people. This is **not a down payment** toward the financial contribution at the affiliate.

Financial contribution to host affiliate

Host affiliates require a per-person financial contribution as indicated on the host affiliate site. When a student group makes a reservation at a particular host affiliate site and confirms the reservation with payment of program fees, the group is committed to pay the full amount of this contribution directly to the affiliate. Payment should occur even if the number of team members declines or the group cancels because affiliates often count on these funds to cover the cost of already-purchased materials. Most affiliates ask that the contribution be sent to them before the team arrives, so they can purchase building materials in preparation for your team's arrival.

Transportation

It is important to figure travel expenses into the trip's budget. When using individual cars, you as the team leader should clarify what type of insurance the owner has and make sure others are covered to drive this vehicle. When renting vehicles, clarify the number and age of drivers and confirm your

reservations several times before picking up vehicles. Your group is responsible for arranging and paying for all transportation from your school to your host affiliate and to and from the work site each day during Collegiate Challenge (i.e., if you fly you must rent local transportation).

Meals

Unless the affiliate indicates otherwise, groups are responsible for food/meal planning, buying, preparation and cleanup. Each team member should expect to provide funds for a week's worth of food. We estimate that \$5–\$8 per person per day is sufficient. When planning meals, keep in mind the limited kitchen facilities and special dietary needs of participants.

Financial management

A designated person from the team should keep track of all purchases and receipts. Also, consider carrying credit cards in case of emergency.



Budgeting your trip

In preparing for your Collegiate Challenge trip, it is important to understand how much money your team will need to cover your expenses during the week. The worksheet below was designed to help you figure out the overall cost of your Collegiate Challenge trip.

NOTE: Use "Per Person" column for costs calculated per team member, multiplying by number of team members to calculate subtotal. Use "Per Team" column for costs calculated per team.

Budget worksheet

| | Name | Per person | Multiply by | Subtotal | Per team only | Subtotal |
|--|---|------------|-------------|--------------------------------|---------------|----------|
| 1 | Program fee (\$30 x number of team members) | \$30 | | \$ | | \$ |
| 2 | Host affiliate donation (Amount per person x number of team members) | \$ | | \$ | | \$ |
| Subtotal (Program fee + contribution) | | | | \$ | | \$ |
| 3 | Transportation | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| Subtotal (Transportation) | | | | \$ | | \$ |
| 4 | Food (Number of people x days x \$5-\$8) | \$ | | \$ | | \$ |
| 5 | Entertainment (\$ _____ x number of team members) | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| Subtotal (Food + entertainment) | | | | \$ | | \$ |
| 6 | Miscellaneous costs | \$ | | \$ | | \$ |
| | Parking | \$ | | \$ | | \$ |
| | Tolls | \$ | | \$ | | \$ |
| | Emergency | \$ | | \$ | | \$ |
| | | \$ | | \$ | | \$ |
| TOTAL (Program fee + contribution + transportation + food + entertainment + miscellaneous) | | | | \$ | | \$ |
| Total cost (\$ _____) ÷ Number of students (_____) = | | | | Total cost per person \$ _____ | | |

FUNDRAISING

for your Collegiate
Challenge trip

There are many great ways for your group to raise the necessary money for your Collegiate Challenge trip. Remember, the more creative your group is, the more fun your group has, and the more successful the fundraising will be.

Lego® Houses (*Muhlenberg College, Pennsylvania*) – The chapter gave Legos® out to different groups on campus, and each built a house. The houses were then displayed, and students voted on the best ones by putting money in a jar in front of each house.

Nail Sale (*Floyd E. Kellum High School, Virginia*) – The chapter raised \$100 selling nails for 25 cents apiece. Afterwards, they donated the nails to an affiliate.

“One Hit Club” (*Southwestern Missouri State University*) – The group gave people the opportunity to hammer a nail in a board for 25 cents. If someone hammers the nail completely in the board in one hit, their name is added to the famous “One Hit Club.”

Valet Parking (*Converse College, South Carolina*) – This chapter provided valet parking for university functions. The university paid a fee, and all tips went to support Habitat.

Parking Space Raffle (*Washington and Lee University, Virginia*) – This chapter raffled one of the parking spaces of their university president and a free place to stay for parents’ weekend.

Dinner with the Professors (*Roberts Wesleyan College, New York*) – This chapter raffled off dinner at campus professors’ homes and raised \$500.

Rent-a-Worker (*Penn State University, Pennsylvania*) – Students held a “rent-a-worker” day in their local community. The chapter advertised in the local newspaper and church bulletins that the chapter members would help with household jobs for a donation for Habitat.

Row for Humanity (*Kansas State University*) – This was a joint fundraiser with the men’s and women’s crew teams. Students got pledges for rowing a number of meters on 20 indoor rowing machines.

Letter Writing Campaign (*College of the Holy Cross, Massachusetts*) – Individuals write a letter to friends, relatives, businesses and anyone who would be interested in supporting their work for Habitat.

Hack for Humanity (*James Madison University, Virginia*) – JMU sponsors a yearly Hack for Humanity. Students gather pledges to hack sack for 24 hours. Student bands entertain the hackers. The chapter sold T-shirts and refreshments to help raise money.

T-shirt Design Contest (*Linfield College, Oregon*) – Students submitted T-shirt designs to the campus chapter. The winning shirt was printed and sold to raise money.

