



COLLEGE SUMMER BOOTCAMP CURRICULUM



Communities
In Schools

South Central Texas



Communities
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Introduction to the Curriculum

College persistence is not only a concern for our local CIS affiliate, but is also a concern for the national collegiate system as a whole. In line with O’Keefe’s (1989) study of college outdoor orientation programs, we have incorporated a summer college bootcamp and adventure wilderness program which is designed to incorporate three distinct models:

- Model I focuses on student (alumni) led activities which are fun.
- Model II focuses on utilizing college faculty to improve decision-making skills in small groups. We went a step further and included business leaders from our community who taught both soft and hard business skills.
- Model III focuses on increasing retention and first year adjustment in college.

In direct correlation to what research has designated as necessary to persistence i.e. support, involvement, and relevant learning...we believe our Summer College Bootcamp curriculum provides the skills that are necessary to close the gap on first generation college student success in postsecondary education.

The summer before senior year and freshman year of college is usually one of fun and hanging out with friends. It is one of the last summers of freedom with words like “schedule” and “hard work” nowhere in sight. That is unless you were one of the **44 CIS students** from our 5 high schools who attended our intensive 8 week college boot camp during summer 2014. Thanks to partnerships with local corporations and churches a mixture of our first year college freshman and 2015 high school seniors met every Tuesday – Thursday June 10th – July 31st.

Our “bootcamp” would not have been complete without **12 of our very own college alumni running it!** Alumni Leaders who had attended at least one year of college were hired as CIS employees and assisted in the creation of our *Hunger Games* themed curriculum “May the Odds of College Be Forever In Your Favor.” Our alumni, who are the “true experts” in surviving college, facilitated weekly activities including a 3-day leadership camping trip to a Texas State Park which focused on Andy Andrew’s, *The Traveler’s Gift, Seven Decisions that Determine Personal Success*. In addition to our paid staff, several additional alumni volunteered their time and assisted with the program.

Going into the program our Alumni Leaders were ready to disband school cliques and successfully transform participants into a “CIS FAMILY.” Every Tuesday, Bootcampers enjoyed a *Hunger Games* themed skit which correlated with college survival, they also learned leadership skills, participated in team building activities, and received GRIT training (persistence, determination and resilience). Wednesday’s participants were out and about on field trips to local businesses and colleges. These were not your typical tours and boasted of insider tips on leadership, career opportunities, industry expectations, college resources, resume building and interviewing skills. Thursday’s Bootcampers spent the first half of the day “giving back”; helping with community food distribution, organizing a church’s storage area and deep cleaning their kitchen. We are proud to say that “our kids” are passionate about giving back! The second half of our Thursdays were full of skills training. University professors and community business leaders taught participants study and time management skills,

professor expectations, dressing for business success, banking skills, interviewing skills, and business expectations. If all of these activities weren't enough to keep them coming back, Bootcampers also received scholarships. Scholarships were based on attendance and ranged from \$150-\$500.

As our whirlwind summer came to a close Bootcampers and alumni leaders said goodbye at a private viewing of the *Hunger Games* at a local movie theater. Through hugs and tears Bootcampers summed up their experience on paper..."When I began to write this letter I asked myself 'what has CIS given me?' But, the real question is, 'what hasn't CIS given me?' CIS has given me new friends who have become family. Knowledge not only for college but for the rest of my life, it has given me the strength to hold on for a better tomorrow and forget my struggles of yesterday. I am not the same person I was before this camp...It has changed me for the better....It's calming knowing I have these people I can trust. I know they have my back. They make me feel important and loved and that the impossible is possible because I am a living story. I will not give up." – CIS Bootcamp Participant.

It is important to note that while this curriculum could be shortened in time or brevity it has been our experience that meeting with students 3 times a week, 6 hours a day for 8 weeks shows the most positive effect on the learning of college transition skills. The curriculum has been designed to not only follow the *Hunger Games* movie but to also teach diverse transition skills that have been deemed necessary by CIS Alumni Leaders who have completed at least one year in college. In creating the curriculum it was our belief that Alumni Leaders must play a robust role in writing the curriculum and designing the activities. Their creativity and group facilitation skills were what made College Bootcamp a success!

Alumni Leader Training

Three weeks prior to the programs start date Alumni Leaders participated in an intensive 3 week orientation and training program. Once hired as CIS employees, alumni spent time learning about the CIS national movement and network as a whole. They were taught group facilitation skills and given time to practice running groups. They spent time watching the *Hunger Games* movie and developed 10 to postsecondary education success. Each alumnus became a leader of a "district" which was aligned with the movie. Bootcamp participants were placed in districts based off a "draft" system. The Bootcamp trainer read camper responses given on the registration forms to questions; "Please share why you want to be in College Bootcamp." and "Please share what you hope to learn from College Bootcamp." Alumni were not given camper names, high school or college information. Alumni districts were numbered 1-12 and beginning with number 1 the alumnus could choose the camper or pass them on to the next district. No one alumni district was allowed more than 2 passes. Once district teams were formed alumni began building relationships with campers by calling, texting and talking through social media prior to the first day of camp. We believe this was important to the "buy in" process. In addition, alumni participated in an intensive 3 night leadership camping trip in Big Bend National Park where they participated in the curriculum they would later facilitate during the College Bootcamp camping trip.

For additional information on how to use the curriculum please contact Liberty Nicholas:
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Facilitator Notes

- Great preparation goes into the design, orientation, training, and facilitation of a college transition program. Knowing your alumni leaders, their personalities, gifts, talents and physical limits is very important.
- It is important that the camp location be centrally located to camper homes and large enough to accommodate participants, leaders and diverse activities. Larger churches or high schools may have the capacity for this type of programming.
- During negotiation of camp location it is important to be familiar with the curriculum, program needs and location availability:
 - Tuesday's and Thursday's programming will take place on site.
 - Wednesday's participants will begin and end at the site but will be traveling to college and business tours.
 - In addition to the hours the program is run, Bootcamp staff will need access to the building/ rooms for setup, cleanup, daily debriefing and preparation for the following day.
 - A kitchen with storage and refrigerator accessibility is a MUST! One with freezer and oven availability a PLUS!
 - Storage will be needed for camp materials.
- Prior to hiring alumni, the camp coordinator should contact community business leaders and college professors to set up college and business tours which will be held on Wednesdays. Additional business leaders and college professors should be scheduled to present on Thursdays at the program site. Topics of interest include; professor expectations, time management and note taking skills, business etiquette, resume building and interview skills, etc.
- Participants will need to be fed twice a day during programming. This can include breakfast and lunch or lunch and a snack. A partnership with your local food bank and/or partner restaurants should be established. It has been our experience that local food banks are looking for partners for their national summer feeding campaign. It is important to note that additional food may be necessary as the food provided may not be adequate for feeding a teen.
- Transportation is necessary for college, business and giving back opportunities. Transportation was provided several different ways during programming;
 - Rented vehicles
 - Chartered university buses
 - Charter bus (camping trip)
 - CIS alumni leader staff using personal vehicles
- Programming is designed for Bootcampers to “give back” once a week. It is most convenient when this can be done at the site where you are holding your camp. If you will be traveling to organizations transportation will be necessary.

- It has been our experience that during the time between when campers arrive and when the first activity starts you should have alumni hanging out with campers playing quick team building games i.e. basketball, tetherball, uno, etc.
- Each week alumni leaders will present the *Hunger Games* theme of the week through a skit. Skits should be rehearsed prior to the week they are presented. If alumni leaders would like to design sets or backdrops ideas can be found on Google and YouTube.
- The last week of camp, participants will have the opportunity to watch the *Hunger Games* movie. This can be a very special, fun experience. If you have a theater in your area it has been our experience that for a small fee they will rent out a viewing room for a few hours for movie watching and an awards celebration.



Week One: Day One

BOOTCAMP INTRODUCTION

Purpose:

Create an environment in which every participant feels welcomed, engaged and understands the amazing opportunities that College Bootcamp will provide.

Objectives:

1. Introduction to CIS College Bootcamp.
2. Lead a discussion about how College Bootcamp and the *Hunger Games* relate.
3. Introduce participants to alumni leaders.
4. Have participants introduce themselves.
5. Secure an understanding of confidentiality.
6. Break up into teams (Districts) for existential team building activities.

Introduction:

1. Welcome participants to College Bootcamp and mention the following:
 - This experience is designed to help you enhance your leadership skills and will teach you how to build relationships in college with other students and professors. It will also teach you how to navigate the college environment.
 - Everyone's ideas and feelings will be respected
 - Differences will be embraced.
 - Challenges will be worked through as a team.
 - Your journey will be led by our CIS Alumni Leaders who will be your mentors.
2. The goals of College Bootcamp are as follows:
 - To develop relationship skills among alumni leaders and participants which create a sense of "family."
 - To develop leaders who have the ability to make positive choices in college and in the community.
 - To develop a passion for giving back to the community and more specifically to CIS and at-risk youth.
 - To teach students college and business expectations.
3. Discussion of what activities and learning opportunities will take place each week:
 - Tuesdays – leadership skills, GRIT training, relationship building, team building
 - Wednesdays – field trips will alternate each week:
 - Field trips to local colleges (45 mile radius)
 - Field trips to local businesses
 - Thursdays – giving back and skill building
 - Participants will give back to the community for a minimum of 2 hours
 - Business leaders will be invited to teach professionalism, dressing for success, resume building, interviewing skills, business etiquette, soft skills and industry expectations
 - Professors will be invited to teach professor expectations, study skills, time management, test taking skills, college survival skills, and relationship building skills
4. Discuss how College Bootcamp relates to the *Hunger Games*:
 - Going away to college can seem random like the reaping in the *Hunger Games*.

- Many of you will be the first in your family and of your friends to be accepted into college. There is some uncertainty when applying to colleges...you never know who will be chosen and where you might be going.
 - Brace yourself for the inevitable – Nationally 25% of all college freshman dropout. That is 1 in 4 of you – How do you ensure that you DO NOT become a statistic??
 - You have to compete to win – be ready to do WHATEVER IT TAKES to be successful! Study for SAT/ACT tests, get help with writing a convincing personal essay, get feedback, start early. Once in college you MUST be prepared to adapt and overcome to failures and misfortunes, college is hard! You need to be prepared and know how to strategically stay on track, get back up when knocked down and keep moving forward.
 - It's all about RELATIONSHIPS – How do YOU become the “Girl on Fire”?
 - You need MENTORS – Find your Haymitch! Are you surrounding yourself with mentors who have experience with the college going environment? Are you surrounding yourself with people who have the same goals and dreams as you?
 - Know your weapons (recognize your strengths) – what skills do you already have that will help you be successful in college? What weapons (skills) do you need to enhance?
 - Stay true to who you are – college is going to offer you many new opportunities, some good - some bad. Stay true to your values and belief systems.
5. Once *Hunger Games* theme discussion is complete have alumni leaders introduce themselves; which high school they attended, how long they have been in CIS, which college they currently attend, their major, and one fun fact
 6. Provide an opportunity for participants to introduce themselves; which high school they attend(ed), how long they have been in CIS, which college they will or hope to attend, their major, and one fun fact
 7. As a group, discuss the rules of confidentiality – Vegas Rule
 - What's said and happens in Bootcamp stays in Bootcamp
 8. Group will break up into Districts (teams). Alumni will be responsible for the following activities:
 - Building relationships with all participants.
 - Daily attendance of their district.
 - Checking in on participants outside of program time via phone calls, texts, and Facebook to maintain contact and interest in the program.
 - Facilitation of activities.
 - Supervision of district during program and while on field trip.
 - Provides mentorship and leadership during program.
 - Development of a social media site for participants to support one another.
 9. Districts:
 - District 1 – Luxury: many will come to college with wealth – they often stick together and pick off weaker tributes
 - District 2 – Masonry: Our athletes – Career tributes – they train to win
 - District 3 – Technology: They come prepared with the technology they need to succeed i.e. ipads, laptops, printers, etc...
 - District 4 – Fishing: They have experience in survival and know how to use their strengths to succeed
 - District 5 – Power: They have the internal drive and power to be leaders among others on campus and in business

- **District 6 – Transportation:** They have cars and are relied upon heavily by those who don't come to college with transportation
- **District 7 – Lumber:** They have a strong work ethic which has been established since childhood
- **District 8 – Textiles:** They are edgy and fashionable taking risks and bucking the system
- **District 9 – Grain:** They are our vegans and vegetarians – they may advocate for animal rights or they may be in search of a healthy “clean” life
- **District 10 – Livestock:** They live the Cowboy Code – Integrity is doing the right thing even when no one is watching. Their word is their oath! They stand out as leaders and are our true “gentlemen” and “ladies”
- **District 11 – Agriculture:** They come to college malnourished and lacked food while at home. They are at-risk of going hungry and struggle continuously with money issues – they know what it means to struggle...they will do “WHATEVER IT TAKES” to build a better tomorrow
- **District 12 – Mining:** They are the poorest going off to college but their will is strong. They know how to overcome adversity – “Adapt and Overcome” is their life motto



► ACTIVITY ONE: GROUP JUGGLE ◀

Purpose:

To create an environment where participants must juggle several different objects at once.

Objective:

1. Opportunity for campers to get to know each other.
2. Provide an environment which allows exploration of personal struggles.
3. Provide an opportunity for campers to explore how they deal with frustration.
4. Help each participant determine the current juggling going on in their lives.
5. Address issues of giving-up.
6. Enhance and improve self-concept.
7. Build emotional intelligence through creative interaction with peers.

Materials:

5-8 soft balls and objects of different size, shape and weight i.e.; nerf balls, koosh balls, beach ball, tennis balls, stuffed animals

Safety:

All objects should be soft so that no one gets hurt when contact is made. Group should be instructed to toss the ball underhand while looking at your teammate when throwing and catching.

Introduction:

Explain to group that their task is to get to know the names of other Bootcampers. Explore safety issues. Leader will explain that they are going to toss ball underhand to someone across the group saying "Hi my name is ____." The camper who catches that ball will then say "Hi ____ my name is ____." They will then pass the ball to the next person by saying the same things; "Hi my name is ____" and "Hi ____ my name is ____."

Facilitate the Activity:

- Instruct group to form a circle.
- Only 1 ball will be thrown during rounds 1 and 2. Leader should bring other balls in a box or container that minimizes exposure of other balls.
- Leader will begin game by tossing only one ball underhand to someone across the group saying "Hi my name is". "Hi ____ my name is ____." The ball is passed until everyone has been passed the ball.
- Practice again encouraging group to throw the ball a little faster. Group will always throw to the same person, saying "Hi my name is" and "Hi ____ my name is ____."
- During the third round the leader will add additional balls. Count the number of drops. Try to improve as a whole group.
- During the fourth round reverse direction. If a ball is dropped or missed, let it go.

DEBRIEF:

- What just happened?
- What strategies did you observe/employ?
- In what ways did the group assist/hinder each other during the activity?
- Was the activity easy or difficult?
- Did anyone get frustrated? Why?
- Did anyone get frustrated with another person?
- Did it change the way you would normally communicate?
- Did anyone give up? Why?
- What are some of the balls you are juggling right now?
- What happens when one of those balls drops?
- What happens if more than one drops?
- How can you keep all the balls in your life moving this year?
- How does this activity relate to college?
- What is the biggest lesson you take away from this activity?





Hunger Games Skit One

Actors:

Katniss
Peeta
Prim
Effy
Haymitch
Gale

Scene 1: (In Katniss' house)

(Prim is lying down in her bed and starts to scream. Katniss runs into the bedroom and hold her sister.)

Katniss: It's okay, it's okay. It was just a dream.

Prim: It was me. They chose me for the Reaping.

Katniss: It's okay; It's only your first year. There not gonna pick you. Just go back to sleep.

(Katniss sings her sister back to sleep.)

Scene 2: (Forest)

(Katniss starts the scene going under a fence. She goes a distance picks up her backpack and starts to study. She spots a \$50 bill....runs over to get it...when Gale interrupts.)

Gale: What are you going to do with that? When did you get it!?

(The wind blows the money away.)

Katniss: Really, Gale! It's not funny!

Gale: What are you going to do with \$50? It's Reaping day, there's peacekeepers everywhere.

Katniss: I was gonna trade it with the peacekeepers...now I have nothing.

Gale: Okay, think fast!

(Gale throws a rock in the distance. It lands on the money...Katniss runs to grab it.)

Scene 3: (Peace Hall/ Justice Hall)

Effy: Welcome, Welcome! Happy Project Success *Hunger Games* and may the odds of College be ever in your favor. Each one of you has been selected to go as a tribute to college. This is how we remember our past; this is how we will safeguard our future. Now, the time has come for us to select one courageous young man and woman for the honor of representing District 12 in the 74th Annual College Hunger Games. Now, as usual - ladies first.

(Effy pulls out a card in the bowl and reads the name outloud.)

Effy: Primrose Everdeen, Prim.

(Prim walks out into the lane and starts walking her way up to Effy. She is interrupted by Katniss walking down the lane behind Prim.)

Katniss: Prim! Prim!

(Two Peacekeepers rush to hold her back)

Katniss: I volunteer, I volunteer as tribute.

(Peacekeepers let her go then she runs to Prim)

Katniss: Go find mom, I'm so sorry.

(Gale rushes in to grab Prim. Prim starts screaming as she is carried off by Gale. Katniss walks toward Effy.)

Effy: District 12's first volunteer, what is your name?

Katniss: Katniss Everdeen

Effy: I bet that was your sister, wasn't it?

Katniss: Yes

Effy: Let's give Katniss Everdeen a round of applause.

(Effy is the only person that claps, everybody else puts up their 3's - 3 fingers)

Effy: And now the boys

(Effy pulls a name out of bowl.)

Effy: Peeta Mellark.

(Peeta makes his way to the stage.)



Effy: Our tributes for District 12!!! Come on you two shake hands.

(The two tributes shake hands)

Effy: Happy College *Hunger Games* and may the odds of College be ever in your favor.

Scene 4: (Train)

(Note: Be creative on how Katniss gets the Mockingjay pin. Ex: Before Katniss gets on the Train, Prim catches up to her and says her last goodbyes then gives her the Mockingjay pin and says “It will keep you safe.” The pin symbolizes a reminder to College students why they’re getting an education (Motivation/Inspiration)

Effy: You two sit down, make yourselves comfortable. I’m going to go find Haymitch. He’s probably in the bar car. I’ll be back.

(Haymitch Enters Scene) (Note: Haymitch is drunk in this scene)

Haymitch: Congratulations!

Peeta: So when do we start? How do we register for classes? What books do we buy? How are we gonna get sponsors? You’re our mentor, what are we supposed to do????...

Haymitch: Whoa, Shhhhh! Embrace the probability of your imminent death in college.

