

For Fall programs, please return by 8/15. For Spring Programs, please return by 3/15.

## Outreach Program Details

School or Program Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Program Dates: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Contact's Email: \_\_\_\_\_

Contact's Phone: \_\_\_\_\_ Alternative Phone: \_\_\_\_\_

School or Program Address: \_\_\_\_\_  
Street City State Zip

Event Address (if different): \_\_\_\_\_  
Street City State Zip

### Program Times

What is the earliest time staff can setup onsite? \_\_\_\_\_ Program Start Time: \_\_\_\_\_ Program End Time: \_\_\_\_\_

Other schedule breaks throughout the day:

Start:	End:	Flexible?
Snack _____ to _____		YES or NO
Recess _____ to _____		YES or NO
Lunch _____ to _____		YES or NO

*It is expected that lunch for our staff will be provided by the school.*

**Anticipated Number of Participants:** \_\_\_\_\_ **Number of Groups:** \_\_\_\_\_ (1 per 18 students please)  
*The Leadership School requests that classrooms have chairs available to set in a circle without desks attached.*

**Participants are grouped by:** random homeroom/advisory other established grouping: \_\_\_\_\_  
What Large Group Spaces are available? \_\_\_\_\_ Times: \_\_\_\_\_ to \_\_\_\_\_

### If the portable wall is part of the contract:

Can we leave the wall at the facility overnight? YES or NO ...the night before the program? YES or NO

*As we plan your program, what should we know about your school climate and program goals?*

*Do you have any requests for specific classes or activities? (There's an overview of classes on the back)*

*Please contact us as soon as possible if you would like to make special arrangements to accommodate any student behavioral, educational or medical needs.*

*We'll be in touch about two weeks in advance to confirm numbers and check in about your group & goals.*

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## COMMUNICATION SKILLS

- Learn and practice the 8 Guidelines for Clear and Effective Communication (LEADSTAR).
- Use active listening and assertive, clear communication when expressing oneself.
- Apply negotiation and conflict resolution skills to resolve disagreements.

## RELATIONSHIPS

- Recognize and label a variety of complex graded emotions in oneself and others.
- Provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.
- Identify and counteract discrimination or exclusion of individuals and groups based upon perceived differences.
- Build the skills necessary to form healthy, positive, and supportive relationships with a variety of groups of individuals.

## DECISIONS

- Identify decisions, both small and large, made every day.
- Consider the potential physical and emotional consequences of those decisions for ourselves and others.
- Identify family, peer, school, and community resources available to provide support.
- Take ownership of our decisions and recognize when to ask and who to ask for help.

## TEAMBUILDING

- Define and identify the differences between a group and a team.
- Investigate the characteristics of successful teams.
- Work cooperatively and productively in a team and develop strategies to overcome setbacks and disagreements.
- Discover personal strengths and the strengths of others and find ways to capitalize on both.

## SOLO

- Practice the importance of resting, relaxing, and reflecting while sitting in silence, stillness and solitude.
- Reflect on personal values and beliefs and how our actions and behaviors are influenced by them.
- Develop SMART goals for the benefit of ourselves, our peers, our schools, and our communities.

## ADVENTURE

- Create an environment that is physically and emotionally safe for all participants, including climbers, belayers, and spectators.
- Identify and respect personal comfort and learning zones and those of others.
- Challenge oneself to take healthy risks in a caring and safe environment.
- Identify individuals in our families, peer groups, schools and communities who are members of our physical and emotional support team.

## ENVIRONMENTAL STEWARDSHIP

- Use the outdoors as an integrated context for learning — fostering a connection, built on the values of kindness and respect, with the natural world.
- Encourage a relationship with the natural world through careful observation, increased awareness of the senses, and identification of our connections to and the connections within the natural world.
- Cultivate awareness, knowledge, and understanding about the environmental challenges facing our local communities as well as larger communities at various scales up to the global level.