Brick-by-Brick (*Millsaps College, Mississippi*) – A fundraiser was held selling cardboard bricks at the first home football game. People purchased a cardboard brick, signed their name and contributed the brick to a cardboard replica of the house.

Art Auction (*Middlebury College, Vermont*) – The chapter asked students to donate their art projects at the end of the semester. They provided refreshments and held a silent auction of pottery, photographs and paintings.

Fundraising ideas

Fundraising is a great opportunity to raise awareness about Habitat for Humanity and its mission of eliminating substandard housing, while at the same time raising the money necessary to send your team to a Habitat affiliate for the experience of a lifetime.

Some things to remember when planning and implementing fundraisers

- Reflect the values Habitat strives to convey. Organize fundraisers to reflect them.
- Be familiar with Habitat for Humanity and its programs. Be able to answer questions about Habitat’s mission.
- Plan responsibly. Plan fundraisers that can be accomplished within your time constraints.
- Be specific when raising funds. Inform potential donors who you are and why you are raising the money.
- Get together with your group at the first meeting and brainstorm ideas for possible fundraisers. Come up with a plan of attack.
- Include diversity in the types of fundraising events and in the targeted audiences (students, faculty, local residents, businesses, and churches).
- Ask any local Habitat affiliate about who they solicit to avoid a conflict.



Money-saving tips

- Ask your school and local community for donations of food and other things that you may need on the trip. Some businesses will be more apt to contribute items rather than money.
- Ask your campus cafeteria to donate staple foods such as bread, cereal, peanut butter, jelly, etc. These are basics that everyone can eat every day and could save a lot of money.
- Encourage students to donate money from their meal cards and then use that credit to buy food through your food services on campus.
- Buy food for the group at wholesale clubs. See if you can get a discount.
- Write letters to local gasoline companies.
- Tap into alumni who could offer cheaper assistance. For example, someone who owns a grocery store or restaurant could help you.
- Contact the tourism office or chamber of commerce in your destination area for ideas, coupons or cheap rates on activities.
- Contact your host affiliate before soliciting donations in their area.
- Ask people to donate frequent flier miles.
- Check with the airline about a group discount or one based on the fact that this is a service trip.
- Use AAA discounts if you have a member in your group.
- Consider driving instead of flying.

NOTE: When fundraising in your local community, it is important to contact your local Habitat affiliate beforehand to ensure that you are not soliciting the same areas and/or businesses.

Appreciation

Always remember to properly show your appreciation to those individuals, businesses and other organizations that have supported your team throughout your fundraising efforts. For example, send the affiliate a photo of your team or even a simple thank-you card once you return home.



As a complement to fundraising and to address sensitivity issues

Education and advocacy

As you plan your trip, it's important to reflect on the deeper issues of inadequate housing. Please work with your group and educate each other about the need for decent houses throughout the world.

Take your advocacy to the next level! habitat.org/gov.

Educating others about inadequate housing through fundraising

It's great to get others excited about your trip so that they contribute to your fundraising mission monetarily, but it's also important to create fundraisers that incorporate education about substandard housing. Challenge others to get involved.

Evening for Humanity (*University of Georgia*) – In the fall, the chapter hosted an “Evening for Humanity” dinner event. The campus chapter president spoke about the chapter’s plans for the year; the executive director for the local affiliate also spoke, as did a homeowner. The event was open to the campus and was well-attended.

Hammer Day (*Duke University, North Carolina*) – Students were encouraged to carry their hammers to class in support of Habitat. Students who were taking a Collegiate Challenge trip posted and sold wooden signs to be delivered to the Habitat building site, distributed Habitat brochures and fact sheets containing substandard housing statistics, and used the newspaper to educate the campus community about upcoming events and the work of Habitat.

Hunger Banquet (*Drury College, Missouri*) – The students sponsored “Hunger Day” in conjunction with Hunger and Homelessness Week. Students gave up meals and, the food service group on campus donated the money from those meals to the Collegiate Challenge group. The students also sponsored a Hunger Banquet, through which students experienced the divisions of the world, based on hunger. This event also served as a fundraiser.

INFORMATIVE WEBSITES

For housing statistics you can use in your education and fundraising efforts, check out the following websites:

- **Habitat for Humanity International:**
habitat.org
- **HFHI's Government Relations and Advocacy Office:**
habitat.org/gov
- **Center on Budget & Policy Priorities:**
cbpp.org
- **National Housing Institute:**
nhi.org
- **National Student Campaign Against Hunger and Homelessness:**
nscanh.org
- **Bread for the World:**
bread.org
- **Children's Defense Fund:**
childrensdefense.org
- **National Coalition for the Homeless:**
nationalhomeless.org
- **National Low Income Housing Coalition:**
nlihc.org
- **U.S. Department of Housing and Urban Development:**
hud.gov
- **Do Something:**
dosomething.org
- **The World Bank Group:**
worldbank.org
- **U.S. Dept. of Health and Human Services:**
aspe.hhs.gov/poverty/index.shtml
- **U.S. Census Bureau:**
census.gov/hhes/www/poverty.html

Media relations

One of the goals of Habitat for Humanity is to spread the word about substandard housing issues across the globe. One way to work toward accomplishing that goal is through effective media relations. We realize that you are the future of Habitat for Humanity; therefore, we ask that you help us use the media to spread the message and mission of Habitat. One way your team can accomplish this is by sending press releases to your school and local newspaper.

Put your press release on letterhead and replace all text shown in brackets with information specific to your local Habitat organization.

