

Challenge Day Coordinator's Handbook

"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has." —Margaret Mead



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Challenge Day Program Overview

The day-long, interactive Challenge Day program provides teens and adults with tools to tear down walls of separation, and inspires them to live, study, and work in an encouraging environment of acceptance, love, and respect. Using highly interactive and energetic activities, our leaders guide participants through a carefully designed exploration of the ways people separate from each other, and model tools for creating connection and building community.

Timing

We require a **minimum** of 6 hours for each Challenge Day program. It works best for students to go directly to the Challenge Day location when they arrive at school, and be prepared to stay all day. 6½ hours (including lunch) is the ideal amount of time for a Challenge Day. If your school day runs longer than 6½ hours you will work together with your Client Relations Manager to determine the start and end time of Challenge Day within the school day.

Location

Challenge Days are typically located in a gym or large multi-purpose room. It is important for the room to be secured exclusively for the Challenge Day so there are no disruptions. If the location of your Challenge Day requires that students be transported to an off-site location, **be sure to schedule transportation so that there is a minimum of 6 hours allowed for the program. You will need adults who are not participating in the Challenge Day to check in students or supervise them during the transportation process.**

Challenge Day Leaders

Two trained leaders from the Challenge Day organization will facilitate the Challenge Day program at your school. We assign leaders to different schools and geographic locations based on a number of factors. Our leader pairings include both different gender and same gender pairs. We cannot guarantee that a specific pair of leaders will come to your location.

Youth Participants

Challenge Day is not designed as a program to “fix” students who are struggling, but to inspire a diverse group to role model positive communication for your entire organization. We encourage you to create a plan to continue using the tools we will share in the day, and to select students who will most benefit from the program based on your goals and vision for bringing Challenge Day to your school.

The ideal Challenge Day will have approx. 80 student participants. **The maximum number of student participants is 100.** Select students who are peer leaders, both from leadership classes and from more marginalized groups on campus (e.g., identifiable cliques). Together, these students have the greatest potential to shift the norms of their peers and therefore to shift the overall school climate. Administrators, teachers and students can help identify appropriate participants.

Adult Participants

The more parents, teachers, administrators and community members who support your Challenge Day, the more successful your program will be. **We require a 1:4 ratio of adults to youth for each Challenge Day program.** For example, if you are planning for 100 Youth Participants, you will need a minimum of 25 Adult Participants. **Adult Participants are also required to attend two 30-minute meetings with our Challenge Day Leaders – one in the morning, prior to the start of Challenge Day, and one at the end of the day.**

If you are unable to have the required number of adults on the day of the event, we require you to limit the number of your Youth Participants to fit the 1:4 ratio. We also reserve the right to cancel the program if the appropriate numbers of adults are not provided for the Challenge Day.

Challenge Day Planning Checklist

This list provides you with all the details that must be completed as you organize your Challenge Day. You may find it helpful to check off each item as you finish it. Please contact the Challenge Day Client Relations Department at 925-957-0234 if you have any questions.

Immediately

- ☐ **Sign and return your Challenge Day contract and completed Event Logistics Form**—Your dates will not be confirmed until we receive a signed contract and the 1st installment of the payments has been credited to your school or organization's account by our finance office. Please confirm your dates as promptly as possible.
- ☐ **Pay Invoices**—Complete the steps your organization requires to process Challenge Day's invoice for the two payment installments, one 90 days prior to the event and one 60 days prior. Be sure that you have worked with us to fulfill all of your school's or district's purchasing processes and forms.
- ☐ **Identify the Challenge Day Coordinator**—One person on site should be responsible for coordinating the logistics for your Challenge Day. This person will be the primary contact for the Challenge Day Client Relations Department and will participate in the entire Challenge Day.
- ☐ **Complete and submit your "Event Logistics Form" via e-mail**—This form will be e-mailed to you by your Client Relations team 7-10 weeks before your scheduled Challenge Day. The information on this form helps us facilitate your coaching call.
- ☐ **Identify a Counselor who will be present for the entire Challenge Day(s) and is responsible for student follow-up**—At least one counselor must be present each program day, for the entire day, and be accountable to coordinate any timely follow-up support for youth participants. See pg. 19 for more information.
- ☐ **Form a Challenge Day Planning Committee**— This committee will manage the details of organizing your Challenge Day. Three to five members, in addition to the Coordinator, is recommended. Meet with your committee members and assign roles/jobs, according to number, interest and willingness of individuals and be sure to get a firm commitment from each person for each of the tasks on their list. INCLUDE TIME FRAMES.
- ☐ **Secure a *private* room for your Challenge Day**—
 - The room must be free from any interruptions for the duration of the Challenge Day program. Anyone NOT fully participating in the entire day should not have access to the room. You should be able to put up "Do Not Disturb" signs or lock the doors from the inside to control access.

Immediately	<ul style="list-style-type: none"> • The room must be at least 50' x 50' (for 100 youth participants plus 25-35 adults). The ceiling height should be at least 20 feet, with no obstructions (lighting fixtures, pipes, etc.). • Please be aware in selecting a location that the noise level during Challenge day fluctuates from very loud (cheering/music) to silent, which could affect or be affected by surrounding activities. • The room has numerous, working electrical outlets and easy access to power supplies. • The room is free of columns or other structural obstructions • Participants must be able to eat lunch in the program room • Bathrooms are located in the room, or immediately outside • There are separate temperature controls for the room, and a comfortable temperature can be maintained (68-70°F). • PA system and bells should be turned off. • Windows below eye level in the room must be covered to avoid any distractions such as people walking by, looking in windows, etc. • The room must be available for Challenge Day two (2) hours before and two (2) hours after the program start and ending times.
6 Weeks Prior	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with the Challenge Day Client Relations Department—You will be contacted by the Challenge Day office to schedule a “coaching call” at least six weeks prior to your first Challenge Day. <input type="checkbox"/> Confirm travel details—The Client Relations team will arrange travel for the leaders who will be facilitating your day. A travel invoice will be sent 2-4 weeks after the completion of your program. Hotel – Two hotel rooms (one for each Challenge Day leader) will be reserved by the Client Relations Department if our Leaders are flying to your location, or if the distance to your location is more than 120 miles from the Challenge Day office. Ground Transportation - If the location for your Challenge Day is more than 120 miles from our office, we will arrange a rental car for the Leaders' transportation. The Client Relations Department will make car rental reservations for all sites requiring transportation. Air Transportation - The Client Relations Department will make airline reservations for all sites requiring air travel. <input type="checkbox"/> Select and invite youth participants
4 Weeks Prior	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit Adult Participants—<i>Note:</i> At all schools, a <i>minimum</i> of one adult for every four (4) youth participants is required. Please invite more than enough Adult Participants for your day to plan for last minute drop-outs.

3 Weeks Prior	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm equipment and supplies (see list on p. 13) <input type="checkbox"/> Coordinate lunch <input type="checkbox"/> Prepare Student Resource List (see sample on p. 21)
2 Weeks Prior	<ul style="list-style-type: none"> <input type="checkbox"/> Organize registration for each day—Please remember to recruit additional adult volunteers who will not be participating in the Challenge Day and therefore do not need to attend the morning and afternoon meetings, to assist with registering participants. <input type="checkbox"/> Coordinate with the Maintenance Department—If your Challenge Day is being held on a school campus, notify the head of maintenance that the room you are using will be unavailable for their access from 2 hours prior until 2 hours after the program times. If the facility will be used for another event after the end of the program day (e.g., sporting events), please be sure to let your Client Relations Manager know right away. <input type="checkbox"/> Confirm that all student permission slips have been turned in <input type="checkbox"/> Check in with the Challenge Day Client Relations Department—After your initial Coaching Call, your Client Relations Manager will schedule a short check-in call with you to discuss final logistics prior to the first program day. <input type="checkbox"/> Media—Please notify the Client Relations Department if any media will be present. Media is allowed during the first hour and last half-hour of the Challenge Day <u>ONLY</u>. You do not have the right to videotape or audiotape without permission from the Challenge Day Office. <input type="checkbox"/> Reconfirm with Adult Participants
1 Day Prior	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit last minute Adult Participants as needed <input type="checkbox"/> Cover all windows at or below eye level with paper, plastic or shades <input type="checkbox"/> Turn off PA systems in the room if possible <input type="checkbox"/> Confirm all equipment is prepared <input type="checkbox"/> Re-confirm lunch <input type="checkbox"/> Set up the room the evening before your Challenge Day, if possible (Please see room layout on p. 15 and photos on p. 16). <input type="checkbox"/> Print out and make enough copies of the Participant Group List (p. 14) for every Adult Participant.