(End Scene)

DEBRIEF:

- What are your thoughts about the skit?
- How is going away to college similar to the reaping in the Hunger Games?
- How many of you feel like tributes for your family?
- How many of you will be the first in your family to go away to college?
- In the movie, Katniss has a bow and arrow. How is that similar to the backpack in the skit?
- There is a focus on a lack of food in District 12, do you think there could be a lack of food in college?
- How do you think Peeta and Katniss felt when they were told they should embrace the probability of their imminent death in college?
- If the national statistic is 1 in 4 of you will drop out your freshman year, should we place your names in a bowl similar to the reaping and pull out the names of those of you who won’t make it? Why not?
- How do you NOT become a statistic?

► ACTIVITY TWO: SECRETS IN A BALLOON (BASKET) ◀

Purpose:

Create a safe environment which allows students to feel comfortable sharing personal stories. Provide an opportunity for Bootcampers to discover that we all have commonalities, and embrace the fact that no one is perfect.

Objectives:

1. Secure a commitment of confidentiality.
2. Enhance understanding of current feelings, behavior, and thinking through the challenge of sharing a “dark secret.”
3. Provide an opportunity for reflection and empathy in a safe environment.

Materials:

1. Paper
2. Scissors
3. Pen/pencil
4. Balloon/basket (choose one)

Facilitate the Activity:

- Have all participants and alumni sit down in a circle.
- Hand each person a small piece of paper and a pen/pencil.
- Instruct participants that they are to write down their “deepest darkest secret” that nobody knows about – (facilitator will want to give examples of secrets; incarcerated parent, drug use/abuse, cutter, attempted suicide, jail time, abortion, etc).
- Instruct group that the group will not move on until everyone has written something down. This will come as a shock. You may be confronted with surprise, anger, and refusal to participate. Remain firm and remind them they are in a safe environment but that everyone must write something. If you have a few that absolutely refuse allow them to not participate but don’t give a lot of attention to that fact so the majority will continue.
- Once everyone has written down something tell them they must put their name on it.
- Facilitator will pass around a balloon or basket and ask participants to fold and place their secrets inside.
- Once all the papers are in the balloon/basket, pass it around while playing music as you would in the hot potato game.
- Balloon/basket will strategically land on an alumnus. The alumnus will pretend to pick out a piece of paper.
- Alumnus will move to the center of the circle and share one of **their own** “deepest darkest secrets.”
- Alumnus will ask participants to **silently** guess who wrote the secret (no calling names out loud).
- Have the alumnus admit that the secret was his/her own.
- Have all the alumni go into the middle of the circle and share one of their deepest darkest secrets.

Facilitator Note:

Explore the reality that while alumni look “well put-together”; they have secrets of their own, that their stories are similar to campers. Encourage campers to begin to build relationships with alumni and other campers. Remind campers that this summer camp is a safe environment to share anything that is on their mind. Facilitator should be responsible for shredding all secrets and ensuring everyone is comfortable with this way of disposing of the secrets.

DEBRIEF:

- What just happened?
- What surprised you most?
- Did anyone not write down their “deepest darkest secret”...Why not?
- What was your initial thought when you were asked to write down your deepest darkest secret?
- What were your thoughts when we began playing hot potato and it landed on one of your alumni?
- What did you think when they moved to the center to read one the secrets they pulled out.
- What was your reaction when you were asked to silently guess who wrote the secret?
- Once it was revealed that the secret was your alumni’s what did you think?
- What were your thoughts when you heard all your alumni’s deepest darkest secrets?
- Why do you think we played this game?
- Do you think you can now trust your alumni leader?



► ACTIVITY THREE: TEACH BOOTCAMP SHUFFLE ◀

Purpose:

Create an environment in which new relationships are encouraged. Challenge participants to step outside their comfort zone, try something new and find joy in the journey.

Objectives:

1. Provide an opportunity for participants to meet other group members.
2. Introduce and teach the Bootcamp shuffle to campers.

Facilitator Note:

It has been our experience that through dance, relationships are forged. During Alumni Leader training, staff choreographed the Bootcamp shuffle which was a mixture of different dances and songs which related to the college experience, survival and being strong.

Introduction:

Explore with participants the many new experiences they will have when they go off to college; some will be fun while others will be terrifying. Have different alumni talk about how they felt during their first week of college. Have them relate their first week experience to having to learn the Bootcamp shuffle. This will encourage campers who don't dance to participate and ask questions. Introvert alumni can be very powerful here. They can explain their journey in overcoming new experiences and fear. Additionally, the dance will encourage campers to explore friendships outside their normal group.

DEBRIEF:

- What just happened?
- Did you enjoy learning the dance?
- Did anyone not enjoy learning the dance?
- Do you think everyone had the same learning style?
- Were there some who learned the dance quicker than others?
- How about slower?
- How did others react to your learning style?
- How does this relate to your first day in college?
- How about your first week in college?
- How does an activity like this prepare you for college?



Week One: Day Two

► ACTIVITY ONE: COLLEGE FIELD TRIP – SCAVENGER HUNT ◀

Purpose:

Explore and expose participants to unique college environments. Develop an understanding of the different barriers that surround college life. Discover the many diverse areas they can find help.

Objectives:

1. Provide a college experience.
2. Help each participant determine their own level of comfort when needing help.
3. Enhance and improve self-concept.
4. Enhance current feeling about attending college.
5. Build relationships among members.

Materials

1. Index cards
2. Phone/camera
3. Pen/pencil
4. Prize for the winning districts

Facilitate the Activity

- Break up into districts.
- Group districts with another district totaling 6 groups.
- Hand each group an index card with scavenger hunt information.
- Instruct participants that they have 1 hour to walk around campus and find the places indicated on the index cards.
- Once found, the districts must take a picture of the scavenger hunt item with everyone in it.
- Index cards will read the following:

Scavenger Hunt

- Find 3 distractions on campus
- Find 3 things that help you be successful on campus
- Find 2 places to heat up your lunch if you are a commuter
- Find the college café or dining hall
- Find fiscal services
- Find 3 places you can get help
- Find 3 places you can de-stress



**DEBRIEF:**

- What just happened?
- What strategies did you observe/employ?
- In what ways did the group assist/hinder each other during the activity?
- Was the activity easy or difficult?
- What kind of communication did your group use?
- What leadership skills did you incorporate?
- What were some of the distractions on campus?
- What were some of the places or things that can help you be successful on campus?
- Where can you heat up your lunch if you are a commuter?
- Were you able to find the college café or dining hall?
- Was it in an obvious place?
- Where was fiscal services?
- Why would you need to go there?
- What places did you find that you can get help?
- Where can you de-stress on campus?
- What did you learn about the uniqueness of a college campus?
- Do you think you could find similar places on your college campus?

► ACTIVITY TWO: PROFESSOR PRESENTATION ◀

Presentation will take place while on campus tour

Purpose:

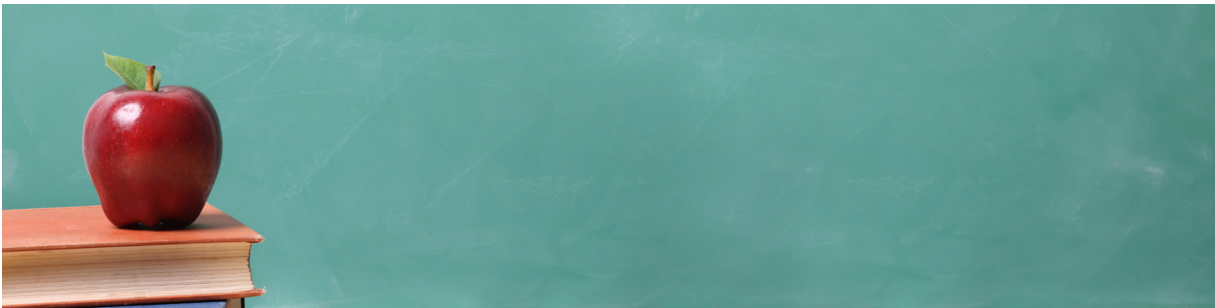
Participants will have the opportunity to sit in a college lecture hall and learn about professor and college expectations. Participants will be exposed to a college classroom and the learning environment it provides.

Objectives:

1. Provide an opportunity for participants to experience being in a college classroom.
2. Provide helpful information to prepare students for college life.
3. Enhance an understanding of professor expectations.
4. Enhance current feelings about attending college.

DEBRIEF:

- How was it to sit in a college classroom?
- Did anything surprise you?
- Was the professor different then you expected?
- Where do you think you should sit your first day in class?
- Do you think it's important to develop a relationship with your professors?
Why or Why not?
- How were the expectations different than your high school?
- What sticks out with you most about your experience today?
- What do you think you will remember most about this experience?
- Have any of your feelings changed about college? What are they and why?
- Did you find this helpful?
- What was your favorite part?



Week One: Day Three

FUN IN THE SUN – RELATIONSHIP BUILDING DAY

Purpose:

Create an environment in which every participant can build new relationships, have fun, and play. Develop an understanding of safety and trip expectations as well as provide an opportunity for career awareness.

Objectives:

1. Lead discussion of expectations.
2. Introduce participants to safety requirements (animal, water risk, etc.)
3. Provide an opportunity to build relationships.
4. Keep participants engaged and coming back week after week.

Facilitator Note:

It is important to have a couple of fun and relaxing days for the group to build relationships. One of these should be during the first week. This is a great opportunity to reach out to your community partners and get them invested in the change that is happening with our alumni. It's a great opportunity to enjoy a picnic lunch together. We encourage you to have your partner/community leader speak to your group about his/her personal journey to becoming a professional. What scared them about college? What barriers did they face? How did they keep going when times got tough? What is their opinion on the importance of developing relationships? What did they get their degree in? What is their favorite piece of advice they can share?

Below is a list of other indoor/outdoor activities that can also be used:

Ideas of other activities:

1. Lazer tag
2. Ice skating
3. Bowling
4. Swimming outdoor/indoor
5. Attend basketball/football/baseball/hockey/soccer games
6. Attend an amusement park
7. Attend a water park
8. Boating or tubing



Week Two: Day One

► ACTIVITY TWO: CLASSIFICATION GAME ◀

Purpose:

Explore the meaning of “pigeon-holing someone” and develop an understanding on how it impacts people in a negative way. Empowers participants to commit to forming new relationship while in the program and in college.

Objectives:

1. Provide an environment which allows exploration of self.
2. Provides an opportunity to meet people they have not met and find similarities.
3. Build knowledge of stereotyping.

Materials:

1. Paper
2. Pen/pencil

Facilitate the Activity:

- Have alumni and students sit in a circle.
- Count off and make groups of 4-5 participants (it is better to count off so that you get groups of participants who have never met).
- Give each group paper and pen/pencil.

Introduction:

Participants will come up with names for how they classify themselves. They are encouraged to share with their group their own likes and dislikes. These names or phrases should be positive, appropriate, and non-judgmental. Once everyone has shared the words that classify them as individuals the group will come up with 3-4 phrases that represent common group likes and/or dislikes. Group will have 20 minutes for the activity.

Example Phrases:

- Donut and coffee sippin lovers
- Night owls
- Starbucks selfie takers
- Stinky onion haters
- Soft cuddly kitty lovers
- Crazy Dallas Cowboy fans

DEBRIEF:

- What was your initial thought when we began the activity?
- What surprised you most about it?
- Was it hard to find commonality in the group?
- Were you surprised by the common likes and dislikes you had?
- Did any of you have preconceived notions about your group members that were wrong?
- Why do you think we played this game?
- How does this relate to college?
- How does this relate to roommates?
- How does this relate to making new friends in college?





Hunger Games Skit Two

Actors:

Katniss
Peeta
Haymitch
Effy
Cinna
President Snow
Announcer

Scene 1: (Train)

(Haymitch and Peeta are talking at the table about strategies and Effy is off to the side doing her make up.)

Haymitch: That's a good way to get kicked out of college.

Katniss: What's a good way to get kicked out of college?

Haymitch: Oh I didn't see you there...join us...I was just giving some life-saving advice.

Katniss: Like what?

Peeta: I just asked about parties.

Haymitch: That would be fun if you were still alive.

Katniss: How do you find your classes?

(Haymitch ignores the question)

Katniss: How do you find your classes???

Haymitch: May I have a chance to wake up, sweetheart. This mentoring is very taxing. Can you pass the jam?

(When he reaches for the jam, Katniss slams a book at his hand. Haymitch moves it quickly and Katniss barely misses. Be creative with this)

Effy: *(pointing to the table)* That's mahogany!!!

Haymitch: Look at you, you killed a placemat. Do you really want to know how to stay alive in college? Well, listen up! You get people to like you. I bet you weren't expecting that. Well when you're in the middle of the semester and you're stressed and failing, a good study partner or having a professor who knows who you are can make a difference between life and death. And those things come from building relationships and to build them - You have to make people like you. And let me tell you, you're not off to a great start.

Scene 2: (Waiting Room)

(Katniss is lying down on a bed, Cinna enters Scene.)

Cinna: That was the bravest thing I have ever seen - With your sister...I'm Cinna.

Katniss: Katniss.

Cinna: I'm sorry this happened to you, and I'm here to help you in any way I can.

Katniss: Most people just congratulate me.

Cinna: I don't see the point. So, tonight at the Tribute Parade I'm going to show you off to the college.

Katniss: So you're here to make me look pretty.

Cinna: No, I'm here to help you make an impression. So I'm gonna do something different, something they are going to have to remember you for. Did they explain to you how to get sponsors?

Katniss: Yeah, but I'm not good at making friends.

Cinna: Well, we will see, I just don't think someone so brave should be dressed up in any stupid costume. Don't you think?

**Scene 3: (Tributes Parade/Capital Hall)**

This is an important scene. Have tributes race out of the tunnels. When they get to District 12 have the crowd applaud (get creative with how the fire on Katniss' dress should be symbolized. During our scene Katniss rode out on a broom and mop cart with red and yellow tissue paper tucked into her waist band. One alumnus held up a sign that read applause and encouraged Bootcampers to clap). During the parade tributes will stomp around the audience and in front of President Snow.

President Snow: Welcome, Welcome. Tributes, we welcome you. We salute your courage and your sacrifice and we wish you a Happy College *Hunger Games* and may the odds of College be ever in your favor.

Scene 4: (Training Room)

Announcer: In a few weeks, 12 or 1/4 of you will be dropouts (figure out what 1/4 of your camper ratio is). A very few of you will be alive. Who that is depends on how well you pay attention over the next couple of days. First, no fighting with the other tributes. You'll have plenty of time for that during the semester. There are four mandatory exercises. The rest will be individual training. My advice is don't ignore the survival skills. Exposure can kill as easily as a flunking.

Scene 5: (Dining Room)

(All sitting at the Dining table)

Haymitch: District 1 and 2. They train in a high school college academy until they're 18. Then they volunteer and are pretty lethal.

Effy: But they will have the same experience and treatment as you while in college. They live in the same dorms as you do. And I don't think they let them have dessert but you can.

Peeta: So how good are they?

Haymitch: They are pretty good, they almost win every year. But they can be arrogant. And arrogance can be a big problem...I hear you can study.

(Haymitch looks at Katniss.)

Katniss: I'm alright but Peeta has great time management skills. No really, I've seen them.

Peeta: Well, I can't kill anybody with time management skills. Can I?

Katniss: Well you have a chance of winning if the others don't.

Peeta: I have no chances of winning. None! It's true everybody knows it. You know what my mother said??? District 12 might finally have a winner. But she wasn't talking about me...she was talking about YOU!

Scene 6: (Training Room/Test Day)

(Katniss walks into the scene.)

Katniss: Katniss Everdeen, District 12.

(Katniss goes to the center of the room and recites Ukkonen's algorithm)

Katniss: Ukkonen's algorithm: If $k \leq t$ then let $g \leq (s, k) = s$

(She recites the algorithm wrong; everyone laughs then pays no attention to her. She begins again and gets it right)

Katniss: If $k \leq t$ then let $g \leq (s, k) = s$

transition from s

if $t = t$

then return to true, s

(She looks at the audience, and they don't even notice. Katniss takes it into her own hands to make an impression. She observes her audience and sees a roasted pig with an apple in its mouth then with no hesitation, Katniss grabs her backpack and throws it at the apple. It's a direct hit. The audience goes silent in shock of what has happened. The audience looks at her.)

Katniss: Thank you for your consideration.

(End Scene)

DEBRIEF:

- What are your thoughts about the skit?
- Who is Katniss and Peeta's mentor?
- Who are your mentors as you prepare to leave for college?
- Do all of those mentors have experience in college?
- Do you think it's important to have a few mentors who are currently in college? Why?
- Do you think it's important to begin building relationships your first week in college?
- Why does Cinna want Katniss to make a positive first impression?
- Do you think it's important for you to make a positive first impression the first week of school?
- What are some ideas you have that can help you make a positive first impression?

(Sitting in the first 3 rows, introducing yourself to your professors, not pulling out phones during class, getting to class on time)

- What survival skills do you need for college?
- Alumni, do you have any additional skills to add?
- When you get to college will there be students who have an advantage?
- What advantages will they have?
- What survival skills do you bring to college that will give you the advantage?

(This is a great place to talk about GRIT and their ability to overcome adversity)

► ACTIVITY TWO: NUTS AND BOLTS GAME ◀

Purpose:

Create an environment that challenges participants to utilize effective communication skills while exploring the challenges they may experience during college.

Objectives:

1. Provide an environment to utilize effective communication skills.
2. Enhance effective communication skills.
3. Awareness of feelings associated with poor communication skills.

Materials:

1. Nuts and bolts of all different sizes and styles

Facilitate the Activity:

- Each participant will put their hands behind their back and will have either a nut or bolt placed in it.
- Participants are not allowed to look at the nut or bolt nor ask someone else what shape it is.
- Participants will be told that somewhere within the group is their pair.
- Participants will walk around and find their pair. They may ask Yes or No questions. At no time is the participant allowed to show their nut or bolt.
- Each participant must find their partner by process of elimination.

DEBRIEF:

- What just happened?
- Was the activity easy or difficult?
- How did you feel during the activity?
- What kind of communication did you use?
- Were your communication techniques effective?
- Did anyone get frustrated? If so, what happened?
- What obstacles did you face?
- How did you overcome the obstacles?
- Was there anything you could have done differently?
- How does this activity relate to going off to college or leaving home for the first time?

► ACTIVITY THREE: TRANSITION DISCUSSION ◀

Purpose:

Create an environment that challenges participants to explore the barriers they face as they enter college.

Facilitator Note:

This is a great place for alumni to talk about the barriers they have faced while in college; money, family, friends, work, grades, relationships, etc. Have each of them share their barriers and how they overcame them. Discussion will last about an hour.