FOR IMMEDIATE RELEASE

Contact: [YOUR NAME] [DATE]
[AFFILIATE/CAMPUS CHAPTER NAME]
[YOUR CONTACT NUMBER]

[NAME OF SCHOOL] Students Spend Spring Break Building Houses With Habitat for Humanity [TOWN YOU ARE IN, STATE]. —More than [# OF STUDENTS PARTICIPATING IN TRIP] students from [NAME OF SCHOOL] will be spending spring break in [NAME OF TOWN] building houses through Habitat for Humanity's Collegiate Challenge program. Students will work with [AFFILIATE NAME] from [DATES STUDENTS WILL BEGIN WORKING] to [DATES STUDENTS WILL CEASE WORKING].

In addition to donating their time and energy to help build houses, students raised more than \$ [APPROXIMATE DOLLAR AMOUNT STUDENTS DONATED TO LOCAL AFFILIATE] for [AFFILIATE NAME] to build the home they are constructing as well as future homes in the area.

[QUOTE FROM STUDENT PARTICIPATING IN COLLEGIATE CHALLENGE]

Collegiate Challenge is a year-round school break program, coordinated through the Collegiate Challenge Team at Habitat for Humanity International in Americus, Ga. More than 14,000 students from more than 700 colleges, universities and high schools will work at more than 200 sites nationwide for Collegiate Challenge. Collectively, these students have pledged more than \$1 million for the affiliates they are working with.

Students are helping themselves and the local community as they help others build strength, stability and self-reliance through shelter. The majority of students involved with the Collegiate Challenge program are active members of [NAME OF CAMPUS CHAPTER OR AFFILIATE]. This program allows students the opportunity to bring back skills, experiences and enthusiasm to share with the rest of their affiliate.

[USE YOUR CAMPUS CHAPTER'S OR AFFILIATE'S BOILERPLATE, IF THERE IS ONE.]

—end—



Communicating and demonstrating positive group behaviors

Leading your group

One of the most important things you can do as a team leader is to set appropriate expectations for your team. Share with the team the information you have gathered from your host affiliate and discuss with them their visions for the trip.

The first meeting with your group

Before the meeting

It is important to set goals for yourselves as you lead this team on their trip. Setting goals will help you focus your energy toward what you want and envision happening. As leaders, sit down together before the first meeting and come up with a set of goals you hope to achieve by the end of Collegiate Challenge.

- What are some personal goals you would want to achieve as leaders by the end of the week?
- What are some goals you have concerning your group for the week? (for example, full participation all week, accident-free trip)
- What can you do throughout the week to help you achieve your goals?

At the meeting

It is important to meet before your Collegiate Challenge trip in order to get to know each other and form an effective group. Even if you can only meet once, please include the following information so that participants are well-informed.

Who is your Collegiate Challenge host affiliate?

Who is your Collegiate Challenge host contact?

What is the contribution to the host affiliate per person?

What is the mode and price of transportation?

What is the food cost for the week?

- Students will have a place to prepare meals—a facility with a refrigerator, sink and stove. In most cases, housing facilities provide pots and pans, cooking utensils, plates, glasses and silverware. If not, students may have to bring these items.
- It's a good idea to delegate some of the responsibility for cooking to everyone in the group. Brainstorm a list of possible meals; be sure to keep in mind everyone's dietary needs.

What is the total amount due per person?

What is the due date for the remainder of the money after fundraising?

What is the housing situation? Is there anything special to note about the area?

Showers

- Keep in mind that there will be showering facilities to use, but they may be limited because of community resources.

Discuss living in a community.

- While on your trip, you are a guest of your host affiliate. You are representing your school and yourself, but it is important to remember you also are representing Habitat for Humanity International and advocating its mission. It is important to be respectful of the space and property of others. Work with your group to define a community living statement that reflects a consensus of how the group agrees to respect each other, your hosts, the site, the space you are living in and the community around you. Decide what rules you want to adhere to while you are living together. Discuss the consequences of breaking these rules as a group.



Discuss drug and alcohol issues before your trip.

- Alcohol and drugs are not allowed on the work site at any time. A construction site is inherently dangerous even without the introduction of substances that can impair perceptions. This is a policy that must be upheld for legal reasons and to ensure the safety of all participants.
- Drinking in Collegiate Challenge housing is strictly prohibited. The consumption of illegal drugs is forbidden at all times. Please be respectful of your host affiliate by following appropriate guidelines. As team leader, it is your responsibility to enforce drug and alcohol rules set by your affiliate and/or housing facility.
- Brainstorm a policy about drugs and alcohol with your group. While the Collegiate Challenge team has no set policy about alcohol during “off hours” (by team members of legal age), we encourage your team to consider making your Collegiate Challenge trip a substance-free event. Remember, while you are in your host community you are not only representing yourselves, but also your school and Habitat for Humanity.

**Who, if anyone, is leading devotions?**

- As a group, make a schedule for who would like to lead devotions/reflections for each day.

Discuss insurance/waivers and emergency contact forms.

Release and Waiver form—Read this form carefully. Every participant must complete one of these forms for Habitat for Humanity International. These forms must be returned to the Collegiate Challenge team prior to your trip.

Insurance Validation form—This form should be completed and returned to the Collegiate Challenge team with the Release and Waiver forms.

Emergency Contact form—This form should be completed and turned in to you. Keep them with you at all times!