Day of	<ul style="list-style-type: none"> <input type="checkbox"/> Meet Challenge Day Leaders one hour and fifteen minutes (1¼ hours) prior to scheduled start time at assigned venue. <input type="checkbox"/> Oversee registration, lunch delivery and other logistics throughout the day (please delegate the execution of these tasks to volunteers who are not participating in the Challenge Day). <input type="checkbox"/> Distribute Student Resource List to program participants at end of day
Immediately Following	<ul style="list-style-type: none"> <input type="checkbox"/> Counselor follow-up—At the end of each Challenge Day, you and/or the attending counselor will be informed of any youth participants in need of additional follow-up. Prior to your Challenge Day program, check in with your school counselors and request that they keep their schedules open on the days immediately following your Challenge Day(s) for students who may want additional support.
Weeks Following	<ul style="list-style-type: none"> <input type="checkbox"/> Plan follow-up programs—Following your Challenge Day(s), everyone will be excited about sustaining the change. Now is the time to carry the energy of positive communication, connection and change forward through in-class, school-wide, and community activities. Pages 38-44 of this handbook contains follow up activity and discussion suggestions for both youth and adults. There are also activities and resource handbooks on the Challenge Day website: http://www.challengeday.org/followup/

Challenge Day Planning Worksheet

	Due Date	Completed	Tasks
Immediately			<input type="checkbox"/> Make sure you have returned a signed contract. Days are not confirmed until a signed contract is received <input type="checkbox"/> Select on-site Coordinator <input type="checkbox"/> Complete and return the 'Event Logistics Form' immediately <input type="checkbox"/> Process invoice for payment <input type="checkbox"/> Identify follow up counselor <input type="checkbox"/> Form Challenge Day Committee <input type="checkbox"/> Meet with Committee and distribute jobs <input type="checkbox"/> Secure private room for Challenge Day program
6 Weeks Prior			<input type="checkbox"/> Recruit Youth Participants <input type="checkbox"/> Participate in phone conference with our Client Relations Dept. to coordinate site logistics
4 Weeks Prior			<input type="checkbox"/> Recruit Adult Participants
3 Weeks Prior			<input type="checkbox"/> Order/gather equipment and supplies (see p. 13) <input type="checkbox"/> Coordinate lunch <input type="checkbox"/> Prepare Student Resource List (see p. 20 for sample)
2 Weeks Prior			<input type="checkbox"/> Organize registration for each day <input type="checkbox"/> Coordinate set-up with your Maintenance Department <input type="checkbox"/> Confirm that all permission slips have been turned in <input type="checkbox"/> Check-In call with your CD Client Relations Manager <input type="checkbox"/> Reconfirm with Adult Participants
1 Day Prior			<input type="checkbox"/> Recruit last minute Adult Participants as needed <input type="checkbox"/> Cover all windows at or below eye level <input type="checkbox"/> Confirm all equipment and supplies are prepared <input type="checkbox"/> Re-confirm lunch <input type="checkbox"/> Set up the room, if possible <input type="checkbox"/> Print out & copy Participant Group List form (p. 14)
Day of			<input type="checkbox"/> Meet Challenge Day Leaders 1 hr. 15 min. prior to start time <input type="checkbox"/> Have volunteers oversee registration, lunch, and other logistics. <input type="checkbox"/> Give Challenge Day Leaders participant lists and Participant Group List Forms <input type="checkbox"/> Distribute Student Resource List to participants after CD.
Immediately Following			<input type="checkbox"/> Follow up with youth participants needing counseling <input type="checkbox"/> Develop on site BTC team/activities to keep the momentum going
Keeping Challenge Day Alive			<input type="checkbox"/> Share successes and feedback with your Client Relations team via the CARE feedback form you will receive via email.

Task Descriptions and Forms

The following pages include tasks that correspond with the Challenge Day Planning Checklist. Our intention in providing these pages is to facilitate flexibility and make it easy for you to photocopy and distribute the various tasks among your Challenge Day Planning Committee.

Following the task descriptions are the forms you'll need – student and parent invitations, permission slips, sample resource list, etc. It is most useful to photocopy and distribute the forms to the committee members who have volunteered to handle those tasks.

Coordinator Responsibilities

The Challenge Day Coordinator's responsibilities are as follows:

1. Read and be familiar with this handbook
2. Ensure that all tasks on the planning worksheet are completed
3. Attend each of your planned Challenge Day Programs in its entirety
4. Act as primary contact with your Challenge Day Client Relations Manager
5. Ensure that a counselor will attend each Challenge Day and be responsible for timely follow-up support needed by Youth Participants
6. Recruit volunteers for your Challenge Day Planning Committee
7. Coordinate committee meetings and activities
8. Distribute roles/tasks to Committee members
9. Ensure that all students who participate have permission from parents/guardians and the number of student participants does not exceed 100

Use the table on the following page to list the names of your Challenge Day Planning Committee members and the roles/jobs they agree to do.

Challenge Day Committee Roster	
Name	Role/Tasks
	Challenge Day Coordinator
	Youth Participant Manager
	Adult Participant Manager
	Equipment, Supplies, and Room Set-up Manager
	Lunch Manager
	Registration Manager
	Assigned Counselor(s)
	Student Resource List Creator

Task 1: Youth Participant Manager

Due to Your Challenge Day Coordinator _____
(Begin at least 5 weeks Prior to Day)

Thank you for volunteering to play an essential role in planning for Challenge Day to come to your school.

The number of youth participants for a Challenge Day cannot exceed 100, and must be at least 40 youth participants. Challenge Day reserves the right to cancel the program if there are more than 100 or less than 40 youth participants present.

A common and successful recruitment model is to have teachers and counselors identify a cross-section of youth leaders within the school. Youth leaders are popular opinion leaders, social group leaders and identified student body leaders. While this includes students who are council members, in leadership class, are peer mentors, etc., we also encourage you to look for leaders of social peer groups such as identifiable cliques on campus, or even ‘bullies’ or victims of bullying. The impact that these students have on campus increases the opportunity for Challenge Day ideas to spread throughout the school, and allows participants to mend relationships in a safe environment. Please leave a few open spaces for youth who voluntarily want to participate in the program as well.

We strongly encourage the participation of all students, including those students who may have special needs, such as limited mobility, vision, hearing, or Special Education students who may need an aide with them throughout the day. **We have included a letter with this information that you can share with your Special Educator on p. 37 of this handbook.**

A signed permission slip must be returned to the school for every student who attends the day. (If an entire class is attending, you may use an “opt out” permission slip, where parents or guardians sign and return the form only if they do NOT want their student to attend. If you wish to use this method, please contact your Challenge Day Client Relations Manager for a copy of our opt-out permission form.)

Once the Challenge Day participants have been identified, copy and distribute the following:

1. Student Invitation (p. 24): Date Sent _____
2. Parent/Guardian Invitation (p. 26): Date Sent _____
3. Permission Slip (p. 28): Date Sent _____

Set realistic deadlines: 1-2 weeks prior to your day(s) for the return of the permission slips. Track their receipt, and establish a way for invitees to confirm their participation.

Note: It’s helpful to share with students that participation in Challenge Day can be a privilege and remind students that only a limited number of people will be able to attend. This boosts excitement about Challenge Day and clarifies that students are not being punished or targeted by being invited.

Task 2: Adult Participant Manager

Due to Your Challenge Day Coordinator _____

(Begin at least 4 weeks Prior to Day)

Thank you for volunteering to play an essential role in planning for Challenge Day to come to your school.

Recruit a **minimum** of one (1) Adult Participant for every four (4) youth participants. You are welcome to invite more adults, up to $\frac{1}{2}$ the total number of student participants (i.e. 50 adults for 100 student participants). **The presence of Adult Participants is essential to the success of your program. We reserve the right to cancel the program at your expense, if the required number of Adult Participants cannot be provided for the Challenge Day.**

Parents and guardians are welcome and ideal volunteer Adult Participants. Often this results in Challenge Day tools being used in the home and community. We will ensure that parents are in different sharing groups than their child, to maximize ease and confidentiality for both participants. Other potential Adult Participants may include: school administrators, teachers, counselors, grandparents, PTA members, school board members, school support staff, community members, local politicians, local business owners, community counseling organizations, service organization members (Rotary, Lions, Soroptimists, Kiwanis, etc.) and members of your local fire and police departments (in plainclothes, not bearing any firearms in the Challenge Day room). Students and instructors from local colleges and universities are great volunteers as well, particularly members of psychology and education departments.

Adult Participants must arrive **at least** 30 minutes before the scheduled day and be prepared to stay **at least** 30 minutes after. Adults must be available to remain on site and participate fully in the program, all day. **No exceptions.**

We have provided an Adult Participant Roster on p. 34 for you to record the names and contact information for the Adult Participants. Often Adult Participants cancel at the last minute due to illness or other responsibilities. It is a good idea to remain in contact with these volunteers until the day of your program. We recommend recruiting at least five additional adults to prepare for possible cancellations.

To prepare your Adult Participants, copy and distribute:

1. Adult Participant Invitation (p. 30)
2. Adult Participant Welcome Letter (p. 32)





There are both English and Spanish versions of each of these documents for your use.

Provide your Adult Volunteers with directions to the venue, parking instructions, registration details, how to identify the specific room they need to go to, and a reminder of the times they need to arrive and stay until. A quick email about a week before the program with these details can help your Adult Participants arrive fully present and ready to dive into the event.

