**Sample Alternative Spring Break and Faculty-Led Programs Ideas**

**Samples from SJSU**

**Faculty-Led Programs:**

**For summer 2018** (click photos for details) <http://www.sjsu.edu/gei/flp/programs/summer/index.html>

**Alternative Spring Break:**

* To Oaxaca, Mexico: <http://as.sjsu.edu/cccac/index.jsp?val=cccac_alternativespring>
* To New York City and Washington D.C.—Civil Rights theme: <https://blogs.sjsu.edu/academicaffairs/2017/05/15/may-2017-newsletter-spartans-meet-civil-rights-icon-on-spring-break/>

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**Samples from Projects Abroad** [www.projects-abroad.org](http://www.projects-abroad.org)

**Work with children in Costa Rica** Work at a local care center for children in the town of Heredia, near San Jose. You will have plenty of opportunity to plan activities for the kids, so creativity is encouraged. This project is great if you want to learn Spanish or improve the skills you have.

**International Development in Mexico** Gain meaningful experience working alongside an NGO in Guadalajara during spring break. You will work with various NGOs, such as Amnesty International.

**Public Health in Ghana** Volunteer in Dodowa, Ghana, helping with public health campaigns including community health checks, giving educational talks about health concerns, and dressing wounds at schools, orphanages, and community centers.

**Building in Jamaica** Help rebuild and renovate the homes of the poor or those affected by disasters in Jamaica. No construction experience is required.

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**Samples from** **Bowdoin College** [website](http://community.bowdoin.edu/news/2016/04/students-gather-to-gain-perspective-on-alternative-spring-break-trips/). They are designed and led by students. Note, all of these are in the US. The college itself is in Maine.

**Art as Empowerment (New York, NY)** Participants witnessed the interaction between public art and art education in a city rich with arts programming. They worked with local arts and education institutions, exploring how public art and arts education can be a tool for empowerment in a wide range of communities.

**Learning and Living with the Passamaquoddy (Pleasant Point, Maine)**Students gained insight into Native American communities in Maine by working in a local elementary school and interacting with community members of the Pleasant Point Passamaquoddy Tribe.

**Immigration At The Border in Tucson, Ariz.** Participants studied the immigration debate in the United States, traveling to remote areas of the Arizona-Sonora border to witness the consequences of heightened border security measures such as “prevention though deterrence.”  Tucson is at the center of the immigration debate and it is where numerous humanitarian service groups have emerged in response to the border crisis.

**Call to Action in Philadelphia** Participants examined the history of poverty, food insecurity, and especially housing insecurity in Philadelphia. They worked with agencies that provide supportive housing and coordinate community campaigns to bring about policy changes.

**Videos of ASB projects**:

<https://www.youtube.com/watch?v=kxd1vAHm--g> (3:09) Work with children in Guatemala (musical) <https://www.youtube.com/watch?v=Vtr6XuOnQcI> (2:01) Work with kids in Guatemala <https://www.youtube.com/watch?v=utoER1uwWNs> (1:52) Frat members build for disabled kids. <https://www.youtube.com/watch?v=j0stXyZrnkc> (1:34 min) Environmental Cleanup Chesapeake Bay <https://www.youtube.com/watch?v=xV-sF1QyvJk> (4:04) Fresno State, environmental Cleanup in Fresno. <https://www.youtube.com/watch?v=LhoAYNMPwos> (4:08) Winter Break College of NJ. (musical)

**Brief videos of past FLP projects at SJSU**:

* Hong Kong: <https://youtu.be/VK0stpspO9o>
* Finland: <https://youtu.be/AntNXUS-cYo>
* Japan (Kyoto): <https://youtu.be/WNH25VDrk74>
* Malta: <https://youtu.be/Hr3uBssHbNg>