Accidental medical insurance—Collegiate Challenge accidental medical insurance covers the medical expenses of a person injured while participating in an event supervised, scheduled or sponsored by Habitat. This policy is in effect from the time the team checks in with its host affiliate on Sunday until participants check out with the affiliate before departing on the following Saturday. This policy is void if a team member is under the influence of alcohol or illegal drugs upon injury or accident.

- This is a full excess insurance policy with a \$250,000 limit. This means that any deductible of an individual's own insurance will be paid as well as any cost over his or her insurance limit up to \$250,000. This policy does not cover claims that the individual's insurance refuses to pay; it pays only the amount that exceeds the individual's insurance limit. If an individual does not have insurance, he or she is covered up to \$250,000 under this policy if injured in an activity covered under this policy.

When is our work site safety orientation with the affiliate?

Whether you have never been on a construction site before or you were born with a hammer in your hands, construction safety is very important, and Habitat for Humanity International and all Habitat affiliates take it very seriously. There are work rules that must be followed to ensure everyone's well-being. On the first day of work, students will participate in an orientation where specific safety rules will be reviewed, but here are some safety guidelines that will apply to all sites.

- Ask a supervisor when uncertain about how to do a task or how to operate a power tool.
- Think before doing your work or task (this one seems so simple, but...).
- Concentrate on your task to eliminate distractions.
- Know where the first-aid kit is located and how to get emergency help.
- Inspect all power tools, hand tools, ladders and scaffolding daily.
- Advise your supervisor immediately of any unsafe condition or hazard.
- Return all tools, ladders, etc., to the proper place at the end of the day.
- Use any safety equipment that the host affiliate suggests, such as hard hats, safety glasses, dust masks, earplugs, etc.

Team leader checklist: During the trip

- Be a facilitator and a leader.
- Facilitate group dynamics and decisions.
- Keep open communication between construction supervisors and staff.
- Schedule time for reflection and group building.
- Encourage safety on the site.
- Relax and enjoy the trip.

Meals

After you discuss a list of possible meals, organize a schedule and assign one or two people to be in charge of each meal.

Meals worksheet

| Sunday | Menu | Chefs | Cleanup crews |
|------------------|------|-------|---------------|
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Monday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Tuesday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Wednesday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Thursday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Friday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| Saturday | | | |
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |
| NOTES | | | |

Leading a group of your peers is often a challenging task, but it is also an opportunity for personal and professional growth. This experience will help you develop as a leader while being a peer mentor to your team. You will see your team grow and develop as a direct result of your actions.

Refer to “The Many Hats You’ll Wear” on page 3 as you think about these concepts. Commit to wear these hats well!

TEAM

BUILDING

Group dynamics

Many factors affect the cohesiveness of a group. Chances are your group is a diverse one, with leaders, comedians, cooks, complainers, followers, singers and teachers, so camaraderie is not a given. To bring about cohesiveness and teamwork, you should help bring out the best in everyone. To get started on the road to group success, you should know how a group develops.

Stage 1: Forming

When a group initially gets together, the members might feel insecure. Usually everyone is quiet, engaging in simple conversation. At this stage, discuss why the group has come together (e.g., Why is a Collegiate Challenge trip important? Why do you [members] want to go on this trip? Why is Habitat important?) The first meeting is a great time to discuss these things. Also, using icebreakers and group-builders will help the team members get acquainted and start building trust. See page 18 for suggested activities.

Stage 2: Storming

Spending 24 hours a day with the same group of people can cause tensions to arise. Participants may vent anger, become disillusioned or lose a sense of the trip’s purpose. Your role should be that of a safe person, someone who will impartially listen to the concerns of the group.

Stage 3: Norming

Team members begin to find their identities within the group and become comfortable with the group. Cliques may form and power struggles may occur. As a team leader, the most important thing you can do is to be patient. Your role is that of a teacher who empowers the group to act.

Stage 4: Performing

Once your group begins to work together as a productive team, you will notice that people are taking responsibility for themselves; they are happy, productive and have a strong feeling of group identity.

Your role now is simply that of a reinforcer. Encourage your team to keep up the good work.

Stage 5: Transforming

After the trip, team members often feel anxious about returning to campus. They might be nostalgic and afraid of losing the intimacy they shared while on the trip. They also may be aware of misunderstanding from people who didn’t experience Collegiate Challenge. This anxiety could lead to withdrawal, detachment or denial of the break’s success. Your role is now that of a coach. It is important to facilitate the team’s readjustment to your home community. Focus on the positive aspects of the group and the trip. Plan reorientation activities now; don’t wait until after the trip. To get started, see page 24.



Facilitating versus leading

A team that learns to lead itself is the greatest mark of a successful leader. To get your group to that point, however, you as the team leader need to know when to **lead** and when to **facilitate**. A leader makes all the decisions for the group, while a facilitator leads the group through a decision-making process. There are times for each, and you need to be able to assess if your leading skills, facilitation skills, or a combination of both is most productive.

You should lead the group during the forming stage, when the group is unsure of background relevant to a decision, and when there is limited time to make a decision. You should facilitate during education and reflection sessions, during free time, and when making important decisions. Remember that being the facilitator does not mean you are a “nonparticipant.”

The bottom line is this: A good facilitator works purposefully to cultivate an environment and process in which the group grows and is led by its own action.

“Why can’t we just get along?”