Discussion:

- Who was surprised about the statistic 1:4 college freshman dropout?
- What about it surprised you?
- Do you think there are barriers in your life that might prevent you from reaching your college graduation goal?
- What are those barriers?
- Can our family be a barrier while we are in college? How?
- How about our friends...can they be a barrier while we are in college? How?
- The change that is about to take place in your life can often be confusing. It is as if we are sitting on a fence with one leg on the family and friend's side and the other on the college side. What we think you will notice as you straddle this fence is the family and friends side usually doesn't change when you go away but that the leg on the college side is always growing and changing. How do we begin to straddle these two very different parts of our life...home and college?
- Why do you think it's important we discuss and plan for barriers before we go away to college?
- Earlier today we discussed who our mentors are. As you think about these mentors do you think you need to reevaluate this choice? Why or why not?
- What should a mentor look like?
- Can you have different types of mentors in your life?
- Should you have mentors that are in college? Why or why not?
- Is there a difference between mentors and friends?
- What are the differences?
- As you think about where you are today in your journey to college what are some steps you can begin making to remove barriers?



► ACTIVITY FOUR: ZOMBIE GAME ◀

Purpose:

Practice leadership skills and utilize individual strengths. Use creativity to find a solution to the problem of how to survive college.

Objectives:

1. Practice leadership skills.
2. Team building.
3. Heightened awareness of different methods to finding solutions.
4. Encourage and practice asking for help.

Facilitate the Activity:

- Inform students that alumni will be zombies.
- Alumni will bend down in a monkey pose.
- Alumni will run in the monkey pose and tag campers.
- When someone gets tagged they also become a zombie.
- No tackling or rough play is allowed.
- Participants need to figure out a way to save themselves and other campers.
- Participants may ask for help during the game.
- Clues on how to save self or others may not be given unless campers ask for help on their own.
- Game may have multiple rounds to allow students to become resourceful with different solutions.

Facilitator Note:

Prior to the activity alumni should decide what strategies campers can use to have an edge and save other campers who have become zombies. Alumni may not give away these life saving skills unless asked for help. When asked for help they must go up and whisper the “skill” into the ear of the person asking for help. The camper must be told that they may not share the skill out loud.

DEBRIEF:

- What just happened?
- What did the zombies represent?
- What did becoming a zombie represent?
- What real life “zombies” may get in the way of graduating from college?
- How did you work as a team?
- Did anyone ask for help?
- When you asked for help what happened?
- What disadvantages exist when you don’t ask someone knowledgeable for help?

► ACTIVITY FIVE: STEREOTYPING SKIT ◀

Purpose:

Provide a safe environment to explore and discuss stereotyping. These skits will demonstrate the stereotypes they may already possess about different groups.

Objectives:

1. Provide an environment which allows exploration of preconceived notions.
2. Provides an opportunity to meet people they have not met and find similarities.
3. Build knowledge of stereotyping.

Facilitator Note:

Alumni should practice the skits before their performances. They should be encouraged to write their own skits that are stereotyping experiences they have witnessed while in college. The following skits represent experiences our college alumni have had. The skit has two parts, the first is the stereotype. The second, is an accurate representation of what was really happening.

Skit One: Baby Mama Drama

Part 1: The mother of a new born is having issues getting the father of the baby to help with baby expenses. The father tells the mother that she needs to use her financial aid/loan money to pay for baby formula and other things like diapers.

Part 2: The other side of the skits shows the mother being a great student and making the dean's list.



Skit Two: Frat Volunteer

Part 1: A fraternity upper class man tells an underclassman to clean his shoes and then demands that he go get him a beer and a protein shake. The underclassman replies “yes pledge master” and runs to get what he has been told.

Part 2: The other side of the skit shows the “pledge master” reading to children once a week at a local elementary school.

Skit Three: Dancing Book Nerd

Part 1: A lonely book nerd is reading her book when 2 other classmates come walking up. They say hello but she doesn't hear them because she is so into the book. After finally getting her attention,

they ask her why she reads so much and if she would like to go to a party with them. She kindly replies “no thank you”. The classmates walk off and begin talking about her, calling her a nerd.

Part 2: The other side of the skit shows that the book nerd loves to dance and dances several hours a week. She has routines that she has to master for competitions.

Skit Four: Dumb Jock

Part 1: A jock never seems to study because he is always working out at the gym. A classmate sees him at the gym and stops by to say “hi.” The classmate asks “are you going to the study group tonight to review for tomorrow’s test?” The jock replies “no, I have to get so many reps in today.” The classmate walks away and under his breath says, “what a dumb jock.”

Part 2: The second skit is of the jock at his job in the tutoring center helping students who are struggling in math.

Skit Five: Religious Girl/Boy

Part 1: A religious college student is confirming her Bible study dates on her planner. She is approached by her roommate and asked if she would like to go out dancing with friends. The religious student says no because she is going to go to Bible study. The friend gets annoyed and walks away.

Part 2: The second part of the skit shows that the religious girl still has Bible studies but also loves to go out dancing and hang out with friends.

DEBRIEF:

- What did you think about this activity?
- What did it reveal about stereotypes?
- What sticks out to you most about the values and perceptions we have of people when we don’t really know them?
- Why is it important to get to know someone before we judge them?
- What is the difference between tolerating a person and embracing a person?
- Tell us of a time someone stereotyped you?
- How did you feel?
- When was a time you stereotyped someone else?
- What was the “truth” you later discovered about that person?
- How does this activity relate to college?
- If there was one thing you were going to take away from this activity what would it be?

Week Two: Day Two

BUSINESS FIELD TRIP

Purpose:

Provide participants an opportunity to explore different career opportunities in a business setting. Explore degreed and non-degreed careers.

Facilitator Note:

Business field trips are a great opportunity for students to learn business expectations. First generation college students tend to lack business etiquette knowledge, as well as the soft and hard skills that are necessary in industry. It has been our experience that students stay engaged during tours when the visit covers broad business categories: law, business, health care, etc...

Tour speakers should be encouraged to talk about their personal journey to becoming a professional. What scared them about college? What barriers did they face? How did they keep going when times got tough? Their businesses dress code? The importance of a strong hand shake. Why hygiene is important in business. What they look for in an interview.

It is important that during tours you watch for unusual reactions. Participants who have been to court or jail or have a family member in jail may have stress reactions during the tour. Similar reactions could be seen during a tour of a hospital if a camper experienced a traumatic event. If behaviors are witnessed it's important to talk with that student. It may also be important to process reactions during group time if you have a large number of students with incarcerated or sick family members. This is a great opportunity for alumni to share personal experiences associated with stress or trauma reactions to this type of tour.

Possible Speakers/Career Opportunities:

Courthouse and local jail tours:

- | | | |
|---------------------|---------------------------|-----------------------------|
| • Bailiff | • Attorney | • Felony Prosecutor |
| • Mediator | • Classification Sergeant | • Crisis Therapist |
| • Law Clerk | • Deputy | • Commissary Attendant |
| • Court Clerk | • Judge | • Correctional Officer |
| • Court Interpreter | • Probation Officer | • Administrative Supervisor |

DEBRIEF:

- What sticks out to you most about today's tour(s)?
- Did anything surprise you?
- What was your favorite part?
- Did you learn about any new professions?
- Were there any jobs you might be interested in pursuing?
- Was anyone uncomfortable on today's tours? Why?

Week Two: Day Three

► ACTIVITY ONE: GIVING BACK ◀

Purpose:

Provide an opportunity to utilize individual strengths while working in a group. Explore the meaning of giving back and how it impacts others and the community you are serving.

Objectives:

1. Provide an opportunity to make a difference in the community.
2. Provide an opportunity to feel connected to the community.
3. Help those in need.
4. Promote social change.

Facilitator Notes:

The curriculum has been designed for giving back to take place two hours once a week. In line with what research affirms is important to at-risk youth development; College Bootcamp developed weekly giving back opportunities for participants. According to Pittman, Martin, and Williams (2007) in a publication by the Forum for Youth Investment, underserved youth thrive on the opportunity to give back. Relevant facts in youth development include:



- Families that have the fewest individual resources tend to live in neighborhoods with the fewest collective resources.
- Young people often lack adequate support systems and opportunities where they learn, live, work and play. Sometimes they literally lack places to learn, live, work and play.
- Young people want to be engaged as change-makers in their lives, their families and their communities. They are disproportionately affected by and involved in the problems of their community – violence, drugs, poor education. For change to take place they must be part of the solution.
- Change happens fastest when youth are provided with the training, tools and trust to apply their creativity to effect significant change in their own lives and in the future of their communities.
- Our program lacked transportation on Thursdays so we gave back to the church where we had our program. Giving back opportunities included: packing food to feed the hungry, organizing and cleaning their donation shed, as well as cleaning the facilities kitchen which we used daily.

Benefits of Volunteering

- Enjoyment
- Self-esteem
- Increased sense of belonging
- Skill development
- Identity development
- Better academic outcomes

Volunteer Opportunities

1. Tree planting
2. Watering trees
3. Park cleanup
4. Adopt-a-park
5. River clean up
6. Trail maintenance
7. Soup kitchen
8. Community garden
9. Local thrift store

DEBRIEF:

- Was today anyone's first time volunteering?
- What are your thoughts about this opportunity?
- Did anything frustrate you?
- How do you feel after giving back?
- What was your favorite part of this activity?
- What surprised you most?

► ACTIVITY TWO: BANK REPRESENTATIVE PRESENTATION ◀

Purpose:

Encourage participants to plan finances and maintain a good credit history. Introduce participants to the negative consequences of credit card debt.

Objectives:

1. Secure an understanding of finances.
2. Improve personal responsibility for finances.
3. Learn about positive/negative outcomes.
4. Provide an opportunity to open a personal bank account.

Facilitator Note:

It is important that first generation college students understand the importance of judiciousness to their finances. Having a bank representative educate participants on how poor management of finances and credit cards can impact their future. This visit can also provide students in need of a personal bank account the opportunity to sign up for an account at no cost. Every interaction with community leaders give students the opportunity to find out more about overcoming personal adversity as well as learning business expectations.

Potential Speakers:

- Bank representative
- School financial aid representative
- Loan representative

Potential Topics:

- How can a credit card hurt me?
- How can I improve my credit?
- What are the interest rates on credit cards and loans?
- How can you figure out the dollar amount of interest?
- What if I can't pay my loans back?
- What are other ways to build credit?
- What are consequences of not paying back debt?
- Are there different types of credit cards?
- What are the different types of loans?



Week Three: Day One



Hunger Games Skit Three

Actors:

Katniss
Peeta
Haymitch
Effy
President Snow
Game Maker
Announcer
Caesar Flickerman
Cato
Glimmer

Scene 1: (Presidents Rose Garden)

President Snow: Why did you give her an eleven? She threw a backpack at your head.

Game Maker: Well, she deserves it and she hit the apple out of the stuffed pigs mouth.

President Snow: Why do you think we have a winner?

Game Maker: What do you mean?

President Snow: You heard me...if we just wanted to intimidate the districts, why not round up 24 of them at random and execute them all at once? *(Pause)* Hope. It is the only thing that is stronger than fear. A little hope is effective. A lot of hope is dangerous. As long as it's contained.

Game Maker: So...

President Snow: So contain it.

Scene 2: (Dining Room)

(All sitting at the Dining Table except Peeta.)

Effy: Oh Haymitch, you should join us. We are having your favorite.

Haymitch: Well, I can always use a drink.

(Takes a seat at the table)

Haymitch: Katniss listen, tomorrow is the last day and I'm going to give you a few pointers before the games. So you and I will be going to the training room at 9. And Peeta won't be joining us because he has decided that he wants to train on his own. I know you're probably worried about him. But there's only one winner, right?

Effy: I think we should have some chocolate covered strawberries. What do you all think?

Scene 3: (Backstage Dressing Room)

Cinna: You look amazing.

Katniss: I don't feel amazing.

Cinna: Don't you know how beautiful you look?

Katniss: No, and I don't know how to make people like me. How do you make people like you?

Cinna: Well, you made me like you.

Katniss: That's different, I wasn't trying.

Cinna: Exactly, Just be yourself. I'll be here the whole time so pretend you're talking to me.

Scene 4: (Flickerman Show)

Announcer: Ladies and Gentlemen, Your master of ceremonies Caesar Flickerman.

(Crowd: Applause)

Flickerman: Welcome, Welcome, Welcome! To the 74th Annual *Hunger Games*! In a few seconds they will all be out here. Are you excited to meet your Tributes?

(Crowd: Applause)

Let's see if she does indeed shine like a diamond. Give her a warm welcome, Glimmer!

(Crowd: Applause and Glimmer takes a seat)

Flickerman: Glimmer are you prepared?

Glimmer: Yes, Caesar I'm very prepared.

Flickerman: I like it. That's self-assurance. Give her a big round of applause, For Glimmer from District 1.

(Crowd: Applause) (Glimmer walks off Scene)

Flickerman: Now give it up for our next tribute. You know him and love him, Cato!

(Crowd: Applause) (Cato Enters scene and they sit.)

Flickerman: So Cato, are you ready?

Cato: It's an honor representing my district. I'm prepared. I'm vicious and I'm ready to go.

Flickerman: Cato!!!

(Cato exits the stage)

Flickerman: From District 12, you know her as the Girl on Fire! You know her as the lovely Katniss Everdeen! Welcome, Welcome. Well, that was quite an entrance you made the other day.

(Katniss zones out)

Katniss: What?

(Crowd: Laughs)

Flickerman: I think someone is a little nervous. Don't you think? I said that was quite an entrance you made at the parade. Do you want to tell us about it?

Katniss: Well, I was just hoping not to burn to death.

(Crowd: Laughs)

Flickerman: When you came out of that chariot, my heart stopped. Did any of you experience this as well?

Katniss: So did mine.

(Flickerman and the Crowd laughs)

Flickerman: Tell me about the flames? Are they real?

Katniss: Yes and actually I'm wearing them today. Would you like to see?

Flickerman: Wait, Is it safe?

(Katniss laughs)

Katniss: Yes.

Flickerman: What do you think folks?

(Crowd: Applause)

(Katniss gets up and spins a few times and the flames are revealed through her dress. Optional: Song playing in background Alicia Keys- Girl on Fire... be creative on what dress or material you can use to resemble fire coming from her dress – red and yellow tissue paper tied to a scarf or stuffed in waistband works well)

Flickerman: That was really amazing. Thank you for sharing that with us. I have one more question for you. We were all very moved when you volunteered at the Reaping for your sister. Did she come say goodbye to you? And if so, what did you tell her?

Katniss: Yes and I told her I would try to win.

(Crowd: Aaaawww)

Flickerman: So you did and try you will. Ladies and Gentleman from District 12, Katniss Everdeen the Girl on Fire! Next please welcome, Peeta Mellark!

(Crowd: Applause. Peeta enters Scene and sits down with host)

Flickerman: So, how do you like our college, Peeta?

Peeta: It's different.

Flickerman: Different? In what way?

Peeta: Okay. Well, the showers here are weird.

Flickerman: The showers. We have different showers.

Peeta: I have a question for you...do I smell like roses to you? Come on take a whiff.

Flickerman: Oh that's good. Do I smell good as well?

Peeta: Ooww, you definitely smell better than I do.

Flickerman: Well, I have lived here longer.

Peeta: Well, that makes sense.

(Crowd: Laughs)

Flickerman: Peeta, you're so funny. So tell me is there a special someone in your life?

Peeta: No, not really.

Flickerman: Come on Peeta; tell me with a handsome face like yours.

Peeta: There was this one girl that I have liked for forever. But, I don't think she noticed me until the Reaping. If I win this... It wouldn't make a difference... because she came here with me.

(Crowd: Aaawww)

Flickerman: I'm sorry to hear that. And I wish you all the best of luck.

Peeta: Thank you.

Flickerman: Peeta Mellark, District 12!

(Crowd: Applause)

Scene 5: (Balcony/Window Scene)

(Peeta sits on the Window frame and thinks to himself as Katniss enters the scene.)

Katniss: Can't sleep?

Peeta: No, of course not.

(Crowds rage outside for the Games to start)

Katniss: Listen to them.

Peeta: I just don't want them to change me.

Katniss: How would they change you?

Peeta: I don't know. Turn me into something I'm not. I don't want to be a piece in their game, you know.

Katniss: You mean you won't kill anyone?

Peeta: I'm sure I will when the time comes. But, I just keep wishing that I could think of a way to show them that they don't own me. If I'm gonna die, I still want to be me.

Katniss: I understand but I just can't afford to think like that.

(End Scene)

DEBRIEF:

- What are your thoughts about the skit?
- When Katniss comes out for her interview she's nervous and shocked with all the people in the audience. How will that be similar to your first week of college?
- In scene 1 Katniss tells Prim "I will try and win" – Do you have anyone you are trying to win (survive college) for?
- Will your graduating from college change anyone's life other than your own?
- What pressures are you feeling as you prepare to leave?
- What questions haunt you about this change?
- What is your greatest fear about going off to college?
- Peta and Katniss have different approaches to getting people to like them. What strategies can you begin implementing now that can help you in college?
- That evening after the interview Peta and Katniss discuss that they don't want the games to change them. Do you think your family and friends are concerned that you are changing?
- How will you deal with loss of friendships that may occur because you left for college?
- How do you address the change you will experience with your family and friends?

(This is a great place to have alumni share stories about their lives that are similar to the skits)

▶ ACTIVITY ONE: MAGAZINE ACTIVITY ◀

Purpose:

Provide an opportunity for participants to reflect on how they want to be viewed by others and how they view themselves. Explore the differences along with the diversity of the group.

Objectives:

1. Provide a safe environment for reflection.
2. Enhance understanding of current feelings.
3. Enhance understanding and realization of how behavior can affect how other people view them.

Materials:

1. Magazines
2. Scissors
3. Glue
4. Paper or card stock

Facilitate the Activity:

Group will search through magazines to look for pictures, words, and/or phrases that describe **how they view themselves**. Once pictures have been collected participants will glue the pictures to a piece of construction paper and make a collage. On the other side of the paper, glue words, and/or phrases that describe **how they think other people view them**. This activity will take about 45 minutes-2 hours, depending on how deep campers dig. Once everybody is done, have each student explain what they have created and why they selected certain pictures, words, and/or phrases.

DEBRIEF:

- Group will go around in a circle answering the following questions.
- Tell us about your collage?
- How do you see yourself?
- How do others see you?
- Is there anything that surprised you about your collage?
- Is there a big difference between how others view you and how you view yourself?
- How does this activity relate to college?



► ACTIVITY TWO: PENNY FLOAT ◀

Purpose:

Provide an environment where participants can work in a team to accomplish a common goal.

Objectives:

1. Practice listening skills
2. Practice communication skills
3. Introduce ideas of other group members
4. Enhance problem solving skills

Materials:

1. 2-3 big plastic tubs
2. Pennies
3. Aluminum foil
4. Tape
5. Marshmallows

Preparation before Activity:

- Fill tubs up with water.
- Pre-cut aluminum foil to the size of a sheet of paper or 8x11 for each group.
- Cut tape 12 inches long for each group.
- Each group will get 2 big marshmallows.