Task 3: Equipment, Supplies, and Room Set-up Manager

Due to Your Challenge Day Coordinator _____
(3 weeks prior to Day)

Thank you for volunteering to play an essential role in planning for Challenge Day to come to your school. For your Challenge Day, you will need the following:

- ☐ One (1) chair per participant (youth and adults). Chairs should be on site a minimum of one (1) day prior to the first Challenge Day. Folding chairs are ideal. If they are not available, stacking, light weight chairs **without** arms are acceptable. Please note – **we will not be able to use bleachers or have participants sit on the floor**. Be mindful of any restrictions there may be regarding chairs on the floor of the room you are using and plan ahead to cover the floor if needed, or secure chairs with non-scratch, rubber feet.
- ☐ Four (4) 6-foot tables and four (4) Non folding Chairs, without wheels
- ☐ Two (2) regular trash cans and a third one for recycling, if applicable.
- ☐ 25-30 small boxes of tissue – **Please do not purchase fewer large boxes**; it is important that we have one box for every four student participants. Sanitation stations in the gym.
- ☐ Three (3) 100-ft. three-prong extension cords. A power strip is recommended as well.
- ☐ Name tags and masks for adult and student participants (stick-on nametags work well)
- ☐ Ball point pens for each adult and student participant (please hand these to the Challenge Day leaders to distribute at the appropriate time).
- ☐  Two (2) audio speaker tri-pod stands **or** two (2) large tables (we provide large audio speakers and all other sound equipment that we will be using).
- ☐  One (1) easel and one (1) pad of easel paper
- ☐  4-5 markers in bold colors for Challenge Day Leaders to use with the easel paper. Please ensure markers are wide-tipped so all participants can see clearly what is being written.
- ☐  Sturdy dolly or cart for leaders to transport their equipment
- ☐ If desired, bring a still camera to take pictures of your day. To maintain confidentiality, photos can be taken **ONLY** during the first hour and last ½ hour of the program.
- ☐ Participant Group Lists - Please print out the Participant Group List form on p. 14 and make a copy for each Adult Participant. Hand the stack of copies to the Challenge Day Leaders the morning of your program, and they will distribute the forms at the appropriate time.

All supplies must be present in the room, by or before the Challenge Day Leaders arrive on the morning of your program. See pp. 15 & 16 for room diagram and photos.



Participant Group List

Adult Participant Name: _____

Telephone Number: _____

School Name: _____

Date: _____

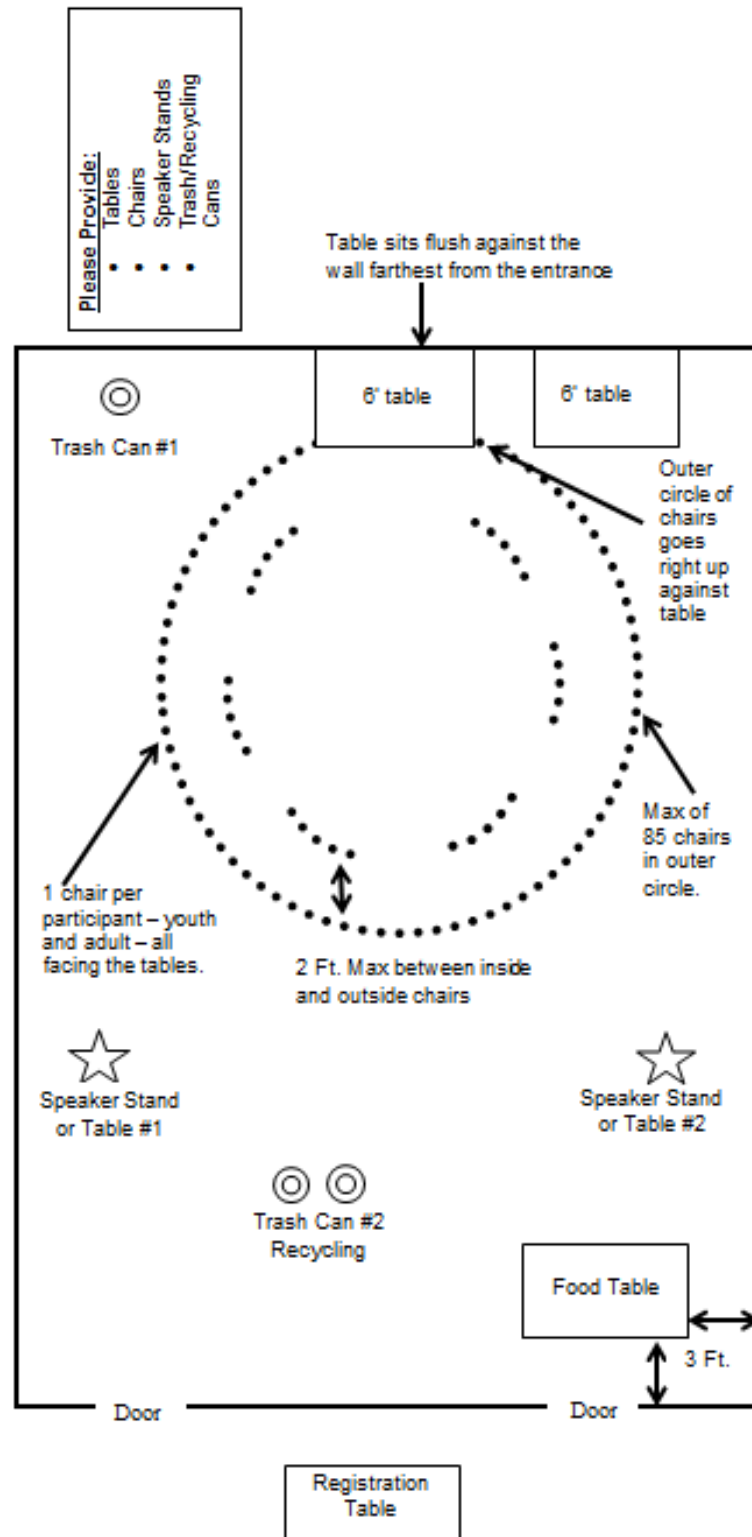
Participant Names

First & Last Name – Please print neatly

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Room Set-Up Diagram

A room the size of a cafeteria, gymnasium, or other recreation, conference or ballroom is ideal for these programs (see the Challenge Day Planning List for a full description of room criteria). Two (2) concentric circles of chairs – one (1) for each student/adult participant (70-85 chairs in an outside circle and 20-50 chairs in the inner, broken circle) – should fit in the room with a 6-foot buffer from the walls. Circle should be set up close to the walls to help contain the energy of the room. Chairs should be touching each other for maximum closeness. For the inside circle of chairs, after every 5 chairs, leave a 3 ft. space so people can walk through to the back.



Note: the registration table is located right outside of the room. Food table is at least 3' away from walls so participants can travel down either side. Outer circle starts at the ends of the table and **includes the table**. For the inner circle, after every 5 chairs, leave a 3ft. gap. Ideally the chairs and circles are as tight together as possible (in a Gym, this is no bigger than half-court).

Room Set-Up Photo



- Please place table up against the wall furthest from the entrance. The “opening” into the circle of chairs is subject to the direction students are entering from.
- No more than 2 ft. of space between the inner and outer circle of Chairs.
- The outside circle of chairs starts at one edge of the table, and goes around to the other edge. The tighter the circle can be to the table itself, the better.



Task 4: Lunch Manager

Due to Your Challenge Day Coordinator _____
(3 weeks prior to Day)

Thank you for volunteering to play an essential role in planning for Challenge Day to come to your school.

Lunch time may vary depending on your program start and end times, but are typically delivered and set up between 10:30 a.m. and 11:00 a.m. but will not be served until 15-30 minutes later. Your Client Relations Manager will work with you to determine the best time for you to deliver and set up lunches. **It is critical that we have a minimum of three (3) hours after lunch ends** to complete the day, and that we have flexibility around when to serve lunch. Lunch will be 20 to 30 minutes long.

Lunch must take place in the room where the Challenge Day is being held. Please keep this in mind when selecting your location.

All participants, including adults, will need to bring their own bag lunches and will be asked to remain on site, with no exceptions. Please provide **extra** bag lunches or simple sandwiches for those who may forget.

Or, if you wish to provide lunches for everyone, please have it be prepared **cold food**, such as sandwiches, subs, wraps, bagels, chips, etc. in sacks or boxes. Please stay away from foods like pizza, hamburgers, etc. as they can grow cold, and the aroma can be distracting. Arrange for lunch to be in the room no later than 10:30 a.m. (or as determined with your Client Relations Manager) so that our Leaders have flexibility regarding when to break for lunch. If lunch arrives late we may need to significantly alter the activities for the day, which can have an effect on the overall impact.

Arrange for a meal with a quick serving process. We suggest setting it up so a line can proceed down both sides of the table(s). Please avoid serving meals that require condiments or any “in-the-moment” preparation. These small delays add up when multiplied by 125 youth and adults, and subtract valuable time from the program.

Healthy meals are best – it makes a difference in morale and energy. Sugary or heavy foods may make students happy at lunch, but can seriously affect students’ ability to concentrate and be detrimental to the program’s overall success. Please avoid serving soft drinks and other food and drinks with high sugar content.

Please provide water for all participants. Large coolers with small paper cups work well.

Task 5: Registration Manager

Due to Challenge Day Coordinator _____
(2 weeks prior to Day)

Thank you for volunteering to play an essential role in planning for Challenge Day to come to your school. Registration planning involves:

1. Establishing who will be responsible for checking participants in
2. Getting nametags from the person responsible for supplies and having those ready for registration.
3. Securing a location for registering and holding students before the program starts (ideally right outside the Challenge Day room, in a hallway, foyer or adjacent room).

Supplies you may need for a successful and fluid registration, depending on your registration process:

1. Pens/markers
2. Nametags (see person responsible for supplies)
3. Small trash can(s)
4. List of Student Participants (work with the Student Participant Manager): You can use the Student Registration form (p. 35) to list and register student participants.
5. List of Adult Participants (work with the Adult Participant Manager): You can use the Adult Participant Registration form (p. 36) to list and register adult participants.