Even on the most successful Collegiate Challenge trips, conflict in one form or another is inevitable. When a group spends 24 hours a day together, sharing powerful experiences, there likely will be times when not everyone gets along. Learning how to resolve conflict effectively is a valuable skill that can help you raise your team to a higher level of performance.

Your team will see the conflict either as a crisis to be avoided or an opportunity for discussion, learning and growth. By providing a safe space for discussion of ideas, team members can explore what they may be feeling during the Collegiate Challenge experience.

- With any conflict, the first step is to assess the situation. Examine the context of the conflict, the people involved and the issues that surround the conflict.
- Search for communal rules. Every team will develop its own set of spoken and unspoken communal rules. When assessing a conflict, it is important to look at the types of communal rules your team has developed for itself and examine the ways those rules may be affecting the conflict.
- Examine power dynamics. Think about who really has a stake in this issue or conflict, then examine the power held by each of these people and the way it affects the conflict.
- Assess the issues. Pinning down the issues in a conflict may be difficult at first, because they may be hidden in emotion or argument. You will have to clarify what everyone wants.
- Begin to resolve or constrain the conflict. If you sense that team members are ready to discuss the issues, you can resolve the conflict. If you sense that they are not ready to resolve the conflict, or if your attempts to resolve the conflict escalate tensions, you may want to constrain the conflict until it can be resolved at a later date.

Resolving the conflict

a) By negotiating issues

If your team’s conflict is issue-based, you can negotiate the issues to arrive at a decision that meets the needs of the group.

- Set ground rules. As a team, set rules for how you will handle the discussion of this conflict.
- Identify interests. Focus on the interests of those most involved, not the positions they may be trying to defend. Identify what everyone has at stake.
- Define differences. Decide how these differences conflict.
- Generate options. Compile a list of ways that competing interests can be met to the satisfaction of the whole group.
- Formulate win/win resolutions. In order for the team to move through the conflict, issues should be addressed so that all parties feel their needs have been met.

b) By mediating relationships

If the conflict revolves around relationships within the team, you need to mediate the relationships to resolve the conflict. Mediating relationships involves bringing those involved in a conflict back to the big picture by reminding them of their goals for the week. Find out what each person involved can do to meet her or his goals without preventing others in the conflict from meeting their goals.

- Set ground rules. As a team, set rules for how you are going to handle the discussion of this conflict.
- Examine individual goals. Remind those involved of their goals for the week.
- Identify critical incidents. Have the individuals involved list incidents they feel have escalated the conflict to its current level.
- Understand destructive patterns. Many times we react to conflict in ways that are not helpful to understanding the root of the conflict. Understanding reaction patterns is critical.
- Formulate constructive terms. Those involved can then examine patterns of behavior that can enhance both themselves and the relationship.
- Report outcomes only. Once the conflict has been resolved, you do not need to tell the rest of the team all the details of who was mad about what. Simply let them know that the conflict has been resolved and tell them any details that may affect the group as a whole.

ICEBREAKERS

AND GROUP-BUILDING ACTIVITIES

“Hog Call”

This exercise culminates in the pairing of two people. Give each person a card with an animal written on it. Make sure that more than one person has the same animal. Then spread the group out into the far corners of the room. Partners have to find each other by making whatever noise their animal makes. Team members are not allowed to make any noise except that of their animal.

Variation: Blindfold all team members. Instead of assigning animals, give each team member half of a pair of words (Collegiate-Challenge, Scooby-Doo, Peanut-Butter, etc.). Participants then go around the room saying their word until they find their partner. Once partners have been found, have each pair answer a question or series of questions to get to know each other (favorite color, one thing people wouldn't guess about you, etc.).

“All My Neighbors”

Team members should be seated in a circle with one person standing in the middle. The one in the middle makes a statement such as “all my neighbors are wearing green.” Then everyone in the circle wearing green must get up and run to the nearest open seat. The team member left standing in the middle continues with another “all my neighbors” statement.

“Name Toss”

This is a fast-moving name-sharing/learning activity. As a beanbag or ball is thrown from person to person, the catcher must thank the thrower by name and then call out the person's name they are throwing it to (“Thank you, Dharma, here, Joshua!”). Add more flying objects for complexity and fun!

“Human Knots”

Team members form a circle with their hands in the middle. Everyone grabs someone's hand (but not someone directly next to them). Everyone should be holding on to two different people. Without letting go, try to untangle the knot.

“Adjectives”

Each person introduces herself or himself using an adjective that begins with the first letter of their first name, such as “Silly Shane” or “Beautiful Bonnie Joy.” The group repeats each name in unison.

“Human Scavenger Hunts”

Give all members a sheet of paper and have them find someone who represents a predetermined quality. Example: Find someone who is a Latin American studies major, someone who grew up in the same state you did, etc.

“Two Truths and a Lie”

Sit in a circle. Introduce yourself and tell the group two truths (the stranger the better) and one less-than-true thing about yourself. The group then has to guess which statement is a lie.

Secrets

Have everyone write down something about him or herself that the group wouldn't know. Then put all the pieces in a hat. Go around the room randomly picking pieces of paper out of the bag. Give everyone a chance to guess who the secret belongs to.

“Roses and Thorns”

Go around the room and have everyone say one rose (something good) and one thorn (something bad) that happened to them within the past week. Keep each response to one sentence.

Unfinished sentences

Give team members a sentence to complete. Examples: On Saturdays, I love to..., My favorite type of food is..., What I really like about Habitat is..., Secretly I wish...