Facilitate the Activity:

- Have participants sit in a circle and count off so that there are groups of 4 people.
- Hand each group the materials they will use (one sheet of aluminum foil, 1 piece of tape (12 inches), and 2 marshmallows).
- Instruct the group that they do not have to use all material.
- Participants will have 10 minutes to construct a floating object that will hold as many pennies as possible.
- Once 10 minutes are up, groups will test their penny float.
- The team whose float holds the most pennies without sinking wins a prize.



**DEBRIEF:**

- What just happened?
- What strategies did you observe/employ?
- Was the activity easy or difficult?
- What kind of communication did your group use?
- Did anybody take on the leadership role?
- Did anyone have multiple leaders?
- What were some of the challenges you experienced in the group?
- Did everyone in the group participate? If no, why not?
- Was there any tension in groups?
 - What was that like?
 - What happened?
 - What was done to resolve tension?
- How is this activity like college?
- What are some of the difficulties you might face when working on group projects in college?
- What did you learn that you can use in college?

Facilitator Note:

This is a great opportunity for alumni to talk about their group experiences. What has worked for them in the past, what didn't work, how they resolved conflict and how they managed an underperforming team member.

Week Three: Day Two

► ACTIVITY ONE: COLLEGE FIELD TRIP – CAREER SERVICES ◀

Purpose:

Provide an opportunity to explore a college setting and experience college classrooms and collegiate atmosphere.

Objectives:

1. Provide an opportunity for participants to sit in a college classroom.
2. Provide helpful information to prepare students for college life.
3. Enhance an understanding of job attainment skills that are necessary after graduation.
4. Enhance current feelings about attending and graduating from college.

Facilitator Note:

It has been our experience that campus Career Services does a good job of teaching soft and hard business acquisition skills. Below is a list of topic items that are valuable to students.

- Resume building
- Cover Letters
- Job Interviews
- Personal Appearance
- Professor Expectations
- Salary Information
- Library Resources
- School Resources
- Special School Programs
- Organizations

Additional Speakers:

- Professors
- Careers Services Representative
- Dean of Students
- Residence Life Representative
- Student Affairs Representative
- Financial Aid/Scholarships Representative
- Advising Representative



► ACTIVITY TWO: COLLEGE FIELD TRIP — SCAVENGER HUNT ◀

Purpose:

Explore and expose different college environments to participants. Develop an understanding of the different barriers that surround college life. Discover the many diverse areas where they can find help.

Objectives:

1. Provide a college experience.
2. Help each participant determine their own level of comfort when needing help.
3. Enhance and improve self-concept.
4. Enhance current feeling about attending college.
5. Build relationships among group members.

Materials:

1. Flyers
2. Index cards (optional)

Preparation before Activity:

- Print out Flyers.
- Have 2 Alumni go around campus and post flyers with corresponding locations.
- Please check with school if flyers need to be approved before posting.

Facilitate the Activity:

- Have group break up into districts and team up with a district they haven't worked with before.
- Send pictures of flyers to alumni via text as a precaution to flyers being removed before the group finds them.
- If you cannot send flyers via text, use index cards to write out location they have to find.
- Once participants find the destination, they must take a picture of the entire group along with the destination to show that they were there.
- First group to return to start location with all pictures WINS a prize.



ATTENTION

All Bootcamp Districts:

Try and reach your highest potential in everything you do, including your ACADEMICS!

Wouldn't it be amazing to be an honors student and have that on your diploma?

IMAGINE THE FULFILLMENT!

Instead of saying "why me?" SAY "why not me!"

? What are the requirements to be in the honors program?

? What's the difference between Dean's List and President's List?



Take a picture at the Honors building to prove you were there! Don't forget to write down the answers to the questions.

ATTENTION

All Bootcamp Peeps:

Although we have talked about the financial aid office a lot, it's a good idea to know where it is because money is a HUGE factor in going to college!

- ❓ Why should you know where the financial aid office is?
- ❓ Who should you build relationships with at financial aid?



Take a picture at financial aid to prove you were there! Don't forget to write down the answers to the questions.

ATTENTION

All Bootcampers:

Disabilities come in all shapes and sizes. Having guidance and people who understand college disability accommodations is very helpful.

- ? **What types of disabilities can a college student receive accommodations for?**
- ? **Have you ever been discriminated against?**



Take a picture at disability services to prove you were there! Don't forget to write down the answers to the questions.

ATTENTION

All Bootcamp Shufflers:

Don't be afraid to ask for help. The tutoring office hires other students to help YOU succeed in your classes! In college you don't wait until you are failing to seek out help...as soon as you're falling behind, head over to TUTORING!!

- ❓ What subject(s) do you think you might need tutoring help with?
- ❓ What subjects are they tutoring today?



Take a picture at the tutoring department to prove you were there! Don't forget to write down the answers to the questions.

Week Three: Day Three

► ACTIVITY ONE: GIVING BACK ◀

Purpose:

Provide an opportunity to utilize individual strengths while working in a group. Explore the meaning of giving back and how it impacts others and the community you are serving.

Objectives:

1. Provide an opportunity to make a difference in the community.
2. Provide an opportunity to feel connected to the community.
3. Help those in need.
4. Promote social change.

Facilitator Notes:

The curriculum has been designed for giving back to take place two hours once a week. Through the giving back process, individuals feel empathetic and are willing to support those in need and help out at any time (Hoffman, Wallach, & Sanchez 2010). Community service also enhances individual self-worth and dignity. It is imperative to the growth process that the power of giving back be demonstrated in one's life. Positive outcomes are felt by individuals after the giving back process takes place. (Hoffman, Wallach, & Sanchez 2010).

Volunteer Opportunities:

1. Salvation Army
2. Goodwill
3. Local Animal Shelter
4. Crisis Center
5. Food Bank
6. Senior Residence

DEBRIEF:

- What was your favorite part of giving back today?
- What feelings did you feel while giving back?
- What one word best describes the connection you feel with the community when you are giving back?
- How do you think this small deed helps the entire community?

► ACTIVITY TWO: GUEST SPEAKERS ◀

Purpose:

Provide a learning environment with several different speakers from diverse business and collegiate arenas to present on college and career awareness. Allow 3 hours for this activity with as many as 3 presenters speaking for 45 minutes each.

Objectives:

1. Introduce participants to diverse degree and employment opportunities.
2. Introduce participants to professor expectations.
3. Enhance current feelings of college expectation and career goals.

Subjects Covered:

1. Professor expectations
2. Classroom expectations
3. Time management skills
4. Study skills
5. Positive communication between student and professor
6. Switching majors
7. The journey from high school to college
8. Business expectations
9. Tattoos and piercings
10. Goal setting
11. Overcoming failure

DEBRIEF:

- What sticks out with you most about the information presented today?
- Did anything surprise you?
- Were the professors different than you expected?
- Were their classroom expectations different from one another?
- What were your thoughts on the time management skills taught?
- How about the study skills?
- What was the most important take away you got from the business leader?
- Were the tattoo and piercing restrictions surprising?
- Did you find this helpful?
- What was your favorite part?

Week Four: Day One



Hunger Games Skit Four

Actors:

Katniss

Peeta

Haymitch

Cato

Glimmer

Announcer

Extra Tributes (Cornucopia) & (Alliance: 5 people including Cato, Glimmer & Peeta)

Scene 1: (Elevator Scene)

Haymitch: Katniss. Listen carefully. They're gonna put tons of stuff in the mouth of a Cornucopia. There's gonna be books there. Don't go for them. It's gonna be a bloodbath and that's not your game. You turn, run, and find high ground. Look for water because that's your new best friend. *(Elevator door opens)* You got this.



Scene 2: (Waiting Room Scene)

(Katniss enters the room and hugs Cinna)

Cinna: Here you go.

(He gets Katniss a jacket and reveals the mockingjay pin hidden in the jacket)

Katniss: Thank you

Cinna: I'm not allowed to bet but if I could, I'd bet on you.

(Hug again)

Announcer: Countdown from 5 seconds

(Katniss walks off Scene)

Scene 3: (Cornucopia Scene)

Note: This scene can be as creative and detailed as you want it to be. The basic layout for the scene is 12 tributes (Or how many people you want to rush the cornucopia but must be 6 or more) tributes are arranged in a half circle then countdown starts from 10 seconds and all tributes looking around at each other. (Actors for Cato, Glimmer, Katniss and Peeta can't die) When bell/alarm goes off they rush the Cornucopia, Katniss watches people fight and die and then she run off but in the mist of all the chaos, she runs back for a backpack in the distance. She gets the pack then she is attacked but gets away and escapes to the forest.

Scene 4: (Forest Scene)

(Katniss runs until she comes to a stop to take a break and to make sure she's not being followed. As she settles down she searches her backpack to see what is presented and then the first cannon goes off a few times then scene fades black. Night time in the forest, Katniss manages to get up in a tree and then a song goes on presenting the Fallen tributes. When the Fallen tribute ends, Katniss notices there's a fire in the distance and soon after a scream bursts from the silence. A few moments later, a group of tributes emerge from the forest chatting among each other. Soon Cato and Glimmer enter the scene.)

Glimmer: Oh no! Please don't kill me!

(Cato and Glimmer laugh)

Cato: That's actually a good impression.

(looks into the forest/off stage)

Cato: Hey lover boy, you positive she went this way?

(Peeta enters scene)

Peeta: Yea, I'm sure.

Cato: You better be.

(Peeta continues off scene with rest of group. Cato talks before going off scene.)

Glimmer: We should just kill him.

Cato: Na, he's our best chance at finding her. Lets go.

(Blackout: Next Scene continues in forest)

(Katniss wakes in the tree looks around and notices that there's a fire coming towards her. She quickly gets down from the tree and begins running through the forest while dodging Fireballs. Katniss ends up getting burned from a tree falling that's on fire. She gets away from the fire and falls in a river. Soon after, she is noticed by Cato's Alliance emerging from the forest)

Tribute Extra: Hey, look there she is.

(The Alliance rushes to her making lots of noise and getting hyped up. Katniss gets away by climbing a tree. Cato attempts to climb the tree and falls. Group tries to kill her with a bow and fails.)

Peeta: Let's just wait her out. She can't stay up there forever and when she comes down we will have our chance.

(The Alliance comes to agreement to wait her out. While in the tree Katniss begins treating her wound. Once night begins to fall Katniss notices a canister floating. It lands in the tree she's in. Katniss opens up the canister and reads the note inside.)

Katniss: Apply Gently and Stay Alive – H

(Takes out cream like medicine and rubs it on her leg then looks up to sky)

Katniss: Thank you.

(End Scene)

DEBRIEF:

- What sticks out to you about the skit?
- If college is your cornucopia what survival tools do you need to survive?
 - dorm supplies, meal plan, parking permit, highlighters, note cards, extra food, coffee pot appropriate clothes and shoes, etc
- In the first 8 hours of the movie 13 tributes are dead – what will be the casualty reasons for students at mid semester?
 - Homesickness, mental health issues, not fitting in, lack of food, lack of money, family and friend pressure to come back home, returning home to frequently
- What different strategies did Katniss and Peeta use to survive the first day?
- What strategies do you need to survive the first semester?
- Tell us about a time you thought someone was your friend and then later found out they were not. How did that affect you?

Facilitator Note:

Have alumni share experiences that relate to the skit.

► ACTIVITY ONE: CORNUCOPIA ACTIVITY ◀

Purpose:

Use the movie to provide an opportunity to recognize how the choices you make in college can affect college survival. Explore different barriers participants may encounter while in college.

Objectives:

1. Help each participant understand responsibility of own choices and actions.
2. Develop an understanding that the leader you are today is not the leader you will become.
3. Help each participant process through decisions they have made thus far made in their life, and help develop a direction for decisions they will make in the future.

Materials:

Activity materials include resources and supplies found in college. They include things participants will be exposed to, items they will need, and items they may use.

1. School supplies (binder, spirals, books, calculator, scantrons, backpack).
2. Dorm supplies (pillow, blanket, desk lamp, towels, small cooler).
3. Food (pizza boxes, box of individual chips, water, soft drinks, ramen).
4. Clothing.
5. Party items (red cups, empty beer cans, “drugs”).
6. Safe sex note card, Monopoly get out of jail free card, UNO Skip card.
7. If items cannot be found, use notecards and write or draw items.

Facilitate Activity:

- Gather up all items and stack them in a pile in the middle of the playing area.
- Participants will begin by standing in a line as far away from the pile as possible.
- As the game begins, participants will run to the cornucopia and grab at least one item before heading to the safe zone.
- Alumni will have a 10 second delay of game while participants run and grab items in the cornucopia.
- Alumni will represent barriers and will run after participants.
- If a participant is touched/tagged by an alumni, they are out and must sit on the floor.
- Participants must enter a safe zone further away from the cornucopia with an item to stay in the game.
- The participant with the most items wins.
- Many rounds of this game can be played.



DEBRIEF:

- What object(s) did you choose?
- Why did you choose this object?
- As you think about the items available in the cornucopia what stands out most to you about your choices?
- Where there any other items that you were surprised to see in the cornucopia?
- Do they represent real barriers to college success? How? Why?
- What do you think the alumni represented?
- What obstacles can you predict will get in the way of achieving your college dream?
- What consequences, if any, could you get from some of the items you chose?
- What did you learn from this game?
- What surprises you most?
- How does this activity relate to other parts of your life?

Facilitator Note:

Alumni should share personal experiences associated with the game.



► ACTIVITY TWO: DODGEBALL ACTIVITY ◀

Purpose:

Use the movie to correlate different barriers in college and how they may affect college goals. Participants will reflect on current barriers and understand that it should be expected that the barriers don't usually disappear while in college. Secure an understanding that while in college life barriers can become a destructive factor to college success.

Objectives:

1. Help reach an understanding that life is not fair.
2. Help students realize their own responsibility to success.
3. Develop an understanding of how burdens can take us out of the game of college life.
4. Enhance self-concept.

Materials:

1. Dodgeballs

Facilitate the Activity:

- Group participants will break up in groups of 8-10.
- Line up balls in the middle of the playing area.
- Participants will try to throw the balls at each other without being hit.
- If ball is caught, the player that threw the ball is out.
- When a ball is caught, the team catching the ball can pull one player from the sidelines who was previously out.
- After many rounds of dodge ball, winning team will play alumni.
- Alumni will play unfair and break the rules.



DEBRIEF:

- What just happened?
- What strategies did you observe/employ?
- In what ways did the group assist/hinder each other during the activity?
- Was the activity easy or difficult?
- What kind of communication did your group use?
- Was there any frustration or friction within groups?
- What did the balls represent?
- How did you feel when you were hit and taken out of the game?
- How is this similar to college?
- How can you protect yourself from real life dodge balls?
- What was out of your control in the game?
- What can be out of your control in life?
- What can be out of your control in college?
- What did you do to survive?



Week Four: Day Two

BUSINESS FIELD TRIP

Purpose:

Provide an opportunity to explore different career opportunities in a business setting. Explore degree and non-degree careers.

Facilitator Note:

Business field trips are a great opportunity for students to learn business expectations. First generation college students are at a disadvantage in the business setting as they lack the understanding of the many unwritten rules that determine success. It has been our experience that students stay engaged during tours when the visit covers broad business categories; law, business, health care, etc. Tour speakers should be encouraged to talk about their personal journey to becoming a professional. What scared them about college? What barriers did they face? What they look for in an interview? The businesses dress code. The importance of a strong hand shake. Why hygiene is important in business. What are the businesses tattoo and piercing expectations? Will there be drug tests? What they look for in an interview. How to answer difficult interview questions.

Possible Speaker and Career Opportunities:**Health Care Industry/Hospital**

- Emergency Room Technician
- Health Care Administration
- Patient Care Assistant
- Patient Care Technician
- Patient Access Representative
- Coding Specialist
- Registered Nurse
- Licensed Social Worker
- Human Resources

It is important that during tours you watch for unusual reactions. Participants who have experienced healthcare related traumatic events may re-experience feelings during tour. If behaviors are witnessed it's important to talk with that student. It may also be important to process reactions during group if you have a large number of students who have had sick or injured family members. This is a great opportunity for alumni to share personal experiences associated with stress or trauma reactions to this type of tour.



Week Four: Day Three

► ACTIVITY ONE: GIVING BACK ◀

Purpose:

Provide an opportunity to utilize individual strength while working in a group. Explore the meaning of giving back and how it may impact the people and the community you are serving.

Objectives:

1. Provide an opportunity to make a difference in the community.
2. Provide a sense of fulfillment.
3. Provide a sense of meaning.
4. Enhance the understanding of social responsibility.

Students face several barriers to volunteering; especially those who are enrolled in a college where the cost of education has gone up as well as those who have to take on paid work (Smith, Holmes, Haski-Leventhal, Cnaan, Handy, & Brudney, 2010). Many young adults view volunteering as uncool or uninteresting but research shows that young people are more prone to volunteering if they have volunteered during school (Smith Et al. 2010.) Smith et al. (2010) recorded benefits of volunteering which are listed below:

- Gain work-related experience
- Learn new skills
- Build qualifications
- Enhance students' academic development
- Sense of civic responsibility
- Employability after graduation

DEBRIEF:

- What are your thoughts about today?
- Was the experience different the last time? How?
- What feelings did you have while giving back?
- Did anything frustrate you?
- What did you like least about today's experience?
- What did you like most?

► ACTIVITY TWO: GUEST SPEAKER ◀

Purpose:

Provide a learning environment with different speakers from diverse business and collegiate arenas to present on college and career awareness.

Objectives:

1. Introduce participants to diverse degree and employment opportunities.
2. Introduce participants to professor expectations.
3. Enhance current feelings of college expectation and career goals.

Subjects Covered:

- Professor expectations
- Classroom expectations
- Time management skills
- Study skills
- Positive communication between student and professor
- Switching majors
- The journey from high school to college
- Business expectations
- Tattoos and piercing
- Goal setting
- Overcoming failure

DEBRIEF:

- What sticks out with you most about the information presented today?
- Did anything surprise you?
- Were the professors different then you expected?
- Were their classroom expectations different from one another?
- What were your thoughts on the time management skills taught?
- How about the study skills?
- What was the most important take away you got from the business leader?
- Were the tattoo and piercing restrictions surprising?
- Did you find this helpful?
- What was your favorite part?

Week Five

CAMPING TRIP

Purpose:

Create an environment which immerses first generation college-going freshman in the transition skills that are necessary to college survival. Bootcamp Camping Trip Curriculum can be found in Alumni Toolkit.

Objectives:

1. Provide a 2 night wilderness adventure experience which allows participants to learn college survival skills, and gain knowledge in how to address the following issues:
 - Straddling 2 cultures (home and college)
 - Experiencing changes in family and personal relationships
 - Managing time and events
 - Taking risks
 - Dealing with overwhelmed, confused and stressful feelings
 - Learning how to negotiate new environments
 - Effective communication and how to explain the demands and rigors of college life to family and friends
2. Provide activities which allow Bootcampers to see old behavior patterns in a new light with a richer perspective allowing them to develop problem solving, communication and leadership skills.