Sample Registration Plan:

1. Have 4 volunteers assist with the registration (**Adults or students who are not participating in Challenge Day that day**)
2. Make copies of the Student Registration Form and label the top of each sheet alphabetically (for example: A-D, E-K, L-P, Q-Z).
3. List students for whom the school has received permission slips, along with their grade levels on the appropriate sheets.
4. At registration, place signs behind each of the volunteers to help the students know which line to use (the sign could read: "Students with Last Names Beginning A through D).
5. Students sign the sheet in the space next to their names, fill out and put on their name tags, and be ready to enter the room where the Challenge Day will take place.
6. Adult Participants can sign in and receive their name tags as soon as they arrive, before their morning meeting begins.

Task 6: Assigned Counselor

One of our most important requirements for schools hosting a Challenge Day is that a counselor or licensed mental health professional, employed by the school, must be present for the entire Challenge Day program. The counselor provides follow-up care for students once the program is complete and is also responsible for communicating reportable incidents to proper authorities. School officials are often grateful to identify these students and provide them with the help they need.

Challenge Day leaders will coach Adult Participants on how to identify and confidentially report students needing follow up care, to the counselor in the Challenge Day room. They will share specific examples of levels of follow up: from students needing immediate care to those students who could use extra support with what they share. **Counselor(s), please review the instructions on p. 20 to familiarize yourself with the process we will be using.** It is a good idea to free some time up in the days following Challenge Day, to be able to meet with identified students.

Confidentiality and Challenge Day Programs

One of the success factors of a Challenge Day is that what is shared by youth and adults during the Challenge Day program remains confidential among all participants. Our Challenge Day leaders will address and emphasize the importance of confidentiality and provide room for questions, prior to *any* sharing activities.

Mandated Reporting in Schools

Certain events are considered reportable for minors (youth under 18 years of age) under every states' laws in the United States of America. These reportable events include: youth being abused (physically, sexually, emotionally) by someone, youth planning on hurting themselves, or youth that have said they are going to hurt someone else. It is important that a report is filled out with Child Protective Services (CPS) - usually within 48 hours of the event (please check with your local department for the exact reporting time). The name for CPS varies based on the state. Our Challenge Day leaders will make clear to all participants what is reportable, prior to any sharing activities that occur during the Challenge Day.

Mandated Reporting and Adult Participants

Please make sure you understand the mandated reporting requirements for your state.

This includes: which adults qualify as Mandated Reporters (MRs), what the process is for submitting a report, phone numbers, and Reporting forms MRs will need to complete the process.

If there are Adult Participants at your Challenge Day who may not qualify as MRs but it is possible that they will hear a reportable event, please identify to them which adults in the room are MRs and make sure they share the pertinent information with these individuals. The Adult Participants who received the information from a student can also help MRs fill out the state-mandated report.

For your Challenge Day, be sure to:

1. Know the Mandated Reporting Requirements for your state
2. Print out a handful of copies of the Mandated Reporting Form required by your state (this can be found on your State Government website).
3. Have phone numbers readily available for reporting necessary events

Participant Group List Follow-Up Instructions

Please have your designated Counselor/Follow-Up person review these instructions. Challenge Day Leaders will bring copies of and instruct Adult Participants to follow these instructions when identifying students for Counselors to check in with after the program has ended.

One of the greatest gifts that Challenge Day offers is an opportunity to recognize and help youth who are struggling. Adult Participants will use the symbols below to indicate on your Group List if there are any students fitting the following criteria. In order to truly honor confidentiality and students' trust: ***Please ONLY use symbols on the form, do not write any words about them or their experiences. For any student you feel is in danger, make sure to talk with the designated Counselor/Follow-Up person - sharing all the details you have – before you leave the Challenge Day.***



Circle around student's name

Students who are in danger. This includes if they are: hurting themselves, hurting someone else, and/or being hurt by someone else. **Speak directly with the designated Counselor/Follow-Up Person – sharing all the details you have – before you leave the room.**



Asterisk next to student's name

Students who are not in danger, but based on what they shared (e.g., Getting picked on, grieving, etc.) could use someone to provide them with extra support (e.g., connection with a staff member, the “Be the Change” team, Peer Mediators, other support service or group, etc.). **If you are uncertain about a student needing support, place an asterisk by their name, and speak directly with the designated Counselor/Follow-Up Person before you leave the room. They are trained to make these assessments and to provide support as needed.**



Smiley-face next to student's name

Students who stood out as leaders in Challenge Day (e.g., dropping their waterline, supporting other students, showing avid interest in the day, etc.), even if they don't always seem like leaders in regular school days. It is okay – even common – to have a smiley-face next to a name that has been circled or asterisked.

These three categories are NOT mutually exclusive – we know the combination of experience and empathy often make for some of our best leaders!

Task 7: Student Resource List Creator

Due to Challenge Day Coordinator _____

(3 weeks prior to Day)

SAMPLE ONLY

School and Community Resource List for Contra Costa County

National Resources

- STAND! Against Domestic Violence 888-215-5555
- Cocaine Hotline 800-COCAINE
- Crisis/Suicide Hotline 800-833-2900
- Youth Crisis Hotline 800-843-5200
- STD Hotline 800-227-8922
- Anti-Bullying Hotline 866-444-6996
- Cyberbullying Resources Online <http://cyberbully411.org/>
<http://www.Cyberbully.org>
<http://www.stopcyberbullying.org>

Community Programs

- Alcohol and Drug Abuse Hotline 925-932-8100
- The Helpline 800-273-6222
- New Connections (Homeless or Runaway) 925-754-3673
- Crisis Hotline 925-933-4357
- REACH 925-646-5268
- NEAT Family 925-687-8844
- TAP (Teenage Program) 925-646-5268
- Alateen 925-932-6770
- Young People's Alcoholics Anonymous 925-939-4155
- Narcotics Anonymous 925-685-HELP
- Planned Parenthood 925-676-0300
- Rape Crisis Hotline 925-789-7273
- Cyberbullying Resources Online: <http://www.ctap4.net/projects/cybersafety>

On Campus

- Peer Helpers
- Youth Peer Educators
- Friday Night Live
- Mentors
- Support Groups
- School Counselors



Press or Media Guidelines

We encourage local media coverage of your Challenge Day. This helps showcase the work your school is doing to provide a safe and supportive environment for learning. Our goal is for the media to be a respectful, sensitive, non-intrusive presence at your school's Challenge Day.

- Members of the media can participate in the entire day's activities to gain insight into a Challenge Day, but **must serve as adult participants** when doing so
- If media member can only participate for part of a Challenge Day, we request that they **plan to attend the group activities before 11 am, or at the discretion of the Challenge Day Leaders.**
- Photography is permitted during the first hour and last half-hour of the program only.
- Media are invited to come to the last half-hour of the program and stay until the end of the day to interview participants about their Challenge Day experience. Please refer members of the media to Challenge Day's media and reporting guidelines, especially around issues of confidentiality.
- General comments about separation, isolation, teasing, racism, bullying, school climate, or the overall benefits of the Challenge Day program are appropriate for media to share with a larger audience. Specific comments made about personal and/or family issues (alcoholism, cutting, suicide, etc.) **should not be quoted or videotaped in order to avoid breaching participants' confidentiality.**
- Captions may be used to identify students in photographs; however, we strongly discourage "tabloid" mentality in reporting. Although some of the more emotional photo opportunities and specific shares are moving and "newsworthy," they can embarrass youth and break the confidentiality and trust that we stress throughout the day.

Our main goal is that children feel safe, loved and celebrated. If the media invited to your school's Challenge Day do not agree to honor this goal, or cannot ensure that their stories will protect confidentiality, please reconsider asking them to the event.

Forms and Sample Letters

This section contains all the printouts and invitations you will need to plan your Challenge Day(s), as well as activity tools to assist you with sustaining the impact of the program afterwards:

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Student Invitation – The Ultimate Field Trip!

Congratulations! You have been selected to represent your school or community in the upcoming Challenge Day Program. Challenge Day is a transformational day of fun, leadership and power that can change the way people view each other forever.

The goal of Challenge Day is to help stop the teasing, violence and alienation that are so deeply a part of the school experience for millions of young people every day. Through a variety of games, trust-building activities and presentations, you will be given a unique opportunity to see yourself and the people around you through a new set of eyes.

Since 1987, the nationwide Challenge Day programs have helped to transform the lives of hundreds of thousands of teenagers just like you. Challenge Day has not only received numerous awards, but has also been featured on Oprah, in the best-selling book, Chicken Soup for the Teenage Soul and the Emmy Award-winning documentary, *Teen Files: Surviving High School*. As a young leader from your community, you can be part of this positive change!

We Challenge YOU to Make a Difference!

Space is limited! Return your permission slip as soon as possible. Participants will be signed up on a first come, first served basis. You must be prepared to ***arrive on time and stay for the entire program*** in order to participate.

Adults are welcome to attend! Please let your parent/guardian know they are welcome to participate in the program as adult role models and small group leaders and alert your school Challenge Day Coordinator of their interest. Adults don't need to have any special skills or training – we will meet with them the morning of the program to clarify their role. They just need to have open hearts and minds, and be willing to stay all day. Sharing this day with special adults can be an incredible experience.

Please remember to bring a bag lunch for this day (unless you have been instructed otherwise).



¡Un Paseo Al Maximo!

¡FELICIDADES! Has sido seleccionado para participar en el Programa de Día de Reto que pronto viene. El Día de Reto es un día de diversión y transformación, liderazgo y poderoso que puede cambiar la manera en que la gente ve el uno al otro para siempre.

La meta del Programa del Día de Reto es para ayudar a que dejen de hacer burla, violencia y aislamiento que es una parte grande de la experiencia escolar para millones de jóvenes todos los días. Por medio de una variedad de juegos, actividades para aumentar la confianza y presentaciones, tendrás la oportunidad de verte a ti mismo y las personas alrededor de ti con otros ojos.