Group cheer

Have everyone get into groups according to the months in which they were born (or their shoe size, favorite color, etc.). Then give them a few minutes to come up with a short group cheer about the month in which they were born, or whatever group they are in.

“Habitat Needs Me Because...”

Give team members five minutes to write down three reasons why they believe Habitat needs them. They should then be asked individually to walk around the room shouting these reasons with commitment and belief. As a team member is presenting her or his reasons, the other team members each give a maximum score of 20 points for each category: creativity, humor, conviction. The winner is the one with the most points.

Personal maps

Give each team member a large piece of paper and a selection of writing materials. Then instruct them all to draw their life—who they are, past, present and future. When everyone is finished, share the maps with the group.

Flash

Have the team sit in a circle. The first person asks a question that can be answered in a few words. (Rice or potatoes? Summer or winter? What is your favorite vacation spot?) Each person in the circle must then answer the question quickly. Move quickly around the circle. The next person asks the next question.

REFLECTIONS

AND DEVOTIONS

Reflection is key to any break experience. It's a time for team members to explore and share their feelings about what their time in the group, at the work site and in the community has meant for them.

Reflections are a great time for learning. It's important to remember that team members are often facing new issues and experiences along with working on site. We recommend that teams plan to devote time each day of their trip to focus on their purpose and the significance of the week's experience. This can be accomplished through many different activities, including music, personal and group sharing, selected readings, prayers, skits and team-building exercises. They can be fun, introspective, serious, emotional; they can be everything at the same time. Reflection is a vital tool in creating a space for team members to begin to process their experiences. It gives team members the chance to learn from each other's experiences, values and interpretations. Reflection provides a time and place to challenge stereotypes, assumptions and personal and group comfort zones, while at the same time reaffirming each team member's place within the group, as well as in the mission of Habitat.

Reflections can be even more meaningful when they are led by team members and shared with affiliate and community members. Think about how reflections will play into your group's Collegiate Challenge experience; discuss and finalize details with your group. Some questions to aid in your brainstorming: What type of reflection does the group want or need? Who will lead them? When will they be held? Will the affiliate have morning devotions? Can you lead those? Do you want to?

Reflection activities

Every person reflects differently. Because of this, it is important to allow time for both group and individual reflection. Individual reflection can occur any time, anywhere. As a team leader, it is important to provide appropriate time and space for personal reflection. This time should be fairly unstructured, but if you wish to facilitate, you can provide activity suggestions such as writing in individual journals, drawing pictures, writing letters to themselves about their experiences, posing questions to ponder, etc. It is important that team members feel safe during this time; sharing and individual reflection doesn't always go hand in hand. Be careful not to pressure any team members to share what they are uncomfortable sharing.

Questions in a hat

At the beginning of the trip, everyone writes down one question anonymously (from silly to personal to serious). Fold them and place them in a hat. Each night of your break, take a question or two and have the group answer them. These questions should be addressed to the group, not to individuals. You'll find that these questions quickly lead to great group discussions.

Special objects

Everybody brings one item that is special to her or him to a meeting or on the trip. One night go around and share these objects and their importance to the team members.

Variation: Have each team member collect an object from the work site to share.

Play music

Play a song that relates to your day's work. Let students listen and then discuss with each other or in a personal journal.

One-word check-ins

One word can go far in expressing the mood of a group. The following categories can be used to express the feeling of an individual, the group, a specific activity, the day or even the entire experience.

Encourage each person to share:

- The color that best represents...
- The animal that best represents...
- The word that best represents...
- The emotion that best represents...
- Be creative. You can learn a lot from this activity.

Affirmation journals

Before going on your trip, create a journal for each team member with her or his name on the outside (be creative!). Leave the journals in a common area of your housing and explain to your team that the journals are to write affirmations to each other throughout the week. Encourage them to write often and be creative in their entries.

There's only one rule: Participants cannot look at their own journal until they return home. This is a "feel good" activity that allows team members to take their week home in their hands as well as their thoughts.

Team journals

Have a notebook available throughout the week that team members can use to share their thoughts, feelings, drawings, jokes, etc. You can even assign someone to write each day so that it becomes a record of your trip.

Addressing awareness of social issues ensures a strong team

Social issues

In his book *No More Shacks!*, Millard Fuller, the founder of Habitat for Humanity, writes:

“[We can] agree on the use of the hammer as an instrument to manifest God’s love.”

The “theology of the hammer,” as it has come to be known, is one the principles on which Habitat was founded. Habitat’s goal is to eliminate substandard housing worldwide and to stir the hearts and minds of others to take action on this issue.

How do we include all people in this effort? We can start with putting love in our language, challenging perceptions of our differences and treating each other with respect.



Addressing social issues

As a group devoting your time and resources to Habitat for Humanity, your commitment will help eliminate substandard housing. However, this will not be the only social issue your group will face during your Collegiate Challenge experience. It is important to acknowledge and discuss social issues that you may encounter as a team, as well as individually.

Collegiate Challenge can be a life-changing experience; it is a time for teamwork and friendship, as well as personal learning and growth. Co-operating as a group to achieve a common goal can reduce prejudices against age, religion, race, gender, sexual orientation, economic status and culture. Therefore, during your Collegiate Challenge experience of building decent houses, you can put your faith into action and address social issues.