Week Six: Day One

► ACTIVITY TWO: GROUP SHARING ◀

Purpose:

Create an environment which continues to facilitate individual growth, trust and a sense of family which was created during the camping trip.

Objectives:

1. Provide an opportunity for participants to share their experiences of the camping trip.
2. Allow time for participants who did not share their stories while on the trip the opportunity to do so.
3. Provide a safe environment which nurtures personal growth.

Facilitate the Activity:

During the camping trip, participants discovered the Seven Decisions that Determine Personal Success which includes *The Buck Stops Here*, *I Will Seek Wisdom*, *I Am a Person of Action*, *I Have A Decided Heart*, *Today I Will Choose To Be Happy*, *I Will Greet This Day With A Forgiving Spirit*, and *I Will Persist Without Exception*.

While on the camping trip many participants will have shared stories that pertained to the seven decisions. After returning home, new emotions may arise because of suppressed feelings or frustrations in finding out that while they changed, their family and circumstances did not. It is an essential part of the healing and growth process to explore these emotions.





Hunger Games Skit Five

Actors:

Katniss

Peeta

Cato

Glimmer

Rue

Extra Tributes (Alliance)

Caesar Flickerman

Announcer

Scene 1: (Forest Scene)

(Katniss awakes to whistling noises. She looks around and notices Rue in a nearby tree. Rue signals for her to cut down the tree limb with a bag filled with drugs so that the tributes below can take them and become unresponsive or disoriented.)

(Background Conversation)

Flickerman: I think those are club drugs...Am I wrong?

Announcer: Those things can be very lethal.

Flickerman: VERY! For those of who don't know club drugs are engineered in a lab. The side effects cause severe brain damage, organ damage, powerful hallucinations, and in extreme cases...DEATH.

(The bag of drugs hits the ground and wakes up the other tributes. The tributes decide to take the drugs in an attempt to take the edge off the game. The tributes become disoriented. Katniss tries to climb down but falls instead. Katniss sees Glimmer lying on the floor, dead from an overdose, and picks up her backpack. Katniss is affected by other people around her taking drugs. She begins to hallucinate when Peeta enters the scene.)

Peeta: RUN! KATNISS GO! GET OUT OF HERE! GO! WHAT ARE YOU DOING?! GO!

Scene 2: (Forest Scene)

(Katniss wakes up covered in leaves and sees Rue in the distance hiding behind a tree.)

Katniss: It's ok...I'm not going to hurt you.

Scene 3: (Forest Scene)

(Katniss and Rue are eating dinner by the fire.)

Katniss: Do you want mine?

Rue: No that's ok.

(Katniss gives her dinner to Rue. She takes it and begins to eat it.)

Katniss: How long was I out for?

Rue: A couple of days. I made sure you stayed hydrated. The club drugs really affected you. I was worried for a while.

Katniss: Thank you. So what happened while I was out?

Rue: The girl from 1 and the boy from 10.

Katniss: And the boy from my district?

Rue: He's ok. I think he is down by the river. Is all of that true? You and him?

(Katniss laughs.)

Katniss: So where are Cato and the others?

Rue: They have all the supplies by the lake and have them all piled up in a great big pyramid. They don't want anyone else to be successful in college.

Katniss: That sounds tempting!

Scene 4: (Forest Scene)

(Katniss and Rue are carrying paper to a designated spot.)

Katniss: This paper is going to smoke like crazy, so as soon as you light it move on to the pile and light a fire. Light this one last and I'll meet you back over there. I'll destroy their stuff as they are chasing us.

Rue: We need a signal in case one of us gets held up.

Katniss: Ok. Like what?

Rue: Here, watch this.

(Rue sings)

Katniss: Mocking Jays! That's great.

Rue: Back home we use them to signal the time. You try.

(Katniss whistles)

Rue: Ok so if we hear that, that means that we are ok and we will be back real soon.

Katniss: We are going to be ok.

(Rue looks at Katniss and hugs her tightly.)

Katniss: Hey, I'll see you for supper.

Scene 5: (Forest Scene)

(Katniss hides in the bushes by the cornucopia where she spots the pile of supplies. The other tributes spot the smoke and make their way towards it. The first attempt to blow up the pile fails. Katniss tries again this time causing an apple to trigger the mines. Katniss runs away and tries to find Rue.)

(Katniss whistles and listens for Rue.)

Rue: Katniss! Katniss! HELP!!

(Katniss runs towards the screams and finds her trapped)

Katniss: Rue! It's ok!

(Katniss cuts the trap. Rue and Katniss hug when out from the trees, a tribute emerges and throws a pencil towards both of them. Katniss turns around and throws her backpack at him as she turns back around she sees that Rue is hurt from a pencil that the other tribute threw. Katniss immediately comforts her while holding back tears.)

Katniss: It's ok. You're going to be ok.

Rue: Did you blow up the food and their college supplies?

Katniss: Every bit of it.

Rue: Good! You have to graduate! Can you sing?

Katniss: Yes

(Katniss starts singing and Rue slowly closes her eyes and dies)

(End of scene)



DEBRIEF:

- What did you think about this skit?
- How will you cope if you lose somebody special during college?
- What are ways you can continue to focus on college?
- What are ways that will keep you from the negative groups like the alliance?
- In the skit we used club drugs to represent the tracker jackers in the movie. How are they similar??
- What opportunities can you expect will get in the way of college?
- What do you do if you have friends or roommates who are doing drugs?
- What type of different peer pressure do you think you will be exposed to in college?
 - Parties
 - Drinking
 - Skipping
- What skills will you use in order not to fall into peer pressure?
- How will sticking to your decisions of not falling into peer pressure affect you?

Facilitator Note:

This is a perfect place for alumni to share about the opportunities and barriers those opportunities create while in college.



► ACTIVITY ONE: VISION BOARD ◀

Purpose:

Participants will explore ways to “create a new me.” They will create a vision board which will provide a clear representation of what they wish to achieve in life. Participants will explore steps that can begin to be made today to bring their vision board to fruition.

Objectives:

1. Provide an environment which allows exploration of goals and dreams.
2. Helping each participant to memorialize their vision so it is more likely to be achieved.
3. Enhance and improve self-concept.
4. Enhance current feelings and behaviors that demonstrate personal choice.

Materials:

1. Card stock
2. Magazines for collage
3. Colored pencils and markers
4. Scissors
5. Glue

Facilitate the Activity:

Group will search through magazines to look for pictures, words, and/or phrases that express their vision for the future. Once pictures have been collected participants will glue the pictures to a piece of card stock and make a collage. The result will provide a clear vision of what they want for their future.

DEBRIEF:

Group will go around in a circle answering the following questions.

- Tell us about your vision board.
- Are these goals and dreams the same or different than the ones you came to Bootcamp with?
- What scares you most about this vision?
- How can you keep your vision always focused towards the future?
- Do you have any dreams and goals you did not place on your board? Why?
- Is there anything that surprised you about your vision board?
- How does this activity relate to college?

Facilitator Note:

Alumni should create a vision board prior to activity and should share how they stay focused toward their hopes, dreams and goals.

Week Six: Day Two

► ACTIVITY ONE: COLLEGE FIELD TRIP — SCAVENGER HUNT ◀

Purpose:

Provide an environment where participants can explore different college settings and available resources.

Objectives:

1. Build relationships among participants.
2. Enhance awareness of different college environments.
3. Help each participant determine their own level of comfort when needing help.

Materials:

1. Note cards
2. Camera phone

Facilitate the Activity:

- Have participants get into districts.
- Have districts pair up with another district they have not already worked with.
- Hand out note cards with riddles.
- Inform participants that they must take a picture of the entire group once they have reached destination.
- Once all sites are visited, group must return to start location.

Facilitator Notes:

Scavenger hunt riddles were created for a private catholic university tour. Riddles may need to be adjusted to fit your university trip.



Facilitate Scavenger Hunt:

.....

This university has a purpose to support every global perspective. Diverse backgrounds are welcomed and the university's mission is to make sure spiritual and material needs are met. **Who am I?**

Visit the building to get more information!



Don't forget to take a picture

.....

Answer: International Affairs

.....

25 years east to west, 25 meters north to south - I hold national and international events. I also permit a stunning panoramic view of the Incarnate Word campus. **Who am I?**

Come in and take a dip and a couple of laps.



Don't forget to take a picture

.....

Answer: Natatorium

I am colorful and vibrant during the spring but it can be harsh for me in the winter. I can grow and grow with sun, water, and love.

I serve the local community with my freshness
and also volunteer hours. **Who am I?**

Come visit as we promote community wellness!



Don't forget to take a picture

Answer: Community Garden

Do you have a valid passport? Wouldn't it be amazing to travel the world while studying and taking classes? To be a world citizen you must get the opportunity to learn how to work successfully with other culture. **Who am I?**

This can be life changing experience so come visit us ASAP!



Don't forget to take a picture

Answer: Study Abroad Office

This university is devoted to scholastic excellence in combination of faith in Jesus Christ. Do you have any spiritual needs?

Who am I?

Come visit me for more information.



Don't forget to take a picture

Answer: The University of Incarnate Word Chapel



DEBRIEF (AFTER SCAVENGER HUNT):

- How was the scavenger hunt?
- What strategies did you observe/employ?
- In what ways did the group assist/hinder each other during the activity?
- Was the activity easy or difficult?
- What did you learn about the study abroad program?
- What countries can you study in?
- What surprised you about study abroad?
- Do you have to be catholic to attend a catholic university?
- Does that surprise anyone?
- Were you able to find the International Affairs building?
- Was it in an obvious place?
- Why would you need to go there?
- What surprised you most about this campus?
- What did you learn about the uniqueness of a college campus?
- What did you think of about having a Chapel on campus? Why and when is it used?
- What did you learn about cultural diversity on this campus?



► ACTIVITY TWO: PROFESSOR PRESENTATION ◀

Purpose:

Allow students to experience and listen to professor expectations and suggestions on how to succeed in college.

Objectives:

1. Enhance understanding of professor expectation.
2. Introduce the importance of building relationship with professors.
3. Introduce the importance to be involved with college organizations.

Materials:

1. Notebook
2. Paper/pen

Professor Presentation Ideas:

1. Professor expectations
2. Classroom expectations
3. Communication between student and professor
4. College study skills
5. Career options
6. Classroom materials
7. Using your syllabus
8. How to train your ear to a professor with an accent

DEBRIEF:

- How was it to sit in a college classroom or be in a college environment?
- Was there anything that the professor said that surprised you?
- Was the professor different than you expected?
- Now that you've visited with several professors what stands out most to you?
- Are their expectations the same or different?
- What does that reveal to you as you approach each professor in your future?

Week Six: Day Three

► ACTIVITY ONE: GIVING BACK ◀

Purpose:

Provide an opportunity to utilize individual strengths while working in a group. Explore the meaning of giving back and how it may impact the people and the community you are serving.

Objectives:

1. Enhance understanding of other people, cultures, or places.
2. Provide an opportunity to make a difference in the community.
3. Satisfy personal values or humanitarian concerns.
4. Provide an opportunity to feel connected in a community.
5. Help those in need.
6. Increase empathy.
7. Promotes social change.

Facilitator Notes:

Giving back or volunteering allows the participants to see and meet a variety of people they may not have otherwise encountered. It also helps in introducing new situations or circumstances others are going through; that they may have thought would not happen. There has been research that states that there are benefits from volunteering. Always encourage participants to make volunteering a part of their life.

DEBRIEF:

- How do you feel after giving back?
- What thought go through your mind as you see the people in need?
- How did the people in need react to you and your help?
- Was there anything that surprised you?
- If you think about your mood before giving back and your mood after giving back, did it change? If so, in what ways?
- How do you feel about expecting no financial benefit in return from giving back?
- Would you continue to give back or volunteer if there were no benefits or financial benefits?
- Was there anything new that you learned?
- What are other places you would like to volunteer?

► ACTIVITY TWO: MYERS-BRIGGS TEST ◀

Purpose:

Explore how the Myers-Briggs Type Indicator can assist in college, career exploration and finding the right work environment.

Objectives:

1. Discover individual “type” of each participant out of the 16 type dichotomies.
2. Discover how type influences your role in your family and personal life.
3. Discover how knowing your type can help in college, career exploration and finding the right work environment.

Materials:

1. Myers-Briggs questionnaire booklet
2. Pen/pencils
3. Myers-Briggs PowerPoint

Facilitator Note:

Myers-Briggs test booklets can be purchased from the Gallup Institute. It is important that the facilitator understands the Myers-Briggs and develops a PowerPoint that provides information about the 16 different types, how type influences familial roles, college, career and work environment. For a copy of the Bootcamp PowerPoint please email Liberty Nicholas – lnicholas@cissouthcentraltexas.org Please send email request 2 weeks prior to presentation.

Once participants take the MBTI test, allow time for them to read over their type and process feelings they might have with results.

DEBRIEF:

- As you read about your type what “rang” true to you?
- Was there anything that did not fit with your true personality?
- How did learning about your type help you understand the kind of college student and roommate you will be?
- What surprised you about the careers that were good fits with your type?
- Do you think your current career choice fits with your type?
- How might you be a better communicator now that you understand your type?
- What was revealed to you about the type of work environment that works best for you?
- How does this activity help you relate better to others?

Week Seven: Day One

**Hunger Games Skit Six****Actors:**

Katniss

Peeta

Announcer

Female Tribute from District 2

Male Tribute from District 11

Game Maker

Lucy

Scene 1: (Forest)

(Attention tributes! Attention! The regulations requiring a single victor have been suspended. From now on two victors can graduate if both originate from the same district. This will be the only announcement.)

Katniss: *(Katniss listens and whispers to herself.)* Peeta!

(Katniss begins to trek in hopes of finding Peeta. Katniss walks by the river and finds Peeta hurt.)

Scene 2: (Cave)

(Katniss grabs a package that is sent to her by the sponsors. She walks inside the cave where Peeta is resting.)

Peeta: Is that medicine?

Katniss: No, Soup.

(Peeta tries grabbing the soup)

Katniss: I'll do it.

(Katniss begins to feed him)

Peeta: That's nice.

Katniss: You fed me once when I did not have food at home.

Peeta: I think about that all the time, how I treated you when you needed food. I should have been nice and not made fun of you for not having money for food. I am sorry. I was watching you, thinking of you every day. Well say something...

Katniss: I'm not good at saying something.

Peeta: Then come here. Please *(Katniss puts her head on Peta's chest)* Even if I don't make it... even if I don't graduate.

(Katniss interrupts)

Katniss: Shhhhhhs!

Announcer: Attention Tributes! Attention! Commencing at sunrise- there will be a feast tomorrow at the cornucopia. This will be no ordinary occasion. You are nearing college graduation and not everyone can survive. Each of you has needs to help you survive the last semester of college. What are you willing to do to stay alive?

Katniss: Medicine so you don't miss finals!

Peeta: You're not going alone. You're not risking your life for me.

Katniss: You would do it for me wouldn't you?

Peeta: Why are you doing this?

Katniss leans down and kisses Peeta's cheek

Peeta: Now there's no way I'm letting you go.

Scene 3: (Feast Scene/Cave Scene)

(Katniss is at the cornucopia getting the package for her district when she is attacked by a tribute from district 2. Both of them wrestle until Katniss finds a knife to her throat. She is later saved by District 11- Rue's Partner and is able to return to Peeta with the medicine.)

Katniss: Peeta! I got it. I got the medicine!

Peeta: What happened to you?

(Katniss has a cut on her forehead.)

Katniss: I'm fine.

Peeta: No you're not. What happened?

Katniss: The girl from 2. She threw a knife but I'm ok.

Peeta: You shouldn't have gone. You said you weren't going to go!

Katniss: You got worse.

(Katniss applies the medicine to his wound. Peeta shows signs of agony.)

Peeta: You need some of that too.

Katniss: I'm ok.

Peeta: That feels better. Ok now you.

Katniss: I'm ok.

Peeta: No come on you need it too. Come on. If your wound gets worse and you can't take you're finals. What then?

(Peeta applies the medicine on Katniss' wound.)

Katniss: Alright.

Scene 4: (Forest Scene)

(Katniss and Peeta walk through the forest.)

Peeta: What time is it?

Katniss: A little after noon.

Peeta: Why is it getting so dark?

(Lights dim down to darkness)

Katniss: They must be in a hurry to end it. Only two of us can graduate.

(Background conversation)

Game Maker: Ready Lucy?

Lucy: Right here sir.

Game Maker: That's great! Can you put them in the middle? That's it, that's excellent!

(Game Maker and Lucy want a twist to the game so they insert vicious dogs to the game. Each dog represents the ID, Ego, and the Superego. The ID dog represents meeting basic needs. The Ego dog represents dealing with reality, and the Superego dog represents adding morality. The dogs have different affects to each person. Get creative when making signs or costumes for the dogs so that the audience sees that the dogs represent our own worst enemy...ourselves.)

Peeta: Did you hear that? What was that?

Katniss: It's time for finals. Let's go.

(Katniss and Peeta walk through the forest in the dark when vicious dogs jump out at them. The dogs can be encircling them telling them they'll never make it, to just give up and drop out, they're stupid and not made for college, even if they graduate they'll never amount to anything, etc. After the surprise of the dogs and dodging their attacks Katniss and Peeta run to the cornucopia and climb to the top where they are temporarily safe.)

Scene 5: (Cornucopia Scene)

Katniss and Peeta get a surprise attack from Cato- the other last tribute to be alive. The battle continues on top of the cornucopia. Cato gets Peeta in a head lock so Katniss swings her backpack to try and get Cato to fall off the side of the cornucopia.)

Cato: Go on! Hit me! Then we both go down and you win... you take finals and graduate. Go on. I'm dead anyways. I always was, right? I didn't know that until now. How's that? Is that what they want?

(Cato looks up to the sky. Katniss draws edges closer to Cato and Peeta.)

Cato: Nah-Nah I can still do this.

(Cato locks his arms and hands tighter around Peeta's neck.)

Cato: One more kill. It's the only thing I know how to do.

(Peeta points at Cato's hand in attempt to signal at Katniss to hit him there. She swings the backpack hitting Cato's hand which lets go of Peeta. Peeta pushes him off the cornucopia to the ground where the dogs await. Cato pleads to be put out of his misery, to be left to drop out of college and go home. Katniss throws down her backpack and Cato is overtaken by the dogs, ID, Ego, Super Ego)

(End of scene)

DEBRIEF:

- What are your thoughts about the skit?
- What are your thoughts about entering college in a relationship?
- What are some pros and cons related to pre-existing relationships?
- What will you do if a relationship gets complicated?
- How can a complicated relationship affect you?
- Who will be your support in college?
- What did the dogs represent in the skit?
- What is the ID, Ego and Superego?
- When do we become our own worst enemy?
- What other things can the dogs represent in college?
- What rules do you expect will change from high school to college?
- What rules will be different from home to college?
- What dangers might you come across while in college?
- How will you prevent yourself from feeling like you need to be put out of your misery?
- What circumstances might get in the way of graduation when you're almost at the end of your college career?