Desde 1987, los Programas de Día de Reto en toda la nación ha ayudado a transformar las vidas de miles de jóvenes como tú. El Día de Reto no sólo ha recibido varios premios, sino que también ha sido nombrado en Oprah, el libro popular Sopa de Pollo para Jóvenes y en un Documentario Ganador de premios, *Teen Files: Surviving High School*. ¡Como un líder joven de tu comunidad, tú puedes ser parte de este cambio positivo!

¡Nosotros te retamos para que TU hagas la diferencia!

Regresa tu permiso tan pronto como sea posible. Los primeros participantes que manden su forma se inscribirán primero. Para poder participar, **debes de prepararte para llegar a tiempo y mantenerte en el programa durante todo el programa.**

¡Invitamos a los adultos a participar! Por favor dile a tus padres o tutores que ellos pueden participar en el programa como modelos y líderes en grupos pequeños. Si ahí interés por favor avise a el o la coordinador/a de la escuela. Los adultos no necesitan tener ningunas habilidades especiales o entrenamiento – nos reuniremos con ellos justamente la mañana del programa para clarificar su papel. Ellos sólo necesitan tener abierto sus corazones y mentes y estar dispuestos a quedarse todo el día. ¡El compartir este día con adultos especiales puede ser una experiencia increíble! Si conoces a algún adulto que desee asistir, diles que se pongan en contacto con el/la Coordinador/a del Programa.

Por favor recuerde traer su propio almuerzo (almenos que reciba otras instrucciones).



Parent/Guardian Invitation

Dear Parent or Guardian:

It is our pleasure to invite you and your child/ward to attend the award-winning Challenge Day Program. Since 1987, the Challenge Day programs have touched the lives of hundreds of thousands of teens and adults nationwide. The Challenge Day Program has received numerous awards from the juvenile justice system, government officials and many school districts and cities throughout the nation. The program was also featured on Oprah, in the book Chicken Soup for the Teenage Soul and the Emmy Award-winning documentary *Teen Files: Surviving High School*.

Challenge Days are powerful, high-energy programs in which youth and adult participants are guided through a series of experiential learning processes. The overall goals of the program are to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support and to eliminate the acceptability of teasing, violence and all forms of oppression. Challenge Day programs are designed to unite the members of the school and/or community and to empower them to carry the themes of the program back to the greater school population. Challenge Days successfully address the issues of violence, teasing, social oppression, racism, harassment, conflict management, suicide, peer pressure, alcohol and drugs.

During the program, youth are given several opportunities to speak out about what's really going on for them, and what they need from one another. Please note that while our program focuses primarily on global and community issues and concerns, individual students can and often do share personal difficulties and experiences with the group. The process of sharing is often both empowering and emotional. For this reason, it is important that your child/ward be aware that while confidentiality is one of the primary norms for program participation, we can never guarantee confidentiality on a large group level following the day. (*We will remind the participants of the importance of confidentiality throughout the program*).

At the conclusion of the program, the majority of youth leave feeling bonded, empowered and committed to making a positive difference. At times youth may need additional support. Students will be informed of possible resources; however it would be a great gift to your child/ward if you can be available to listen to any feelings or responses they may have following the program.

We strongly encourage parents, teachers and community members to participate. Please contact your School Coordinator if you are interested in being a part of the program, or if you have questions about anything related to this specific day. Please contact our office if you would like more information about our programs.

Sincerely,

The Challenge Day Staff



Invitación para los Padres o Tutores

Estimado Padre/Tutor:

Es un placer invitarle a usted y a su hijo/a a que asistan al Programa del Día de Reto, un programa premiado. Desde 1987, los programas del Día de Reto han tocado la vida de cerca de medio millón de jóvenes y adultos en toda la nación. El Programa del Día de Reto ha recibido un número de premios del sistema de justicia juvenil, oficiales del gobierno y varios distritos escolares y ciudades en toda la nación. El programa también fue presentado en Oprah, fue nombrado en el libro titulado en inglés Chicken Soup for the Teenage Soul y en documental ganador del Premio Emmy titulado: Surviving High School.

Los Días de Reto son programas potentes, de alta energía en los cuales los jóvenes y adultos participantes son guiados por medio de unas series de proceso de experiencias de aprendizaje. Las metas del programa son de aumentar la fuerza personal y el auto estima, para hacer un cambio de la presión peligrosa de los compañeros a un apoyo positivo de compañeros y de eliminar el aceptar las bromas fastidiosas, violencia y toda forma de opresión. Los programas del Día de Reto están diseñados para unir a los miembros de la escuela y/o comunidad y de darles el poder de llevar los temas del programa a todos los estudiantes de la escuela. En el Día de Reto se habla acerca de la violencia, bromas fastidiosas, opresión social, racismo, acoso, conflicto con la organización, suicidio, presión entre los compañeros, alcohol y drogas.

Durante el programa, se da la oportunidad a varios jóvenes a que hablen acerca de lo que en verdad les pasa, y lo que ellos necesitan uno del otro. Por favor vea que mientras que nuestro programa principalmente se enfoca en los temas y preocupaciones globales y comunidad, muy seguido los estudiantes comparten sus dificultades personales con el grupo. El proceso de compartir muy seguido es potente y emocional. Por esta razón, es importante que su hijo/a sepa que mientras que la confidencialidad es una de las normas principales para la participación del programa, nosotros no podemos garantizar la confidencialidad en un grupo grande de personas después de ese día. (Recordamos a los participantes de la importancia de la confidencialidad).

A la conclusión del programa, la mayoría de los jóvenes salen con un sentido de hermandad, con fuerza y comprometidos a hacer una diferencia positiva. En ocasiones, los jóvenes tal vez necesiten un apoyo adicional. Se informará a los estudiantes de algunos recursos posibles, sin embargo, sería un gran regalo para su hijo/a si usted pudiera estar disponible para escuchar a cualquier sentimiento o respuestas que pueda tener después del programa.

En verdad animamos a los padres, maestros, y miembros de la comunidad a participar. Por favor contacte al Coordinador de su Escuela si usted está interesado/a en ser parte del programa, o si usted tiene preguntas acerca de cualquier cosa relacionada a éste día específico. Por favor hable a nuestra oficina si usted desea información adicional acerca de nuestros programas.

Atentamente,

El Personal del Día de Reto



Permission Slip

Congratulations, your child has been selected to represent your school/community in the Challenge Day Program! The goal of the Challenge Day Program is to build community and to help stop the teasing, violence and alienation that are so deeply a part of the school experience for millions of young people every day. Challenge Day is a powerful and transformational day that can change the way people view each other forever. It is a day of fun, friendship and new possibilities.

Challenge Day will be on _____ from _____ to _____
Date Times

Location: _____

Your child will need to arrive on time and bring a bag lunch unless otherwise indicated.

Adults are needed to assist with the day(s). Parents/Guardians are invited to take part in this program as Adult Participants. This can be a wonderful experience for youth and adults alike. If you would like to volunteer, please contact your School Coordinator:

_____ at (_____) _____

School Coordinator Name

Phone

For more information about Challenge Day, please contact your School Coordinator at the above phone number. You can also visit www.challengeday.org or contact Challenge Day at 925-957-0234.

Please return the form below to _____ no later than _____ .

I give my permission for my child/ward to participate in the Challenge Day Program. I understand that the event is not required and that my child's/ward's participation is voluntary. I further understand that Challenge Day and the sponsoring school/organization, its officers, employees or agents assume no liability either directly or indirectly for injury or accident resulting from or in any way connected with this event.

I understand that the Challenge Day Program will deal with a wide range of issues such as leadership, self-esteem, social oppression, drug abuse, violence, racism and teasing. I also understand that the program will be fun, empowering, eye-opening and emotional. I have read the attached letter and have discussed confidentiality with my child/ward and support his/her participation. I further understand that my child/ward may be invited to participate in future Challenge Day Programs at his/her school, that members of the print and film media may be present at this event and that my child/ward may be photographed, interviewed or quoted as a participant in this program.

I have carefully read this statement and fully understand its contents. I am aware that this is a release of liability of Challenge Day and the sponsoring school/organization, its officers, employees or agents.

I give my permission for my child/ward (name) _____ to participate in the

Challenge Day to be held at (location) _____ on (dates) _____

Parent Name (please print) _____

Parent Signature _____ Phone Number (____) _____



Permiso para el estudiante

Felicidades, su hijo/a ha sido escogido como líder para representar a su escuela/comunidad en el Programa del Día de Reto (*Challenge Day Program*).

La meta del Programa del Día de Reto es para ayudar a que dejen de hacer burla, violencia y aislamiento que es una parte grande de la experiencia escolar para millones de jóvenes todos los días. El Día de Reto es un día poderoso y transformar las maneras en que las personas ven a los demás que durará el resto de sus vidas. Es un día de diversión, amistad y nuevas posibilidades.

El Día de Reto será

	Fecha	Horas
Lugar:		

Se necesitan adultos para que ayuden estos días. Invitamos a los padres/tutores a participar como un adulto voluntario. Esto puede ser una experiencia magnífica para los jóvenes y adultos por igual. **Si usted desea ser un voluntario, por favor contacte a su Coordinador/a de la Escuela:**

Nombre de Coordinador/a: _____ No. de Tel. (____) _____

Para mayores informes acerca del Día de Reto, por favor hable con el/la Coordinador/a de su Escuela al número mencionado arriba, o visite el sitio: www.challengeday.org o contacte al Día de Reto al 925-957-0234.