It is important to raise awareness and promote sensitivity to social issues on the work site and in the host community. Your team will encounter many members of the Habitat team: affiliate staff and volunteers, homeowners, construction supervisors, other Collegiate Challenge participants and community members. As you interact with these different groups, you will cross boundaries, which can result in friendships or potential conflict. This section will identify some of the potential social issues that can occur on your trip and give some ideas of how to approach these issues as a team before your trip. Preparing for differences will help your team grow and work more cohesively. While your team may not be confronted with any of the discussed biases until you’re on the work site, it is still important to address these biases with your group before you depart. See page 23 for suggested ways of discussing these awareness issues.

When conflicts, bias-related or otherwise, arise during your trip, it is important to identify them individually and discuss them as a group. To initiate discussion, have everyone think back to what they learned during the awareness-building exercises. This may help the group better process the conflict. If you didn’t discuss it beforehand, now is the vital time to address these issues. It is important to maintain a level of respect while addressing the conflict. Also ensure that all individuals have the opportunity to voice their concerns.

Before discussing specific biases, here are some definitions to aid your group’s discussion.

Bias— a preference or inclination that inhibits impartiality; prejudice.

Assumption— a statement accepted as true without proof.

Discrimination— the act of distinguishing on the basis of preference or prejudice.

Racism— discrimination or prejudice based on race.

Sexism— discrimination based on gender.

Ageism— discrimination based on age.

Heterosexism— discrimination based on assumption of heterosexuality.



Partnerships form the framework of Habitat's mission. We believe that when we join in partnership, our differences give way to factors that unite us.

Bias basics

Age

During Collegiate Challenge, you will meet and work with a mix of people of all ages and all skill levels, from volunteers to skilled construction workers. All volunteers bring unique skills with them. It is important to remember that although you will have different generational and life experiences, everyone on the site, and everyone participating in Collegiate Challenge, has chosen to devote her or his time and energy to the common goal of eliminating substandard housing. Every person, regardless of age or skill level, significantly contributes to the building not only of a house, but also a community.

Stereotyping based on age leads to false assumptions and judgments, which can easily create unwanted negative feelings on the work site. It is important to be aware that age bias takes on many forms. While it is a common stereotype that older individuals cannot physically work to the same standards as younger volunteers, it is also often assumed that young people are less skilled. Be open to learning. Knowledge and experience are valuable assets that deserve respect at any age.

Gender

Historically in the United States, women have not worked as frequently in construction as laborers. Because of this, men may or may not be accustomed to women on the work site. Habitat builds are great tools for changing assumptions about gender roles, especially in relation to skill and ability levels on a construction site. On a Habitat work site, women as well as men learn, teach and build. In the process, both are equally empowered to undertake new tasks and to continue the Habitat tradition of inclusiveness on the work site.

While we have come a long way in our societal assumptions about women and construction, many biases are still present in society and, therefore, on the work site. Examples of gender bias may be more visible than other forms of bias on the work site. Gender bias can present itself in words and in actions, such as not delegating work to women and completing tasks for women instead of teaching them how the task is done.

Culture

Whether your team is traveling thousands of miles or a couple hours away, you will very likely be subject to new, exciting, fun and occasionally frightening cultural differences. Every neighborhood in every city in every state of this country is unique. Collegiate Challenge provides time and space for students to become fully immersed in a culture that often differs from their own. Cultural differences can occasionally lead to misunderstandings. In these situations, it is important that you respect cultural differences and feel comfortable with your surroundings at the same time.

Race

Habitat provides a way for individuals of all backgrounds to work together, learn from each other, and discover that everyone, regardless of the color of their skin, can work and live productively and in peace with each other. While working within the ministry of Habitat for Humanity, when a hand reaches out to help another, color is inconsequential.

Religion

Partnerships form the framework of Habitat's mission. We believe that when we join in partnership, our differences give way to factors that unite us. Habitat is an ecumenical Christian organization and welcomes people of all faiths and spiritualities who are actively committed to Habitat's mission and method of operation. The primary purpose of Collegiate Challenge is to build simple, decent housing, but it is also important



to build community as well. It is essential to respect each individual's right to believe what she or he chooses. We must remember that no matter what we believe, we are working toward a common goal.

The Christian faith is commonly practiced on many work sites through daily devotions and/or reflections and house dedications. No individual is required to participate in anything that makes her or him feel uncomfortable. For example, if you do not feel comfortable praying and would like different kinds of devotions, we encourage you to offer to lead a reflection. When you lead a reflection, please remember to be respectful and considerate of others in the group.

Whether your team is focused around Christianity, another religion

or a combination of beliefs, it is important to discuss the role that religion will play in your Collegiate Challenge experience.

Sexual orientation

As in any community, gay, lesbian, bisexual, transgendered and questioning individuals may be involved in Collegiate Challenge. Whether on campus or at a Habitat site, disrespectful and disempowering comments, jokes and actions may be present. Regardless of a person's sexual orientation, every Collegiate Challenge team member, community member and staff member does the same work and deserves the same level of respect.

Socioeconomic status

As you know, Habitat was founded to eliminate substandard housing. While people of all socioeconomic backgrounds have supported this cause, bias based upon economic standing is still present in many communities. As the years pass, the gap between economic classes in the United States grows wider. This often leads to cultural differences and assumptions based on the income of a person or family. Your Collegiate Challenge experience may place you in the middle of a socioeconomic struggle. The community as well as your fellow group members will appreciate your sensitivity and respect to socioeconomic differences. Furthermore, your reaction to socioeconomic differences can have a profound impact on your team's overall experience as well as on the impressions you leave behind in the community.