► ACTIVITY ONE: KNIGHT, CHIVARLY, STEED ◀

Purpose:

Create a safe environment which challenges participants to interact with others and break out of their comfort zone.

Objectives:

1. Build relationships among participants.
2. Explore ways to break down communication barriers.
3. Discover how to deal with a fast pace environment that may be new.

Facilitate the Activity:

- Alumni will begin by showing participants how to play the game. First they will demonstrate what the knight, chivalry, and steed look like:
 - **Knight**-one participant must sit on another participants back (horse) and raise their arm as if holding a sword.
 - **Chivalry**-one participant will carry another participant.
 - **Steed**-one participant will get on the floor and all fours to represent a horse. The other participant must sit on the horse with both legs on either side.
- Ask participants to spread out.
- Game facilitator will call out (in random order) knight, chivalry, or steed.
- Participants must find a partner and demonstrate the pose.
- Those who are still moving, did not find a partner or have demonstrated the wrong pose are out.
- During each round of the game students must find a different partner.
- Once down to the final two groups, the loser will be the group that is still moving.

Facilitator Note:

The game can be modified for participants of varied physical fitness. Encourage alumni who are introverts to share their experience in working in new groups and getting through uncomfortable situations.

DEBRIEF:

- Was the activity easy or difficult?
- What kind of communication did you use?
- What strategies did you observe/employ?
- What challenged you during the activity?
- Was there anything you could have done differently?
- When might you need to be able to move quickly from one task to another while in college?

► ACTIVITY TWO: CAPTURE THE GRADE ◀

(developed from the XY-Zone: Five R's Curriculum Bark Chip Judo game)

Purpose:

Provide an opportunity for participants to reflect on the effort it takes to acquire good grades.

Objectives:

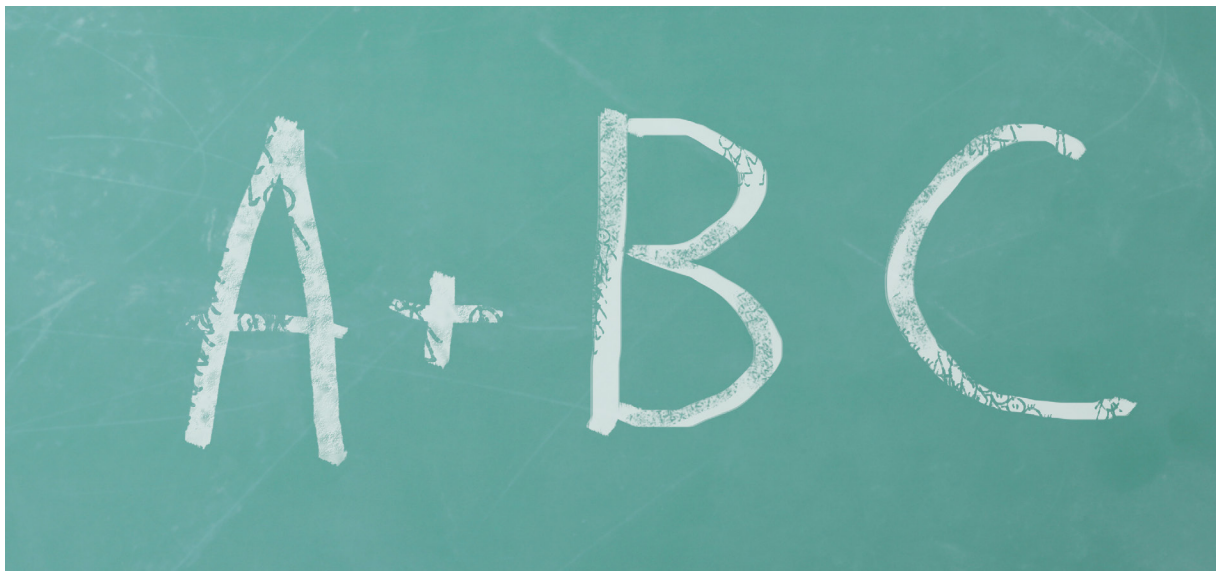
1. Build relationships among participants.
2. Explore the feelings associated with working hard for the A.
3. Explore that minimal effort results in minimal grades.
4. Explore feelings associated with academic dishonesty.

Materials:

Prior to the activity alumni will make letter grades out of cardboard which are the size of a hand; A's, B's, C's, D's and F's. Enough grades should be made so that each participant has the opportunity to get at least one grade. There should be more C's, D's and F's than A's and B's.

Facilitate the Activity:

- Alumni will balance one letter on the back of their right hand. Faster and taller alumni will have the A's and B's while slower and less agile alumni will have the C's, D's and F's.
- The goal of the activity is for participants to knock the grade off the alumni's hand. Once they have received a grade the object is to keep that grade from being knocked off by another alumni or participant. If their grade is low they may steal a higher grade from someone else by knocking it off their hand.
- Participants and alumni are allowed to freely move around the area while moving their right hand or body in any way that keeps their grade from being knocked off or stolen.
- The grades cannot be covered by the left hand or protected between fingers or by any other means.
- When a grade is stolen or falls off on its own the participant must do 5 sit ups, pushups or jumping jacks before they can return to the game.



DEBRIEF:

- What did you learn during this activity?
- In the beginning which alumni had the A's and B's?
- Why do you think they had those grades?
- Who had the lower grades?
- How does this relate to the grades we work for in college?
- Are higher grades harder to get?
- Was it easy or hard to keep your grade?
- Do you think it's important in college?
- Does it take minimal effort to get the lower grades?
- How did you feel when someone stole your grade?
- Did you feel differently if it was a high grade rather than a low grade?
- What are your thoughts on academic dishonesty?



► ACTIVITY THREE: GAME DAY ◀

Purpose

Create a safe environment for relationship building. Make several games available to participants.

Objectives:

1. Provide relationship building opportunities.
2. Provide a free afternoon and a break from learning.
3. Enhance self-concept.

Materials:

1. Basketball
2. Dodgeball
3. Taboo
4. Charades
5. Bingo
6. Jenga
7. Life

Facilitator Notes:

There should be 5-7 games or activities available for Bootcampers. Participants should be allowed to choose games or activities that they are interested in playing. Two alumni should be at every station to facilitate the activity. Participants can rotate to different station but alumni need to ensure that there is enough room or space for the game to be played effectively. Tournaments for basketball and dodgeball can also be organized.



Week Seven: Day Two

FUN IN THE SUN

Purpose:

Create an environment in which every participant can build new relationships, have fun, and play in the water. Help understand water safety and trip expectations as well as career awareness.

Objectives:

1. Lead discussion on expectations.
2. Introduce participants to animal and water safety.
3. Provide an opportunity to build relationships.
4. Keep participants engaged and coming back week after week.

Facilitator Note:

It is important to have a couple of fun and relaxing days for the group to build relationships. The second fun day should be close to the end of the program. This is a great opportunity to reach out to your community partners and get them invested in the change that is happening with our alumni. It's a great opportunity to enjoy a picnic lunch together. We encourage you to have your partner/ community leader speak to your group about his/her personal journey to becoming a professional. What scared them about college? What barriers did they face? How did they keep going when times got tough? What is their opinion on the importance of developing relationships? What did they get their degree in?

Ideas of other activities:

1. Laser tag
2. Ice skating
3. Bowling
4. Swimming outdoor/indoor
5. Attend basketball/football/baseball/hockey/soccer games
6. Visit an amusement park
7. Boating and tubing



Week Seven: Day Three

► ACTIVITY ONE: GIVING BACK ◀

Purpose:

Provide an opportunity to utilize individual strength while working in a group. Explore the meaning of giving back and how it may impact the people and the community you are serving.

Objectives:

1. Provide an opportunity to make a difference in the community.
2. Provide an opportunity to feel connected in a community.
3. Help those in need.
4. Promotes social change.

Benefits of Volunteering

- Enjoyment
- Self-esteem
- Increase belongingness
- Skill development
- Identity development
- Better academic outcomes

Different Volunteer Opportunities

- Plant trees
- Watering trees
- Park cleanup
- Adopt-a-park
- River clean up
- Trail maintenance
- Kitchen help
- Help at community gardens
- Volunteer at local thrift store

DEBRIEF:

- Now that you have volunteered several times what do you think about the experience?
- What has been your favorite part of the experience?
- What has been your least favorite part?
- How have you grown during this experience?

► ACTIVITY TWO: GUEST SPEAKER ◀

Purpose:

Provide a learning environment with different speakers from diverse business arenas to present on information for the first generation professional.

Objectives:

1. Increase participant knowledge on what it means to be business savvy.
2. Learn the importance of networking.
3. Enhance communication skills that are necessary in business.

Facilitator Note:

Providing an opportunity for business leaders to discuss the rules of business etiquette and expectations will help our students begin to see themselves in a new light. The many unwritten rules of business should be discussed. Having a mixture of first generation business leaders along with those who grew up in the industry provides a robust learning environment.

Subjects Covered:

- Positive and effective communication skills between employer and employee
- What does it mean to be a savvy business leader
- Business etiquette when working in teams
- Dressings for success
- Hidden business expectations
- What a work week looks like
- Networking – what is it and how do you do it
- Tattoos and piercing
- Socializing expectations in their line of work
- Overcoming failure

DEBRIEF:

- What sticks out with you most about the information presented today?
- Did anything surprise you?
- Was the information presented different then you expected?
- What was the most important take away you got from the business leader?
- Did you find this helpful?
- What was your favorite part?

Week Eight: Day One

► ACTIVITY ONE: MOVIE THEATER FIELD TRIP ◀

Purpose:

To strengthen and enhance relationships among entire group while gathering participants in a common area to watch *The Hunger Games* movie.

Objectives:

1. Increase relationships with other bootcampers.
2. Growth of current relationships.
3. Discuss final scene in movie.

Facilitator Notes:

It has been our experience that movie theaters will often allow nonprofits to bring in personal movies to be viewed in the movie theater. Advance notice is required to allow time for making reservations for rental of a theater.

Materials:

1. Popcorn
2. Soft drinks
3. Food (optional)
4. *The Hunger Games* Movie

Other Ideas:

- Watch movie at bootcamp location
- Organize a backyard/outside theater

DEBRIEF:

- What was the experience like to watch the movie?
- What did you enjoy most about this day?
- What are your thoughts about the last few scenes?
- How can your relationships affect you positively and negatively in college?
- As you reflect on Haymich as a mentor what are your thoughts?
- Have you surrounded yourself with mentors who can help you become the “girl on fire?”
- What sticks out with you most about your experience today?

► ACTIVITY TWO: MOVIE THEATER GRADUATION AND GIFT ◀

Purpose:

Provide an opportunity to recognize each participant's accomplishment during bootcamp. Provide Bootcampers an opportunity to discuss their thoughts and feeling about bootcamp.

Objective:

1. Recognize each student with an graduation certificate highlighting their accomplishment.
2. Award each student with a gift that can help them reflect.
3. Discuss personal growth.

Materials:

1. Print out graduation certificates that can be made or found online.
2. Have alumni discuss each participant and come up with a "Most" for each participant.
Suggestions include:
 - Most likely to become a president
 - Most hilarious
 - Most energetic
3. Provide a gift for each participant along with the certificate.

Celebration:

The celebration should start directly after the movie. Rental of the theater should be for 3½ - 4 hours. During ceremony have alumni gather in the front of the theater and form a line. Beginning with District 1 have alumni call out the names of their district participants. Participants will be instructed to come to the front of the room and accept their certificate and gift. The participants District Alumnus should hand out the certificate. The participant will then proceed down the line of alumni shaking hands or hugging. The last alumni in line will hand out the gift. We chose to make small mirror with an eagle on the front. Alumni decided on this gift as it symbolizes Bootcamp growth and reminds participants to soar with eagles and not scratch with chickens.



Week Eight: Day Two



Hunger Games Skit Seven

Actors:

Katniss

Peeta

President Snow

Cesar Flickerman

Haymitch

Scene One: (Forest/Cornucopia Scene)

(Katniss and Peeta hug after the battle with Cato. They hear the last cannon and the lights come back on.)

Announcer: Attention! Attention Tributes! There has been a slight rule change. The previous revision allowing for two graduates from the same district has been revoked. Only one graduate may walk the stage. Good Luck, and may the odds be ever in your favor.

Peeta: Go ahead. One of us should graduate. One of us has to dropout. They have to have their graduate.

Katniss: No! They don't.

(Katniss drops her weapons)

Katniss: Why should they?

(Katniss pulls out poison berries and holds them in her hand.)

(Peeta looks at the berries.)

Peeta: No!

Katniss: Trust me! Trust me!

(Katniss splits the berries between her and Peeta. She places them in his hand.)

Peeta: Together?

Katniss: Together.

Peeta: Ok. One.

Katniss: Two.

Peeta: Three.

(Both palms are raised towards their mouths.)

Announcer: Stop! Stop! Ladies and gentlemen, may I present the college graduates of the 74th Annual *Hunger Games*.

(Katniss and Peeta both hug and embrace each other.)



Scene Two: (Capitol Scene/Interview Scene)

(Haymitch and Katniss have a private conversation preparing for the interview)

Haymitch: They are not happy with you.

Katniss: Why? Because I didn't dropout?!

Haymitch: Because you showed them up.

Katniss: OH. I'm sorry it didn't go the way they planned. You know I'm not very happy with them either.

Haymitch: Katniss! This is serious. Not just for you. They don't take things like this lightly.

(Note to Facilitator: Game Maker is taken to a room and locked in. He walks toward a table where there awaits a bowl of poison berries. They believe that he is at fault for having two graduates and not just one.)

Haymitch: When they ask, you say you couldn't help yourself; you were so in love with this boy that the thought of not being with him was unthinkable. You would rather dropout than not be with him. You understand?

(Peeta, Katniss, and Cesar Flickerman are sitting on stage.)

Flickerman: How did you feel when you found him by that river?

Katniss: I felt like the happiest person in the world. I couldn't imagine life without him.

(Peeta reaches for her hand. Katniss welcomes the affection.)

Flickerman: Aww.

(Croud Aww)

Flickerman: And what about you Peeta?

Peeta: She saved my life. She is the reason I graduated!

Katniss: We saved each other.

Flickerman: Ladies and Gentlemen, the star crossed lovers from District 12 and this year's college graduates of the 74th Annual Hunger Games.

(Applause)

Scene Three: (Crown Ceremony)

(President Snow gently reaches for the graduation diploma and walks it over to Katniss. Both Katniss and Peeta stand as President Snow walks over. He hands the diplomas to both (Peeta and Katniss should have on caps and gowns.)

President Snow: Congratulations.

Katniss: Thank you

(President Snow glances down and notices her pin.)

President Snow: What a lovely pin.

Katniss: Thank you. It's from my district.

President Snow: They must be very proud of you.

Scene Four: (Train Scene/Home Coming)

(Katniss and Peeta take the train back to District 12.)

Peeta: So what happens when we get back?

Katniss: I don't know. I guess we try to forget.

Peeta: I don't want to forget.

(They arrive and are greeted by a cheering and proud district. Katniss sees her sister and Gale in crowd and she smiles. Peeta grabs her hand and holds it up. The cheering continues even louder. President Snow watches from the Capitol with disapproval.)

(End Scene)

DEBRIEF:

- What are your thoughts about the skit?
- What are things that you cannot control while in college?
- How will you deal with somebody who does not want to let go of the past?
- How will you prevent hurting somebody by your actions?
- How will you deal with home life when you return and find things the same?
- How do you think your family and friends will react to your home coming from college?
 - Positive
 - Negative?
 - Supportive?
 - Unsupportive?
- Do you think there will be anybody who disapproves of you going to college?
- Who and why?



► ACTIVITY ONE: AFFIRMATION CARDS ◀

Purpose:

Participants will explore ways to affirm the positive qualities they possess. They will create affirmation cards which they will be encouraged to read on a daily basis.

Objectives:

1. Provide an environment which allows exploration of what it means to love oneself.
2. Develop a more positive self-esteem.
3. Enhance an understanding of how positive thoughts can help you feel better about yourself.

Materials:

1. Blank index cards
2. Pens, pencils, colored pencils, crayons and markers

Facilitate the Activity:

Group will search through the Internet on cellphones to look for pictures, words, and/or phrases that express positive affirmations about themselves. Participants will be encouraged to create at least 5 affirmations.

Examples:

- “I am calm and relaxed”
- “I have the strength to overcome all obstacles”
- “I am beautiful”
- “I am enough”
- “I am strong”
- “I am smart!”
- “I’ve GOT THIS!”

Once words or phrases have been written on the cards, participants will create an image or collage that represents the affirmation. Participants will be encouraged to carry the affirmations around with them and look at them at least once a day.

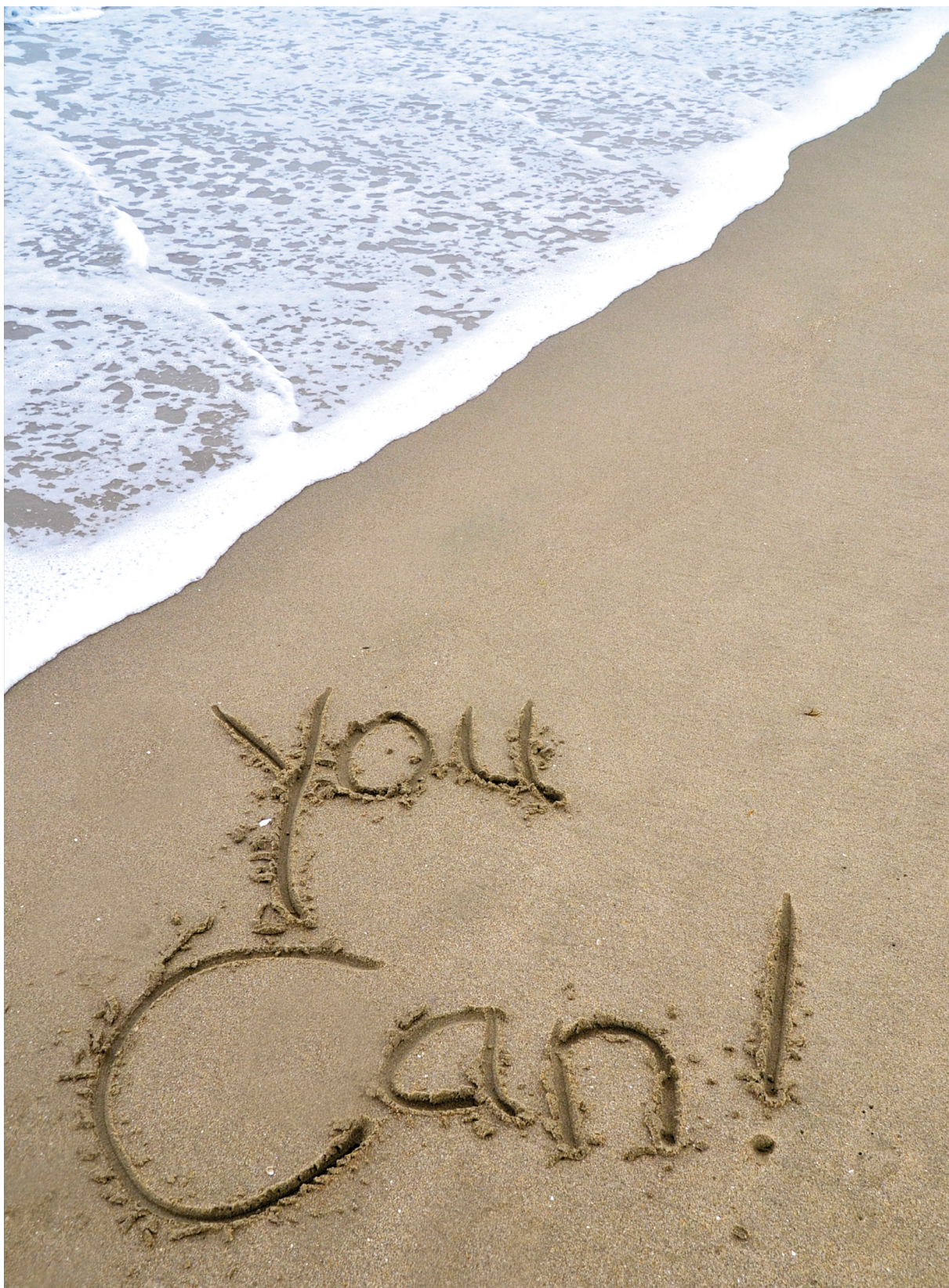
DEBRIEF:

Group will go around in a circle answering the following questions:

- Read aloud your affirmation cards?
- Why did you choose these affirmations?
- How does it make you feel to hear the affirmations said out loud?
- Is there anything that surprises you about the affirmations you chose?
- How might you use these cards in your daily life?