Por favor devuelva la forma firmada a _____ a más tardar el _____.

Doy permiso para que mi hijo/a o bajo mi tutela, a que participe en el Programa del Día de Reto. Entiendo que éste evento no es requerido y que la participación de mi hijo/a o bajo mi tutela es de manera voluntaria. Además entiendo que el Día de Reto y la escuela u organización que la patrocina, sus oficiales, empleados o agentes no asumen ninguna responsabilidad ya sea directa o indirecta por daños o accidentes que resulten de o de alguna manera conectada con este evento.

Entiendo que Programa del Día de Reto incluirá una variedad de temas tales como liderazgo, auto estima, opresión social, abuso de las drogas, violencia, racismo y fastidiar o hacer burlas a los demás. También entiendo que el programa será divertido, potente, que abrirá los ojos y emotivo. He leído la carta adjunta y he discutido la confidencialidad con mi hijo o bajo mi tutela y apoyo su participación. También entiendo que mi hijo/a o bajo mi tutela puede ser invitado a participar en futuros Programas del Día de Reto en su escuela, que los miembros de los medios publicitarios pueden estar presentes en el evento y que mi hijo/a o bajo mi tutela puede ser fotografiado, entrevistado como participante en este programa.

He leído con cuidado esta declaración y entiendo totalmente su contenido. Estoy consciente que esta es una liberación de responsabilidad del Día del Reto para los patrocinadores, escuela u organización, sus oficiales, empleados o agentes.

Doy permiso a mi hijo/a o bajo mi tutela (Nombre) _____

A participar en el Día de Reto que será en la _____

Fecha: _____

Nombre del Padre/Madre (imprima por favor) _____

Firma del Padre/Madre _____ No. de Tel. (____) _____



Adult Participant Invitation

Dear Community Member:

Please join us as an Adult Participant at our upcoming Challenge Day. Challenge Days are powerful, high-energy programs in which youth and adult participants are guided through a series of experiential learning processes. The overall goals of the program are to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support and to eliminate the acceptability of teasing, violence and all forms of oppression. The Challenge Day Program is designed to unite the members of the school or community and to empower them to carry the themes of the program back to the school population. Challenge Days also successfully addresses issues of violence, teasing, social oppression, racism, harassment, conflict management, suicide, peer pressure, alcohol and drugs.

Since 1987, the Challenge Day Program has touched the lives of over half-a-million teens and adults nationwide. The Challenge Day Program has received numerous awards from the juvenile justice system, government officials and many school districts and cities throughout the nation. The program was featured on Oprah, in the book Chicken Soup for the Teenage Soul and the Emmy Award-winning documentary *Teen Files: Surviving High School*.

We encourage adults to volunteer as positive role models for the benefit of the youth. The program welcomes parents/guardians, teachers, administrators, police officers, elected officials, community members and any other interested adults. This allows youth to see another side of these adults in addition to their assigned community roles. Please notify your School Coordinator if you know of any adults who would like to be a part of the Challenge Day Program.

Adult Participants are crucial for the success of the day. We will meet with all Adults for at least **30 minutes prior** to the start of the program to let you know what is needed from you and to answer your questions. In order for the pre-program meeting to begin on time, please arrive at least 40 minutes prior to the scheduled start of the program. **No prior training is necessary other than the morning check-in meeting.** Our Challenge Day staff closely monitors the program and our Leaders will give all instructions throughout the day. You must be able to remain on site and participate fully for the entire program, including 30 minutes after the program at the end of the day for a post-Challenge Day debriefing.

We hope you will be able to join us for this wonderful experience!

Sincerely,

The Challenge Day Staff



Invitación al Participante Adulto

Estimado Miembro de la Comunidad:

Por favor únase a nosotros como Participante Adulto en nuestro Día de Reto que se aproxima. Los Días de Reto son programas potentes, de alta energía en los cuales los participantes, jóvenes y adultos, son guiados por medio de una serie de procesos de aprendizaje de experiencias. Las metas del programa son de aumentar el poder y auto estima de la persona, de cambiar la presión peligrosa entre los compañeros de escuela a un apoyo positivo entre ellos y eliminar la aceptación de hacer burlas fastidiosas, violencia y toda forma de opresión. El Programa del Día de Reto está diseñado para unir a los miembros en la escuela o comunidad y de darles el poder para que lleven esos temas a los otros estudiantes en la escuela. Los Programas del Día de Reto con éxito hablan de temas de violencia, bromeando fastidiando a alguien, opresión social, racismo, acoso, manejo de conflictos, suicidio, presión entre compañeros, alcohol y drogas.

Desde 1987, los programas del Día de Reto han tocado la vida de cerca de medio millón de jóvenes y adultos en toda la nación. El Programa del Día de Reto ha recibido un número de premios del sistema de justicia juvenil, oficiales del gobierno y varios distritos escolares y ciudades en toda la nación. El programa también fue nombrado en el libro titulado en inglés Chicken Soup for the Teenage Soul y en documental ganador del Premio Emmy titulado: Surviving High School.

Animamos a los adultos a que sean voluntarios modelos positivos para el beneficio de los jóvenes. El programa da la bienvenida a oficiales de la policía, oficiales electos y miembros de la comunidad. Esto permite que los jóvenes vean el otro lado de estos adultos además de su papel asignado en la comunidad. Los adultos participantes también pueden ser invitados a que participen en actividades de la escuela para sostener el impacto del Día de Reto en la escuela. Por favor notifique a su Consejero Escolar si usted conoce a otros padres, maestros y miembros de la comunidad quienes deseen ser parte del Programa del Día de Reto.

Los Participantes Adultos son de suma importancia para el éxito del día. Nos reuniremos con todos los adultos **30 minutos antes** del comienzo del programa para decirles lo que necesitamos de usted y contestar sus preguntas que tenga. No se necesita haber sido entrenado anteriormente otro además de la junta corta de la mañana. El personal del Día de Reto monitorea muy de cerca el programa y nuestros Líderes y le darán todas las instrucciones durante todo el día. Usted debe de quedarse durante el día entero.

¡Esperamos que usted pueda unirse a nosotros para ésta experiencia tan formidable!

Atentamente,

El Personal del Día de Reto



Adult Participant Welcome Letter

Dear Challenge Day Volunteer:

Thank you for volunteering to be a part of Challenge Day! Since 1987, the Challenge Day Programs have touched the lives of over half-a-million teens and adults nationwide. The Challenge Day Program has received numerous awards from the juvenile justice system, government officials and many schools districts and cities throughout the nation, and was also featured in the book *Chicken Soup for the Teenage Soul* and the Emmy Award-winning documentary *Teen Files: Surviving High School*.

Challenge Days are powerful, high-energy programs in which youth and adult participants are guided through a series of experiential learning processes. The overall goals of the program are to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support and to eliminate the acceptability of teasing, violence and all forms of oppression. Challenge Day programs are designed to unite the members of the school and/or community and to empower them to carry the themes of the program back to the greater school population. Challenge Days also successfully address issues of violence, teasing, social oppression, racism, harassment, conflict management, suicide, peer pressure, alcohol and drugs.

The role you play is crucial for the success of the day. We will meet with all Adult Participants prior to the start of the program to let you know what is needed from you and to answer your questions. Please arrive at least 30 minutes prior to the start of the day and plan on staying 30 minutes at the conclusion of the day for the Adult Participant check-in meetings. Please dress in comfortable, casual clothing and shoes. We recommend that suits, skirts and dresses NOT be worn for comfort and ease of movement. You are expected to bring your own bag lunch, unless the school informs you otherwise.

The Challenge Day Program is an experiential program and designed for people of all ages. Please plan on participating fully to the degree that you feel safe, emotionally and physically. No prior training is necessary other than the morning check-in meeting. Our Challenge Day staff closely monitors the program and our Leaders will give all instruction throughout the day.

We encourage adults to volunteer as positive role models for the benefit of the youth. The program welcomes police officers, elected officials and other community members. This allows youth to see another side of these adults in addition to their assigned community roles. Adult participants may also be invited to be involved in school activities to sustain the impact of Challenge Day on campus. Please notify your School Coordinator if you know of other parents, teachers and community members who would like to be a part of the Challenge Day Program.

Thank you again for your support. Challenge Day has proven to be as powerful for adults as it is for students, so please enjoy yourself and have a great day.

Sincerely,

The Challenge Day Staff



Carta de Bienvenida al Participante Adulto

Estimado Voluntario del Día de Reto:

Muchas gracias por ser un voluntario para ser parte del Programa del Día de Reto. Desde 1987, los programas del Día de Reto han tocado la vida de cerca de medio millón de jóvenes y adultos en toda la nación. El Programa del Día de Reto ha recibido un número de premios del sistema de justicia juvenil, oficiales del gobierno y varios distritos escolares y ciudades en toda la nación. El programa también fue nombrado en el libro titulado en inglés Chicken Soup for the Teenage Soul y en documentario ganador del Premio Emmy titulado: Surviving High School.

Los Días de Reto son programas potentes, de alta energía en los cuales los jóvenes y adultos participantes son guiados por medio de unas series de proceso de experiencias de aprendizaje. Las metas del programa son de aumentar la fuerza personal y el auto estima, para hacer un cambio de la presión peligrosa de los compañeros a un apoyo positivo de compañeros y de eliminar el aceptar las bromas fastidiosas, violencia y toda forma de opresión. Los programas del Día de Reto están diseñados para unir a los miembros de la escuela y/o comunidad y de darles el poder de llevar los temas del programa a todos los estudiantes de la escuela. En el Día de Reto se habla acerca de la violencia, bromas fastidiosas, opresión social, racismo, acoso, conflicto con la organización, suicidio, presión entre los compañeros, alcohol y drogas.