Group builders

I Am

Give each person a piece of paper with the words "I AM" written six times on it. Team members then have to complete the sentences in different ways. For example, I am a woman; I am a swimmer; I am a friend; I am creative; etc. When people are finished, tape the list around the room and give everyone a chance to find out who their fellow team members are. Be sure names are on the sheet or the team can guess whose each sheet is.

Builder Buddy

During the week, assign everyone a secret buddy from your team. Instruct team members that throughout the week they must find an item from the work site, or make something from materials found on the work site, for their secret builder buddy. At the end of the week, have the builder buddies reveal themselves to each other and exchange gifts.

See page 18 for icebreakers and additional group-building activities.

AWARENESS-BUILDING

ACTIVITIES

The activities appearing here can be modified to be useful in identifying and confronting a variety of biases on several levels. Remember, while these are very serious subjects, keep the participants interested; be creative!

1 Definitions

Goals: To give students an understanding of bias.

Tools: Flip-chart paper, markers

Instructions: Write one bias word at the top of several large pieces of paper. In small groups (3-4 participants), students give definitions for the word that appears on the paper given to them. After 10-15 minutes, groups share and discuss their definitions with the larger group. If more than one group has the same word, compare the definitions.

Suggested words might include:

Variations: For smaller groups, hang the words around the room and have each individual create a definition for each word. Instead of providing definitions, have individuals write other ways of saying the word (i.e., slang, scientific terms, etc.). This is a great jumping off point for discussion.

| | | |
|---------|------------------|-----------|
| Woman | African-American | Christian |
| Man | Asian | Jewish |
| Gay | Caucasian | Muslim |
| Lesbian | American Indian | Atheist |
| Young | Hispanic | Poor |
| Old | Middle Eastern | Rich |

Note: This list is not exhaustive; pick and choose, adding relative words.

2 Forced choice

Goals: To give participants the opportunity to think about their beliefs, while at the same time allowing them to see their opinions in relation to the opinions of others in the group.

Tools: A large open space

Instructions: Divide the room into halves. One side represents TRUE, while the other represents FALSE. The students line up in the middle of the room. As the facilitator reads statements, participants must choose either TRUE or FALSE according to their personal beliefs. In this activity there is no safety or undecided zone; participants must make a decision. As each statement is read and decisions are made, discuss why individuals made their decision.

Examples of statements:

- I believe that women can do the same work as men on the construction site.
- I believe poor people are lazy.
- I believe older people are not physically able to work construction.

Be creative; working off of stereotypes is an easy way to create statements.

3 Role playing

Goals: To give students firsthand knowledge of what it feels like to be placed in a compromising or uncomfortable position based upon a bias and how this affects others.

Tools: Prepared role-play situations (When creating role-play situations, be realistic and serious. Create roles that participants can relate to.)

Instructions: Ask for volunteers to play roles within a situation. Assign them their roles and allow them time to prepare the situation. After the first group has performed its role play, discuss the situation and the issue with the team. Ask about observations, questions and criticisms. How did it feel to participate in specific roles within the role play? Continue on to the next role play.

Note: Remind the participants that the roles are not meant to be entertainment, but part of a serious discussion.

4 Panel discussions

Invite individuals from your community representing a particular human/social service field to speak to your team. For example, if you wanted to discuss poverty and homelessness, invite someone from a local shelter.

End well by capturing momentum and validating emotions

After the trip

The fun and excitement that your team experienced during Collegiate Challenge doesn't have to end when the week is over. Your participants may have been impacted very heavily by their experiences at your host affiliate; they will most likely want to stay involved in the work of Habitat for Humanity. Participants are counting on you to give them the tools to keep the momentum alive!



Reorientation activities

The following activities are just a few ways to help you and your team readjust to your home community after Collegiate Challenge.

Individual

- Conduct individual post-break follow-up sessions with each group member.
- Encourage team members to pursue new interests and ideologies gained throughout their experience.

Group

- Set up regular meetings to check in with group members; these can be educational discussions, planning sessions for future projects or group discussions about re-acclimation to the local community.
- Plan post-break group projects.
- Continue to work with Habitat for Humanity, either with your campus chapter, local affiliate, nationally or internationally.
- Get involved in Habitat's advocacy efforts (habitat.org— "Be An Advocate").
- Share pictures and stories.
- Plan activities to spend time together as a group.
- Have group dinners or potlucks.

Campus

- Hold a campuswide reorientation party to share slides, pictures, videotapes, stories and educational experiences from your trip.
- Educate your local community about the mission of Habitat for Humanity and possible volunteer opportunities they can pursue.
- If one does not already exist at your school, organize a Habitat campus chapter. A campus chapter is a student-run, student-led organization that partners with the local affiliate in the areas of education, fundraising and building.

Team leader checklist: Post-trip

- Send thank-you notes to those who have supported your team.
- Provide additional options for your team to stay involved with Habitat.
- Complete evaluations and return to the Collegiate Challenge team.
- Share your experiences with others and your home community.
- Plan or participate in Act! Speak! Build! Week events on your campus.

Thank you!

**Thanks for your participation in Collegiate Challenge.
Please let the Collegiate Challenge team know if you
have any additional questions.**

For more information about how to volunteer
with Habitat for Humanity in other ways, visit
habitat.org/volunteer.

Monday–Friday
8 a.m.–5 p.m. ET
(800) HABITAT

every hand

can make a difference



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