Facilitator Note:

Alumni should create affirmation cards alongside Bootcampers.



► ACTIVITY TWO: THE HEART OF AN EAGLE ◀

Purpose:

Participants will explore how they feel as they finish out their last two days of Bootcamp. They will examine their inner strength.

Objectives:

1. Provide an environment which allows exploration of what it means to soar with eagles after bootcamp.
2. Develop an inner strength that can overcome all obstacles.
3. Explore emotions that are being felt.

Materials:

1. Card stock
2. Magazines for cutting out words or making a collage
3. Pens, pencils, colored pencils, crayons and markers
4. Scissors
5. Glue

Facilitate the Activity:

Facilitator will begin by playing relaxing music. Participants will be asked to close their eyes and take deep breaths. Facilitator will encourage Bootcampers to think back to their time in Bootcamp and stay present with the feelings and memories they have. Allow 3-5 minutes for bootcampers to sit silently and remember their time. Once activity resumes, group will be encouraged to draw a picture or create a collage that represents their journey in Bootcamp. Participants will search through magazines to look for pictures, words, and/or phrases that represent the eagle quote on the following page and encourage participants to write it on their picture.

Facilitator Note:

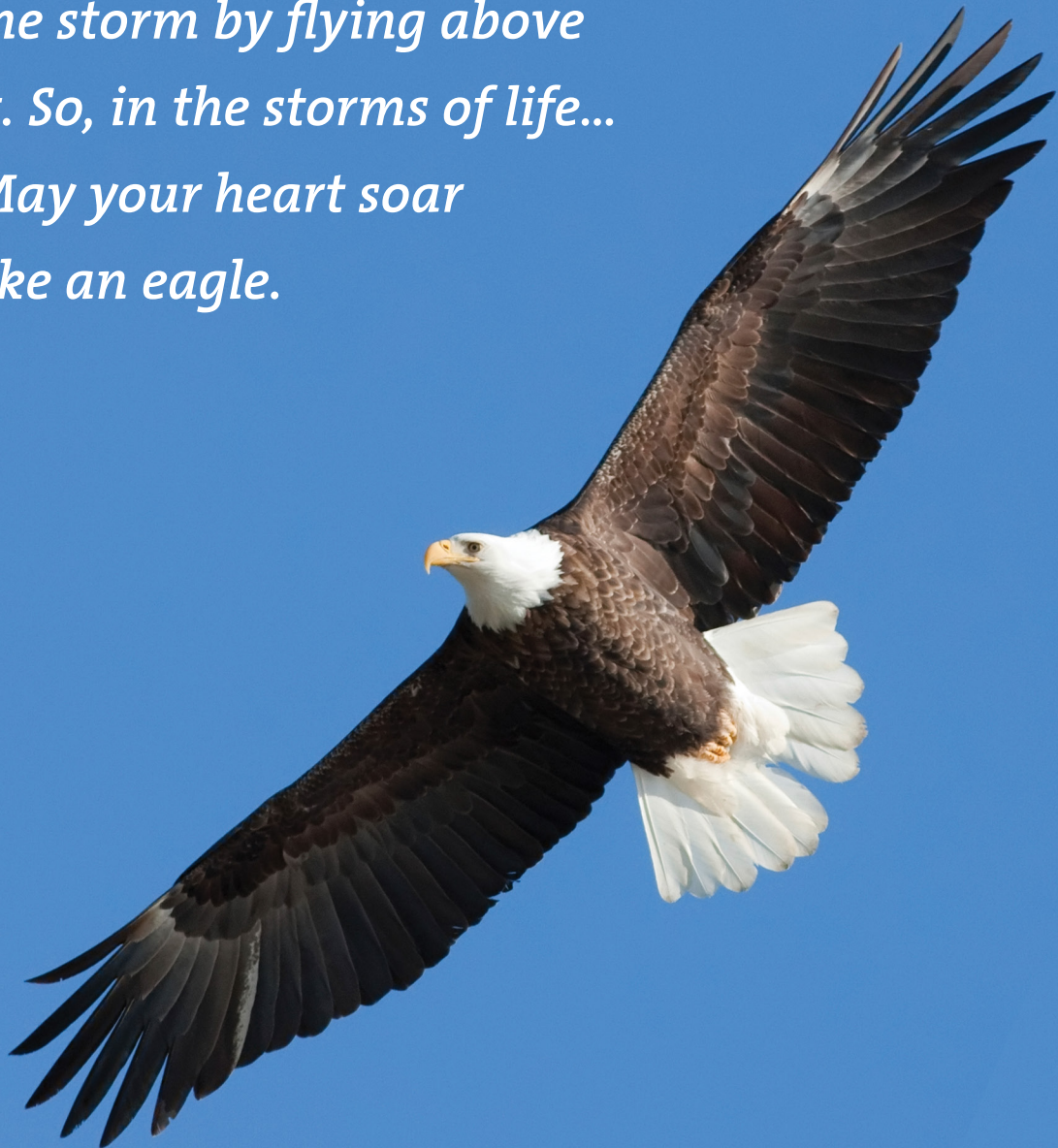
Alumni should create a picture alongside Bootcampers.

DEBRIEF:

Group will go around in a circle answering the following questions.

- Tell us about your picture
- What emotions do you feel as you prepare to leave camp?
- Is there anything that surprises you about your journey?
- How will you continue to soar with eagles as you prepare to leave camp and begin your next journey?

*When a storm is coming,
all other birds seek shelter.
The eagle alone, avoids
the storm by flying above
it. So, in the storms of life...
May your heart soar
like an eagle.*



► ACTIVITY THREE: NEVER HAVE I EVER ◀

Purpose:

Provide an environment where participants can be silly and have fun.

Objectives:

1. Reveal interesting facts about participants.
2. Relationship building which allows participants to connect on a new level.
3. Recognize differences and similarities among participants.
4. Provides an opportunity for participants to see they are not alone in their journey to college.

Materials:

1. Chairs (optional)

Facilitate Activity:

- Make a circle with chairs and subtract one from total number of participants.
- Ask each participant to take a seat.
- Demonstrate examples of the game.
- One participant will stand in the middle and say “never have I ever” (example: never have I ever cheated on a test).
- Remind participants that “never have I ever” phrases should be appropriate.
- Everyone who has done what the participant says, must get up and find another chair.
- Participants must find and move more than 3 chairs away if they are moving from side to side.
- Participants are encouraged to find a chair across from them.
- Participant who did not find a chair is “next” and will stand in the middle and say their “never have I ever” phrase.
- Allow for time in between participant phrases to talk about the “never have I ever” (example: The time I cheated on a test was during an algebra I test. I couldn’t remember the formulas so I wrote them on my wrist and pulled my shirt over them. Facilitator: Has anyone else ever experienced something similar).

DEBRIEF:

- What surprised you most about the game?
- How did it feel to develop a connectedness with others who had similar experiences to your own?
- What did this activity reveal to you about the choices we make as humans?
- Why is it important to be aware of other people’s experiences?
- What did you learn in regards to embracing similarities and differences?
- How does this activity relate to college?

Week Eight: Final Day

► ACTIVITY ONE: BOOTCAMP VIDEO ◀

Purpose:

Develop a memorable video of bootcamp through pictures and videos.

Objective

1. Address that the end of bootcamp is near.
2. Emphasize the memories and relationships created.
3. Discuss the “What’s next” or “What now.”

Materials:

1. Television/projector
2. DVD player/computer
3. Imovie/Windows movie maker

Facilitator Notes:

Have alumni make a video of pictures and videos taken during bootcamp. Ask bootcampers to send appropriate photos they have taken during bootcamp so alumni can include in video. Gather pictures and videos as well as quotes and impactful phrases to include in the video.

DEBRIEF:

- What are you feeling during our finals hours together?
- What was the hardest part about viewing the video?
- What was the overall hardest part of bootcamp?
- What has been the easiest?
- Were there any feelings that surprised you and came up after viewing the video?
- What was the best part out of the video?
- Is there anything that you wish you could take back or that you regret about your experience?
- What were the most surprising things about bootcamp?
- What will you take away from bootcamp?
- What can we do to maintain our relationships and to continue supporting each other?

► ACTIVITY TWO: BALLOON RELEASE ◀

Purpose:

Participants will explore how they feel as they finish out their last day of bootcamp. They will examine their own inner strength.

Objectives:

1. Provide an environment to process their bootcamp journey.
2. Develop an inner strength that can overcome all obstacles.
3. Explore emotions that are being felt.
4. Enhance and improve self-concept.

Materials:

1. Helium balloons
2. Permanent markers

Facilitate the Activity:

Students will write a letter to themselves on their balloon reflecting on their bootcamp journey. They will explore their goals and expectations for themselves as they begin this new phase of their lives.

Questions to consider:

- What are my goals, dreams and aspirations?
- What have I learned during bootcamp that will help me on my college journey?
- What is my standard for myself during college?
- What is my strategy for overcoming obstacles?
- What emotions am I feeling on this last day of bootcamp?

Group will proceed outside and release balloon. Allow the opportunity for participants to read aloud the messages on their balloon before letting it go.

DEBRIEF:

- What emotions did you feel as you released your balloon?
- Is there anything that surprises you about your journey?



► ACTIVITY THREE: INSPIRATION GUEST SPEAKER ◀

Purpose:

To motivate and inspire participants to find purpose in their lives.

Objective:

1. Find purpose.
2. Bring to surface participants aspirations.
3. Courage to motivate self.

Facilitator Note:

Having an inspirational guest speaker out on the last day is a wonderful way to end the Bootcamp experience. It has been our experience that youth pastors from the community connect well with this age group. It is important to ensure that the pastor will give a more secular speech so as not to offend participants who may not be religious or may be from a different religion. This is another great opportunity to have a community leader reflect on their journey and troubles in school as well as the hard times they faced in college.



► ACTIVITY FOUR: EMERGENCY SURVIVAL KIT ◀

Purpose: Use creativity to strengthen the understanding that this new journey may be difficult BUT with the right survival kit all obstacles can be overcome!

Objectives:

1. Encourage participants to stay positive.
2. Explore that failure creates success.
3. Plan for strategies in achieving success.

Materials:

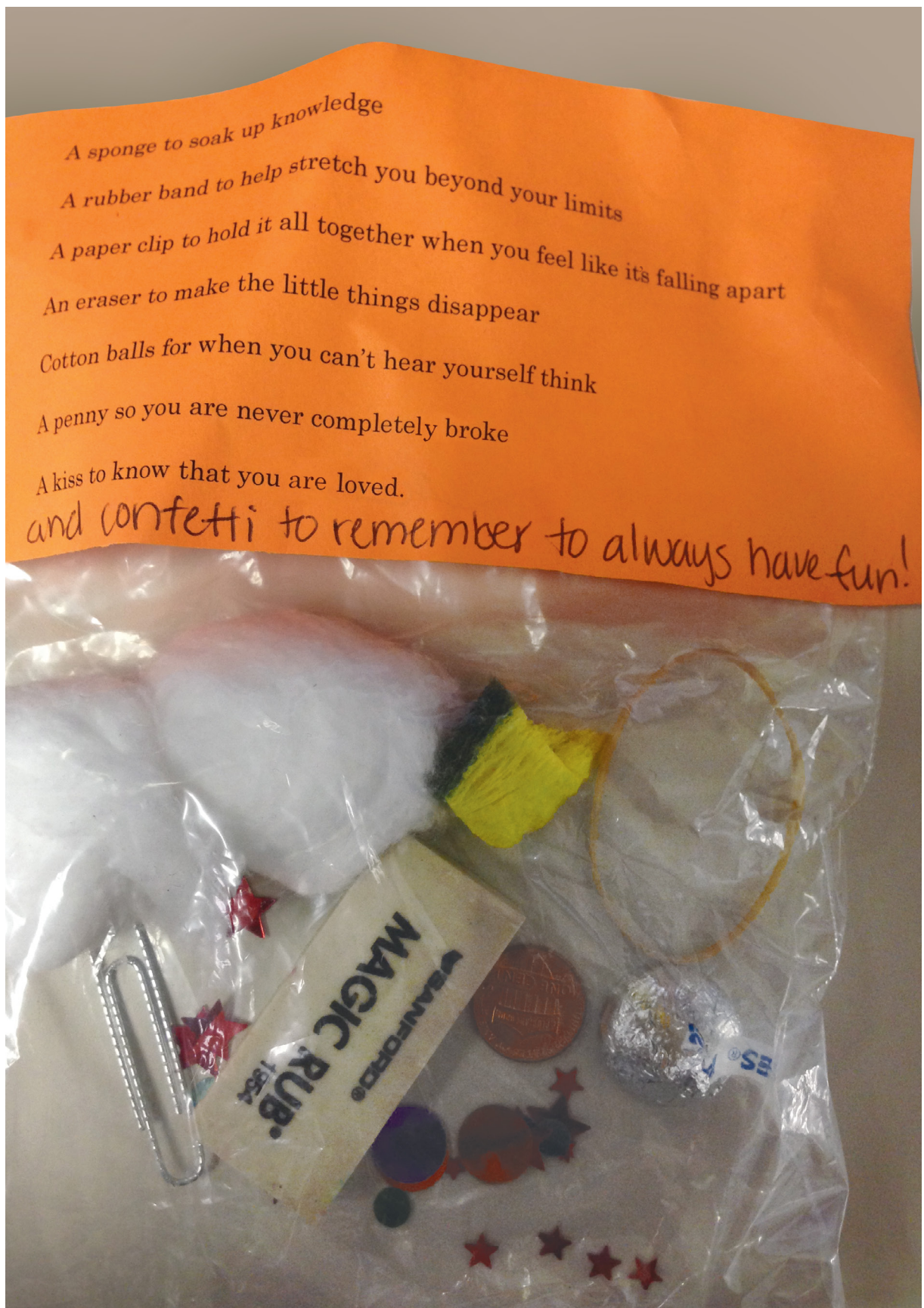
1. Zip lock bags with one of each of the following items in it
2. Make print out:
 - A sponge to soak up knowledge
 - A rubber band to help stretch you beyond your limits
 - A paper clip to hold it all together when you feel like it's falling apart
 - An eraser to make the little things disappear
 - Cotton balls for when you can't hear yourself think
 - A penny so you are never completely broke
 - A chocolate kiss to know that you are LOVED
 - And confetti to remember to always smile and have fun

Discussion:

Discuss what each individual item in the bag represents. Ask students if they see any items differently and encourage them to share. Alumni can share stories that reflect on their use of the emergency survival kit.

DEBRIEF:

- What words pop out to you?
- What are your feelings when you hear this?
- What goes through your mind when you hear the words "stretch you beyond your limits?"
- What does that mean to you?
- When might you feel like things are falling apart?
- What can cause you to not be able to hear yourself?
- Why is it important to smile and have fun?
- When is having fun dangerous?
- How will you be reminded that you are loved?



College Summer Bootcamp Registration

College Bootcamp will be held 3 days a week

Tuesday, Wednesday & Thursday

Tuesday, June 10th – Thursday, July 31st from 10:00-4:00

First Name: _____ Last Name: _____

High School: _____ Grade: _____ or Graduate: _____

If graduate, college you are planning to attend: _____

Are you a first generation college student: Yes No

Have you committed to joining the armed forces? Yes No Branch: _____

Address: _____

Participant Cell Number: _____ Email: _____

Date of Birth: _____ Age: _____ Ethnicity: _____

Gender: Male Female

Is the participant eligible for free or reduced price lunch? Yes No

Mother/Guardian Name: _____ Relation: _____

Employer: _____ Home phone: _____

Work phone: _____ Cell phone: _____ Email: _____

Father/Guardian Name: _____ Relation: _____

Employer: _____ Home phone: _____

Work phone: _____ Cell phone: _____ Email: _____

Can you commit to attending College Bootcamp regularly? Yes No

What is your expected attendance? (Check one)

All 8 weeks 7-8 weeks 6-7 weeks 5-6 weeks

4-5 weeks 3-4 weeks Less than 3 weeks

What things might get in the way of your attendance? (Check all that apply)

transportation work summer school vacation friends other: _____

For parents with a child under 18 years:

I confirm that my child can commit to attending College Bootcamp for the majority of its program.