Su papel como Participante Adulto es crucial para el éxito del día. Nos reuniremos con todos los Participantes Adultos antes del comienzo del programa para informarles lo que se necesita de usted y de contestar sus preguntas. Por **favor llegue cuando menos con 30 minutos antes** del comienzo del día y planee quedarse 30 minutos al final del día para las juntas de los Participantes Adultos. Por favor use ropa confortable, ropa y zapatos cómodos. Recomendamos que NO usen trajes, faldas y vestidos para estar confortables y moverse fácilmente. **Se espera que usted traiga su propio almuerzo**, al menos que la escuela le informe lo contrario.

El Programa del Día de Reto es un programa diseñado para personas de toda edad. Por favor planee participar completamente al grado que usted se sienta seguro, emocional y físicamente. No se necesita tener entrenamiento previo, otro además de la junta de la mañana. Nuestro personal del Día de Reto monitorea muy de cerca de nuestros Líderes para dar instrucciones durante el día.

Animamos a los adultos a que sean voluntarios modelos positivos para el beneficio de los jóvenes. El programa da la bienvenida a oficiales de la policía, oficiales electos y miembros de la comunidad. Esto permite que los jóvenes vean el otro lado de estos adultos además de su papel asignado en la comunidad. Los adultos participantes también pueden ser invitados a que participen en actividades de la escuela para sostener el impacto del Día de Reto en la escuela. Por favor notifique a su Consejero Escolar si usted conoce a otros padres, maestros y miembros de la comunidad quienes deseen ser parte del Programa del Día de Reto.

Nuevamente, gracias por su apoyo. El Día de Reto ha sido comprobado ser algo potente para los adultos al igual que los estudiantes, por eso, por favor disfrute de eso y tenga un día excelente.

Atentamente,

El Personal del Día de Reto



Adult Participant Roster

For school use – does not need to be returned to the Challenge Day Office.

Be sure to recruit at least five more adults than you need! This roster will allow you to keep good records on the adult participants, and know how to easily contact them.

Date of Challenge Day _____ School Coordinator _____

School/Organization _____

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Student Registration Form

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*** Make additional copies as necessary***



Adult Participant Registration Form

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Special Education Information

Dear Special Educator,

On _____, _____ will be participating in a powerful program called
Date School Name
Challenge Day.

Challenge Day is a one-day event that gives students, teachers, and adults a chance to get to know each other beyond judgments, images, and assumptions. Participants will have the opportunity to listen and to share with peers what it really *feels* like to live their life every day, and what it feels like for them to be a student in this school. Participants engage in activities that help them unlearn oppression and experience connection and compassion for their fellow students. We are asking the school to choose student participants who represent different cliques and groups at the school, so that the program can be as effective as possible for the entire student population.

We are writing to you because it is important that the workshop be fully inclusive, and that your students be considered as potential participants. We also know that you may need additional information to make an informed decision about what will be most beneficial to your students. We sincerely hope that you and/or some of your students will be selected to participate in this exciting and inspiring event.

Your students will be in experienced hands. The Program Leaders who facilitate the workshop are highly skilled, and can accommodate special needs. If a young person has an aide, then that person can be with the student as much as you or they deem appropriate. The workshop is experiential, so there is no “schoolwork”. The only writing involved is an opportunity for students to write a letter to someone they care about. We will expect the young people who participate to stay for the entire workshop (unless they have a bus that leaves early, in which case this point is negotiable) and we are committed to including every student for the entire day (people can leave for bathroom breaks, etc.). Should the aide find it necessary to step out of the room with the student for medical needs we can work to accommodate that. The activities we do involve games and physical activity with safe physical contact. We teach about appropriate hugs and do a lot of hugging throughout the day. We play loud music and talk loudly on microphones—if someone needs to be further from the speakers we can accommodate that, but it still may be loud, like a school dance. Also, it is very common for students to cry or express vulnerable emotions. All emotions are welcome at Challenge Day.

All of our adult and student participants must be able to hold what is shared confidential. When students share about their lives, they sometimes share personal information they will want to remain with their group and not become a rumor. With that in place, we are prepared to accommodate any person. There is more information available on our website www.challengeday.org, and your onsite coordinator, _____, can also be of assistance. Thank you and have a great day!

Your friends at Challenge Day

Be the Change Follow-Up Plan

“Now that our school has experienced Challenge Day, what can I do to help sustain the positive changes?”

As a result of participating in Challenge Day programs, young people make a powerful commitment to be the change they wish to see in their schools. The sad reality is that all too often these motivated youth return to their school community and are immediately faced with difficult choices, intense negative peer pressure, an almost universal desire to fit in, and a strong fear of rejection. They need the support of the entire school community to create lasting change.

Challenge Day programs are a powerful catalyst for growing acceptance and compassion in schools and communities. Your Challenge Day is a first step to create awareness about ways we separate socially, and to learn tools that can help people bridge those divides. To quote our Challenge Day leaders, “the real work starts when you walk out of those doors.” Our vision is that the connection fostered in a Challenge Day room can be an everyday experience for every community. The Be the Change Movement is about creating the school, community and world of your dreams every single day. Thank you for “Being the Change” in our world!

Step 1—Create and sustain your student Be the Change Team

Real change can begin with the leadership of young people. Those who participated in Challenge Day will be longing for the type of caring support and connection they experienced during their Challenge Day event. They will also be ready to create positive cultural changes in their school environment related to kindness, acceptance, inclusiveness, and anti-bullying.

Creating a Be the Change Team is about creating an on-going culture of respect and acceptance, led by students themselves. We’ve prepared a guide that explains how to set up the team (or integrate it into an existing group or club) and provides sample weekly activities to engage participants. Challenge Day has the biggest impact when combined with the efforts and commitment of students, teachers and other community members in partnership with groups that may already exist on your campus: leadership groups, mentorship programs, peer-led clubs, and conflict resolution classes/groups.

You can access the free Be the Change Team Guide here:
http://www.challengeday.org/downloads/BTC_TeamGuide.pdf

Step 2—Lead by example and create a caring school community from the top

Hopefully you've had administrators and staff members participate in Challenge Day. The first step in creating socially and emotionally supportive administrators and staff is to give them an understanding of what their students are feeling and experiencing.

10 Ways that School Leadership Can Sustain Challenge Day

1. **Walk the talk—support and participate in Challenge Day from the top**
Challenge Day is an experience that can catalyze positive social and emotional environments in your school, but it does not stand alone. Also, young people deplore double standards. We can plaster our schools with positive slogans and posters, but the adage “actions speak louder than words” is incredibly apropos for schools. If adults are bullying one another, or worse yet bullying and harassing students—even when it seems like harmless teasing—the behavior needs to change there if we expect it to stop perpetuating among students as well. Having top administrators endorse Challenge Day and participate sends a powerful message about the importance of inclusion. Plus, you'll benefit from your own profound experience and learning an incredible amount about the emotional and physical experiences of your students.
2. **Allow teachers, coaches, staff, and resource aides to attend Challenge Day**
Teachers and other individuals on campus are better educators and more supportive resource personnel when they have an understanding of what the young people they work with are experiencing in their lives inside and outside of schools. They will also have a more informed understanding of the lessons and practices taught in Challenge Day so they can sustain them in the classroom. And they will have a profound experience themselves, increasing their self-acceptance and improving their peer and student relationships. In fact, some teachers have described Challenge Day as one of the best professional development workshops they've participated in even though it wasn't necessarily designed for that purpose.
3. **Hold a united vision for an inclusive and socially connected school**
We can't change only some parts, and expect the whole school culture to change. When we create a strategy to establish a culture of safety, inclusiveness, and care, we must be relentless in identifying the individual parts of the school environment that are not in alignment with that core value. Anti-bullying actions are not just for students, and not only in vulnerable places like restrooms. Like a leak in the dam, if bullying or harassment remains okay among adults like teachers and parents or in settings like gym and sports, our effort at cultural change is threatened with collapse. Has your school created core values that support how students, faculty, and

administration relate to and support one another? Is the school relentless in incorporating these values into every decision and every setting?

4. Support the creation of Be the Change Teams

Creating a Be the Change Team is about creating an on-going culture of respect and acceptance, led by students themselves. When you create the right setting (we've provided you with a user-friendly guide) young people can be incredibly insightful about the programs and actions that create change because they are more in-tuned with the influences they respond to. When you support and encourage Be the Change Teams from the top, you provide those who participated in Challenge Day with the type of mutual caring support and connection they experienced during their Challenge Day event, and you encourage them to lead create positive cultural changes in their school environment related to kindness, acceptance, inclusiveness, and anti-bullying.

5. Host a Challenge Day Faculty Development Program for your teachers

The professional development workshops offer educators their own experiential engagement with social and emotional learning areas, and opportunity to strengthen bonds as a teaching community, increase self-awareness, gain insight into the neurological realities shaping student development, and design lessons using Challenge Day teachings. In this way, you help ensure that students who experience Challenge Day return to a socially and emotionally supportive classroom that reinforces the lessons learned.