_____ (Please initial)

Medical Information:

Is participant covered by health insurance: Yes No

If yes, please specify coverage and policy number: _____

Does participant have any health concerns we should be aware of? Yes No

If yes, please explain: _____

Does participant use an inhaler for asthma? Yes No

Does participant have food allergies or special diet restrictions? Yes No

If yes, please explain:

Is participant allergic to insects i.e. bees, wasps, hornets, yellow jackets, fire ants, etc? Yes No

If yes, please explain: _____

Is participant currently taking medication? Yes No

Will medication need to be administered during College Bootcamp: Yes No

If yes, please provide medication and dosage: _____

All medication must be in original bottles with labels

Does participant know how to swim? Yes No

If no, may the participant participate in water activities if life vests are available? Yes No

Summer Bootcamp Consent:

By signing this consent:

1. I give permission for my child or myself (adult participant) to participate in CIS' College Bootcamp. The services may include but are not limited to college/career support, college transition skills, mentoring, enrichment activities, leadership opportunities and supportive guidance/counseling. Services will be provided in collaboration with College Bootcamp staff and partnering agencies and individuals.
2. I give permission for my child/self to participate in field trips and other activities sponsored by the College Bootcamp Program.
3. I give permission for my child to be transported by CIS and College Bootcamp staff and/or by outside transportation (buses, charters, etc).
4. I give permission for routine or emergency medical or dental treatment by any licensed medical doctor to be provided in the event of illness or accident if I am unable to be reached.
5. I acknowledge that this consent is voluntary and may be revoked at any time by informing College Bootcamp or CIS staff, in writing.
6. I acknowledge that data and information collected on my child is maintained in a secure computer database. The information is used by College Bootcamp and CIS staff for tracking and reporting purposes.
7. I acknowledge that email, text and social media will be modes of communication used with students and parents for program purposes.

My signature below releases Communities In Schools, College Bootcamp, and its employees, volunteers, or agents from liability for accidents, injuries, or illnesses that may occur to my child during his/her participation in the program.

College Bootcamp is **FREE** to participants. My child and I understand that we are voluntarily participating in the College Bootcamp Program. Availability to the program is limited.

Both signatures **MUST** be in INK – Thank You!

Parent/Guardian Name (Please print): _____

Parent/Guardian Signature: _____ Date: _____

Participant Name (Please print): _____

Participant Signature: _____ Date: _____

Photo Release Form

Communities In Schools will be taking pictures and video during the summer College Bootcamp. Pictures, audio and video taken will be used in our Project Success End of Year Report as well as maybe used for marketing of Communities In Schools and Alumni Program.

I, _____ give permission for _____ to be photographed while participating in Communities In Schools College Bootcamp. I realize that these pictures may be produced and used for the marketing of Communities In Schools and Alumni Program or may not be used at all. All decisions regarding the production, packaging, and distribution of said material is solely the decisions of Communities In Schools. I do hereby release the right to use my child's name, likeness, and image in photographs. I understand that my child or myself as an adult participant volunteer their services for the project stated above and will receive no payment now or in the future. I waive any and all claims to copyright, trademark, patent, or other ownership of the production.

All of my questions regarding this release have been answered and I have been provided a copy for my reference.

Participant Name: _____

Parent/Guardian Name: _____

Parent/Guardian or Adult Signature: _____ Date: _____

Address: _____

Email Address: _____

Telephone Number: _____

Policy Information and Program Permission

I give permission for my teen/self to be transported to and from the program location on excursions or other planned field trips.

I understand that all precautions will be taken to ensure the safety of my teen/self.

_____(Please initial)

My teen/self has permission to participate in water activities. Yes No

I understand that all precautions will be taken to ensure the safety of my teen.

_____(Please initial)

College Bootcamp is a college transition and leadership program. Participants are expected to conduct self as leaders while participating in the program. I am aware that my participant/self may be asked to withdraw from the program for the following reasons:

- Failure to provide required records
- Fighting or volatile behavior
- Failure to follow directions
- Inappropriate language and/or behavior
- Putting self or others at risk of harm
- Participants needs cannot be met by our program

_____(Please initial)

Permission to access the Internet and e-mail:

Your teen/self will be using computers while participating in College Bootcamp. Communication about the program may be sent via email to students and parents when appropriate.

_____(Please initial)

Permission to receive social media and text messages:

Social media including texts is the way most teens communicate. So that College Bootcamp can be in contact with participants as needed in regards to programming and field trips we will be using both types of communication during the program.

I give permission for Communities In Schools and the College Bootcamp program staff to send texts and use social media to communicate with my teen/self for program purposes. Yes No

_____(Please initial)

Permission to participate in surveys and testing for data collections purposes:

I give permission for my teen/self to complete survey information regarding the College Bootcamp program for evaluation purposes. Yes No

_____ (Please initial)

Parent/Guardian Signature: _____ Date: _____

Participant Signature: _____ Date: _____

Please share why you want to be in College Bootcamp:

Please share what you hope to learn from College Bootcamp:

Sample College Summer Bootcamp Curriculum

Week One: Day One

- | | |
|-----------|---|
| 10:00a.m. | Bootcampers arrive |
| 10:30a.m. | Welcome <ul style="list-style-type: none"> • Bootcamp Shuffle – Alumni show dance |
| 10:45a.m. | Bootcamp Introduction <ul style="list-style-type: none"> • Rules/Vegas Rule • Break up into teams/districts |
| 10:30a.m. | Activity One: Group Juggle <ul style="list-style-type: none"> • Process activity |
| 12:00p.m. | Skit One <ul style="list-style-type: none"> • Process for 15mins |
| 12:30p.m. | Lunch |
| 1:15p.m. | Back into Groups- Discuss each “District” <ul style="list-style-type: none"> • Go over this week’s schedule • Ask what they hope to get out of Bootcamp |
| 1:45p.m. | Activity Two: Secrets in a Balloon/Basket <ul style="list-style-type: none"> • Process activity |
| 2:45p.m. | Snack |
| 3:00 p.m. | Activity Three: each Bootcamp Shuffle |
| 4:00p.m. | Bootcampers leave <ul style="list-style-type: none"> • Clean up |
| 4:15p.m. | Process with Alumni Leaders <ul style="list-style-type: none"> • Pros and Cons • What could we improve? |
| 5:00p.m. | End Of Day |

Week One: Day Two

- | | |
|-----------|-------------------------------------|
| 10:00a.m. | Bootcampers arrive |
| 10:15a.m. | Depart to University tour |
| 11:15a.m. | Arrive |
| 11:45a.m. | Activity One: Scavenger Hunt |

- Find 3 distractions on campus
- Find 3 things that help you be successful on campus
- Find 2 places to heat up your lunch if you bring something
- Find the college café or dining hall
- Find fiscal services
- Find 3 places you can get help
- Find 3 places you can de-stress

1:00.m. Lunch

1:30p.m. **Activity Two:** Professor presentation

2:45p.m. Snack

3:00p.m. Transportation back to bootcamp site
 • Get into districts to make sure everybody is onboard

3:45p.m. Remind and discuss field trip tomorrow

4:00p.m. Clean up
 • Process with Alumni- What needs to be improved?
 • Practice next week's skit

5:00p.m. End of Day

Week One: Day Three

10:00a.m. Bootcampers arrive

10:30a.m. Transportation to activity

11:00a.m. Fun in the Sun: Relationship Building Activity

2:45p.m. Snack

3:00p.m. Return to Bootcamp Facility

3:15p.m. Process day and work on Bootcamp Shuffle

4:00p.m. Bootcampers leave
 • Alumni Leaders process week
 • Practice next week's stereotyping skit

5:00p.m. End of Day

Week Two: Day One

10:00a.m. Bootcampers arrive

10:15a.m. Recap of previous week

Comments in hat – campers are encouraged to write down any comments or suggestions they have

- What can we improve on?
- Any suggestions?

10:30a.m. **Activity One:** Classification game

11:15a.m. Skit Two

- Process skit

11:45a.m. **Activity Two:** Nuts and Bolts game

- Process activity

12:30p.m. Lunch

1:15p.m. **Activity Three:** Transition Discussion -Who are your mentors?

2:00p.m. **Activity Four:** Zombie Game

- Process Activity

2:45p.m. Snack

3:00 p.m. **Activity Five:** Stereotyping skits

- Process skits

4:00p.m. Bootcampers leave

- Clean up
- Discuss next day

5:00p.m. End of Day

Week Two: Day Two

10:00a.m. Bootcampers arrive

10:30a.m. Depart to Business Field Trip: Courthouse

10:45a.m. Arrive – Tour of Courthouse given by Assistant DA's

12:30p.m. Lunch on bus

12:55p.m. Depart to County Jail

1:15p.m. Arrive and begin tour

2:45p.m. Snack

3:00p.m. Depart to Bootcamp Facility

3:30p.m. Arrive back to camp

- Process day: what was seen, any uncomfortable feelings?

- 4:00p.m. Bootcampers leave
- Clean up
 - Discuss next day

5:00p.m. End of Day

Week Two: Day Three

10:00a.m. Bootcampers Arrive

10:30a.m. **Activity One:** Giving Back

- If traveling to volunteer site, schedule time for getting there and back

12:30p.m. Lunch

1:15p.m. **Activity Two:** Bank Representative presentation

2:45p.m. Snack

3:15p.m. Process speaker's presentation

3:30p.m. Practice Bootcamp Shuffle

- 4:00p.m. Bootcampers leave
- Clean up
 - Alumni Leader's process week – pros and cons
 - Practice next week's skit

5:00p.m. End of Day

Week Three: Day One

10:00a.m. Bootcampers arrive

- 10:15a.m. Comments in a hat
- What can we improve on?
 - Any suggestions?

- 10:30a.m. Skit Three
- Skit
 - Process

- 10:45a.m. **Activity One:** Magazine Activity
- Analyze and process in large group

12:30p.m. Lunch

- 1:15p.m. **Activity Two:** Penny Float activity
- Prior to activity prepare buckets and material
 - Process activity

2:45p.m.	Snack
3:00p.m.	Practice Bootcamp Shuffle
4:00p.m.	Bootcampers leave <ul style="list-style-type: none"> • Remind them about University field trip/dress code/expectations • Clean up • Alumni Leaders process week • Practice next week's skit
5:00p.m.	End of Day

Week Three: Day Two

10:00a.m.	Bootcampers arrive
10:20a.m.	Depart to University
Talk about expectations/Importance of representing CIS positively	
11:30a.m.	Activity One: University Career Representative presentation
1:00p.m.	Lunch
1:40p.m.	Activity Two: Scavenger Hunt
3:30p.m.	Depart to Bootcamp Facility
4:00p.m.	Bootcampers leave <ul style="list-style-type: none"> • Alumni Leaders Process-What needs to be improved? • Practice next week's skit
5:00p.m.	End of Day

Week Three: Day Three

10:00a.m.	Bootcampers Arrive
10:20a.m.	Activity One: Giving Back
12:30p.m.	Lunch
1:00p.m.	Activity Two: Professor and Business leader presentations Community College Guest Speaker <ul style="list-style-type: none"> • Time Management and test taking skills
2:00p.m.	Physical Therapist presentation <ul style="list-style-type: none"> • Medical Field/Career Awareness • Goal setting
2:45 p.m.	Snack

- 3:00p.m. University Professor Presentation
- Professor expectations
 - University expectations
 - Note taking
- 4:00p.m. Bootcampers leave
- Alumni Leaders Process-What needs to be improved?
 - Practice next week's skit
- 5:00p.m. End of Day

Week Four: Day One

- 10:00a.m. Bootcampers arrive
- 10:20a.m. Comments in a hat
- What can we improve on?
 - Any suggestions?
- 10:40a.m. Talk about Camping Trip
- Handouts
 - Answers questions
 - Drop off/Pick up times
- 11:10a.m. Skit Four
- Process skit
 - While processing is taking place 2 alumni should start setting up for Cornucopia game
- 11:30a.m. **Activity One:** Cornucopia game
- Process activity
- 12:30p.m. Lunch
- 1:20p.m. **Activity Two:** Dodgeball
- Process activity
- 2:45p.m. Snack
- 3:00p.m. Continue with dodgeball game
- 3:45p.m. Close with reminders about tomorrow's field trip
- 4:00p.m. Bootcampers leave
- Clean up
 - Alumni Leaders discuss curriculum for camping trip
 - Discuss cleaning/cooking groups on trip
- 5:00p.m. End of Day

Week Four: Day Two

- 10:00a.m. Bootcampers arrive
- 10:20a.m. Depart to Health Care Industry Field Trip
- Talk about expectations/Representing CIS
 - Survival Skills; How to survive a business
- 10:45a.m. Arrive
- 12:30p.m. Lunch at Health Care Industry
- 3:15 p.m. Snack
- 3:30p.m. Depart to Bootcamp Facility
- 4:00p.m. Bootcampers leave
- Alumni discuss camping trip
 - Shopping/Gathering items for Camping Trip
- 5:00p.m. End of Day

Week Four: Day Three

- 10:00a.m. Bootcampers arrive
- 10:20a.m. **Activity One:** Giving Back
- 12:30p.m. Lunch
- 1:00p.m. Talk about camping trip
- Reminders:
- Arrange a ride
 - Get plenty of rest the night before
 - No sleeping on the way up there
- 2:00p.m. **Activity Two:** Guest Speaker
- 3:00p.m. Snack
- 3:15p.m. Practice Bootcamp Shuffle
- 4:00p.m. Bootcampers leave
- Clean up
 - Discuss trip
 - What needs to be done Monday- shopping/packing
 - Leaders must try to be flexible unless working
- 5:00p.m. End of Day

Week Five: Camping Trip**Week Six: Day One**

- 10:00a.m. Bootcampers arrive
- 10:30a.m. Skit Five
- 11:00a.m. **Activity One:** Vision Board Activity
- 12:30p.m. Lunch
- 1:30p.m. **Activity Two:** Group Sharing
- Sharing of personal stories and emotions after they return from camp
 - Share experience with others who did not attend
- 2:45p.m. Snack
- 3:00p.m. Continue to share stories and experiences
- 4:00p.m. Bootcampers leave
- Clean up
 - Process camping trip
 - Process today? Any surprises or challenges?
- 5:00p.m. End of Day

Week Six: Day Two

- 10:00a.m. Bootcampers arrive
- 10:20a.m. Depart to University
- 11:30a.m. Arrive
- 11:45a.m. **Activity One:** Scavenger Hunt
- 1:00p.m. Lunch
- 2:00p.m. **Activity Two:** University Professor Presentation
- 2:45p.m. Snack
- 3:00p.m. Depart to Bootcamp Facility
- 4:00p.m. Bootcampers leave
- Clean up
 - Alumni Process day
- 5:00p.m. End of Day

Week Six: Day Three

- 10:00a.m. Bootcampers arrive
- 10:20a.m. **Activity One:** Giving Back
- 12:30p.m. Lunch
- 1:30p.m. **Activity Two:** Myers-Briggs test
- Discuss finding and how it relates to college and career
- 2:45p.m. Snack
- 3:00p.m. Continue exploring Myers-Briggs
- 4:00p.m. Bootcampers Leave
- Clean up
 - Practice next week's skit
 - What needs to be done Monday

Week Seven: Day One

- 10:00a.m. Bootcampers arrive
- 10:30a.m. Skit Six
- Process skit
- 11:00a.m. **Activity One:** Knight, Chivalry, and Steed Activity
- Process activity
- 11:45a.m. **Activity Two:** Capture the Grade Activity
- Process activity
- 12:30p.m. Lunch
- 1:30p.m. **Activity Three:** Game Day
- 2:45p.m. Snack
- 4:00p.m. Bootcampers leave
- Discuss Wednesday field trip
 - Clean up
- 5:00p.m. End of Day

Week Seven: Day Two

- 10:00a.m. Bootcampers arrive
- 10:30a.m. Transpiration to Fun in the Sun activity
- 1:30p.m. Lunch

3:00p.m.	Return to Bootcamp Facility – Bootcamp shuffle
3:15p.m.	Snack
3:30p.m.	Have photographer out to take pictures and video of bootcamp shuffle
4:00p.m.	Bootcampers leave
5:00p.m.	End of Day

Week Seven: Day Three

10:00a.m.	Bootcampers Arrive
10:20a.m.	Activity One: Giving Back
12:30p.m.	Lunch
1:15p.m.	Activity Two: Guest Speaker
3:15p.m.	Snack
3:30p.m.	Discuss Alumni Association and provide an opportunity for new alumni to join the association and pay dues
4:00p.m.	Bootcampers leave <ul style="list-style-type: none">• Clean up• Practice last skit• Prepare for activities on Tuesday• Prepare Graduation Certificates, Graduation Present, Emergency kits
5:00p.m.	End of Day

Week Eight: Day One

10:00a.m.	Bootcampers arrive
10:30a.m.	Depart to movie theater <ul style="list-style-type: none">• Refreshments or lunch will be provided at Movie theater
11:00a.m.	Movie
1:30p.m.	Graduation Ceremony <ul style="list-style-type: none">• Hand out Certificate and Gift
2:30p.m.	Depart to Bootcamp Facility
2:45p.m.	Snack
3:00p.m.	Bootcampers enjoy time together <ul style="list-style-type: none">• Create a celebratory atmosphere – dancing, playing games, etc

4:00p.m. Bootcampers leave

- Clean up
- Process feelings of last week

5:00p.m. End of Day

Week Eight: Day Two

10:00a.m. Bootcampers arrive

10:30a.m. Skit Seven

- Process skit

11:00a.m. Activity One: Affirmation Cards

12:30p.m. Lunch

1:00p.m. Activity Two: The Heart of an Eagle

2:30p.m. Snack

3:00p.m. Activity Three: Never Have I Ever

4:00p.m. Bootcampers leave

- Work on Emergency kits

5:00p.m. End of Day

Week Eight: Final Day

10:00a.m. Bootcampers arrive

10:30a.m. Activity One: Bootcamp Video

- Process feelings and thoughts about video

12:30p.m. Lunch

1:30p.m. Activity Two: Balloon Release

2:30p.m. Activity Three: Inspirational Guest speaker

3:30p.m. Activity Four: Handout Emergency Kit

4:00p.m. Bootcampers leave

4:15p.m. Alumni Leaders begin packing up and moving materials and food to the office

5:30p.m. End of Day

Materials Needed for Activities

Spirals	Magazines for several activities
Loose leaf paper	Pennies
Colored card stock paper	Aluminum foil
Note cards	Tape
Permanent markers	Marshmallows
Pens/pencils	Plastic tubs
Colored markers	Cornucopia items
Glue sticks	Myers Briggs Test booklet
Scissors	Myers Briggs PowerPoint
Balls of different sizes	Sunscreen
Dodgeballs	Popcorn
Basketball	Soft drinks
Taboo	Food
Charades	<i>The Hunger Games</i> Movie
Bingo	Helium balloons
Jenga	Graduation certificate
Life	Graduation gift
Balloon or basket	Sponge
Speaker for music	Rubber bands
Computer	Paper clips
CD	Erasers
CD burner	Cotton balls
DVD player	Hershey's chocolate kisses
Projector	Confetti
Nuts and bolts	



Alumni Leader Expectations:

Project/Task	Status			Due Date	Staff Responsible	Notes
	Planning	Pending	Complete			
Schedule Bootcamp site						8 week program
Schedule staff training						3 week training
Plan activities						8 weeks of activities
Schedule transportation rentals						8-10 field trips
Set up food agreement with local food bank and/or restaurants						1 meal/ 1 snack per day x 3 days a week x 7 weeks 21 lunches 21 snacks
Schedule camping trip						2 night camp sites
Schedule giving back						
Shop for materials						
Hire staff						
Train staff						3 weeks
Coordinate speakers:						
College professors						
Business leaders						
Inspirational speaker						

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