6. Create a service culture—track and recognize positive acts of change on and off campus

Challenge students to make at least one daily positive contribution on campus and document it. An act of change can be as simple as helping someone with their homework, sticking up for someone who is being teased, or eating lunch with someone new. An act of change can also be as significant as getting help to stop a fight on campus or volunteering for a cause. We encourage teachers to have students share their contributions either aloud or in pairs with partners. This process can take little time, but can shift the classroom climate by moving students from a "victim" mentality to being recognized for positive contributions.

7. Notice—know your students and their out-of-school environments

School can often be a refuge for students who experience trauma and stress in their home, social, and work environments. School can be a hazard zone for others. The more you understand about your students' circumstances outside of school, the more supportive your school can be for their social and emotional needs. Begin by talking with them and using the simple "If You Really Knew Me" tool – e.g., instead of saying what's wrong with you or what's up with you to a student, say "if we really knew you, what would we know?" Conduct a forensic analysis of your school population using publicly available data from sources like the U.S. Census – levels of income, single parent households, poverty, homelessness, medical issues,

trauma and violence, gang activity, availability of positive youth development experiences in the community.

8. Offer restorative justice programs to resolve conflicts

Restorative justice programs that empower students to resolve conflicts on their own and in small groups complement and strengthen Challenge Day programs by creating an ongoing culture of mutual respect, peaceful resolution, and reconciliation. The format brings students together in peer-mediated small groups to talk, ask questions, and air their grievances. The programs can help alleviate student conflicts and create more campus unity. Schools with restorative justice programs also see substantial reductions in suspensions and expulsions, increasing learning times, and students say they are happier and feel safer.

9. Practice empathy—remember there’s no such thing as a bad kid

During Challenge Day, we teach that each child is born with a heart filled with innocence, wonder, hope, and dreams. During childhood and adolescence though, young people can experience conditions that are hurtful or traumatic. These experiences result in creating defensive behaviors—shields from hurts and trauma—that can take the form of anger, hostility, withdrawal, joking, negativity, harassment, bullying and also self-destructive behaviors like eating disorders, drug and alcohol abuse, and even suicide. In schools, teens who display these behaviors often fall into stereotypical categories of “bad” behaviors—clown, bully, pet, slacker, troublemaker, punk, gangbanger. Practicing empathy helps administrators understand the underlying experiences that shape behaviors by emotionally “walking in another’s shoes.” Begin by talking with students and using the simple “If You Really Knew Me” tool – e.g., instead of saying what’s wrong with you or what’s up with you to a student, say “if we really knew you, what would we know?” You can also use the If You Really Knew Me Discussion Guide for classroom and group activities to gain empathic understanding of what your students are experiencing: <http://www.challengeday.org/mtv/>. These tools are great for relationships with teachers and staff as well.

10. Create social and emotional safe zones

Teasing, harassment, bullying, and even violence occur more frequently in zones where there are fewer peers and often less supervision—bathrooms, locker rooms, cafeterias, hallways between classes, and remote campus areas. Flip the campus culture by labelling and declaring them safe zones. This requires consistent monitoring and features like good lighting and operational privacy doors. Counselors, teachers, and coaches can also label spaces and offices as safe zones where students can talk about what they are experiencing. Some schools do this by posting signs with the “Challenge Day Hand Signal”—the international hand sign for “I love you.” At Challenge Day, students are taught that the sign also means “I respect you” and “I’ve got your back.”

Step 3—Help teachers create socially and emotionally supportive classrooms

Hopefully you’ve had many teachers participate in Challenge Day. The first step in creating socially and emotionally supportive teachers is to give them an understanding of what their students are feeling and experiencing.

We also provide Challenge Day professional development workshops specifically for teachers and other educators.

10 Ways Teachers Can Sustain Challenge Day

1. Attend a Be the Change workshop to gain social and emotional leadership tools

Just like there’s no such thing as a bad kid, there’s no such thing as a bad teacher. None of you came into this profession wanting to be demoralized or disengaged—you wanted to give the gift of learning to a young person. But you can’t support students’ social and emotional needs unless you take care of your own first. Challenge Day’s Be the Change workshop is an opportunity to immerse yourself in Challenge Day philosophies and techniques for teamwork, connectedness, communication, and collaboration. It’s also a workshop to achieve greater clarity of purpose, freedom from emotional roadblocks, powerful social connections, and tools for creating your best possible life.

2. Make your classroom a put-down-free zone

Teasing, bullying and hazing, can be seen by young people as fun and harmless—a ritual of adolescence—rather than damaging to people emotionally and physically. Practice regular and consistent intervention against put-downs and teasing in your classroom, and especially refrain from contributing to or abetting any put-downs or teasing that may be going on. Remember that as an iconic influencer in a young person’s life, teachers have the power to hurt or heal with your words. Students are remarkably sensitive to how they feel they are perceived by the adults in their lives, particularly teachers and other educators like principals, aides, and coaches. Role modeling is always a teacher’s best teaching tool.

3. Allow class time for students to empty their emotional balloons

The Challenge Day balloon theory offers students a way to express feelings and emotions in positive ways. The theory we teach during Challenge Day is that we all have a place inside us where we store unexpressed emotions and feelings that we call our emotional balloons. If students don’t learn healthy ways to empty their balloons, they begin to “leak out” as teasing, yelling, violence and avoidance behaviors like drugs and alcohol. Making time for students to empty their balloons—

to talk about their life experience—can make a huge difference. Students who have healthy outlets for emotional expression—who empty their emotional balloons regularly—feel better, have stronger relationships, and think more clearly and learn more easily.

4. Model the behaviors you wish to see in your students

In Challenge Day, we teach the Gandhi saying, “Be the change you wish to see in the world.” Establish a set of three core values for yourself as a teacher. Then, hold yourself accountable to modeling them in your teaching, your actions, and your relationships with students and others. Open-mindedness is a key ingredient of critical thinking and learning. Does your teaching style alleviate bias and cultivate inquisitiveness and curiosity? Also, emotions are contagious. If you’re enthusiastic, compassionate, respectful, and engaged, your students are more likely to be too. Conversely, if you are unhappy, mean, disrespectful, and dis-engaged, your students are more likely to be that way too. A good practice is to remember your favorite teachers and incorporate some of their qualities into your own teaching styles.

5. Teach and model attentive listening

The gift of listening is the best gift you can give another person. All too often, young people are talked at or given advice instead of being listened to. Teachers don’t always have to fix problems or try to relate to students’ experiences. If students need advice, they will often ask for it. Teachers can be a caring resource—and encourage more disclosure—by gently soliciting conversation (the *If You Really Knew Me* Guide referenced below offers great prompts), listening attentively with interest, maintaining eye contact, and being respectful.

6. Incorporate cooperative learning practices into the classroom

Cooperative learning practices include forming teams and groups. This helps transform a classroom of cliques into an inclusive one. It also prevents isolation and alienation. In Challenge Day, our activities are conducted in a circle for a reason. Circular seating is inclusive and egalitarian. It’s also interactive because it’s more difficult for withdrawn and disengaged people to remain that way when they’re in a circle. The trick is to practice inclusion even when forming teams or groups. Practice timed sharing in groups and teams to prevent the same people from dominating time and attention

7. Practice empathy—remember there’s no such thing as a bad kid

During Challenge Day, we teach that each child is born with a heart filled with innocence, wonder, hope, and dreams. During childhood and adolescence though, young people can experience conditions that are hurtful or traumatic. These experiences result in creating defensive behaviors—shields from hurts and trauma—that can take the form of anger, hostility, withdrawal, joking, negativity, harassment, bullying and also self-destructive behaviors like eating disorders, drug and alcohol abuse, and even suicide. In classrooms, teens who display these behaviors often fall

into stereotypical categories of “bad” behaviors—clown, bully, pet, slacker, troublemaker, punk, gangbanger. Practicing empathy helps teachers understand the underlying experiences that shape behaviors by emotionally “walking in another’s shoes.” Begin by talking with students and using the simple “If You Really Knew Me” tool – e.g., instead of saying what’s wrong with you or what’s up with you to a student, say “if we really knew you, what would we know?” You can also use the If You Really Knew Me Discussion Guide for classroom and group activities to gain empathic understanding of what your students are experiencing:

<http://www.challengeday.org/mtv/>.

8. Incorporate *If You Really Knew Me* viewings and discussion guides into classrooms

Challenge Day offers twelve discussion guides that are paired with the episodes of *If You Really Knew Me* featured on MTV. These guides have been created to help students, teachers, families and other people connect after each episode. The episodes of *If You Really Knew Me* are highly relatable to teens and track the experience of different individuals—jocks, nerds, cheerleaders, emos, outcasts—before, during, and after a Challenge Day. Discussion guides and episodes are located here: <http://www.challengeday.org/mtv/>.

9. Solicit student input for classroom norm setting and enforcement

Teachers are aware that students often embrace rules better when they contribute to creating them. Design the ideal classroom with your students by brainstorming norms for attitude, behavior, participation, and safety. Be sure that all students who are expected to respect the norms are part of their creation. Invite students to assist in enforcing norms.

10. Practice inclusiveness

One of the best ways to build inclusiveness is to conduct an audit of your own personal judgments and biases. We all have them. Take an inventory of your judgments and biases at the end of the school day for a week. It sounds simple, but exclusion is the enemy of inclusion. Who do you sit where in a classroom and why? Who do you call on most frequently and who not and why? Who gets excluded and why? What examples do you use in your teaching? Who or what gets excluded and why? What students do you feel positive and negative about and why? How do you act differently toward them? What types of feelings do they invoke? In the next week, conduct a daily audit of how well you’ve transformed your own biases and judgments into inclusion. Important tip: also practice modeling, attentive listening, and cooperative learning above.